

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 # S385A100085

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:
7/2/2010	

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: Colorado Springs School District 11

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

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:	* First Name:	Jessica
Middle Name:		

* Last Name: Sharp

Suffix:

Title: Director of Grants

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-030909-005

Title:

Application for New Grants Under the Teacher Incentive Fund Program

13. Competition Identification Number:

Title:

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

Colorado Springs, El Paso County, Colorado

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

Colorado Springs School District 11 Teacher Incentive Fund

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: CO-05

* b. Program/Project: CO-05

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 1/1/2011

* b. End Date: 12/30/2015

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Colorado Springs School District 11

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

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

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

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

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

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

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

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

Approving Federal agency: ED Other (please specify): State of Colorado The Indirect Cost Rate is 10.5%

(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:
 Colorado Springs School District 11

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Jessica Sharp

Title: Director of Grants

Date Submitted: 06/25/2010

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: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jessica Sharp Title: Director of Grants Applicant: Colorado Springs School District 11 Date: 06/25/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Colorado Springs School District 11

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix:	First Name: Jessica	Middle Name:
Last Name: Sharp		Suffix:
Title: Director of Grants		

Signature:	Date:
_____	06/25/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : CSSD11 2010 TIF 427 GEPA

File : U:\FY10 In Progress\TAP\CSSD11 2010 TIF GEPA Section 427.doc

EQUITABLE ACCESS & PARTICIPATION (GEPA SECTION 427)

Colorado Springs School District #11 is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Colorado Springs School District #11 is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. They are also prohibited by the State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. Including discrimination on the basis of sex: Title IX of the Education Amendments of 1972 (20 U.S.C. 1681–1683) 34 CFR part 106; discrimination on the basis of handicap: Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) 34 CFR part 1041; and discrimination on the basis of age The Age Discrimination Act (42 U.S.C. 6101 et seq.) 34 CFR part 110. It is the policy of Colorado Springs School District #11 to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, Project job announcements will be posted widely, electronically and in print, in English and Spanish with the Human Resources office as well as local and national papers.

Individuals who are members of special populations will be provided full access to Colorado Springs School District #11's TIF schools. The Project Director and Principals will identify participants with special needs who may require instructional and other accommodations to benefit from project opportunities and activities. Colorado Springs School District #11's TIF Schools will provide reasonable accommodations to participants with documented disabilities to enable them to participate fully in all project-related services and activities. All facilities to be used by the Project currently meet or exceed requirements of Americans with Disabilities Act (ADA). All facilities used for Colorado Springs School District #11's TIF project and activities will be open and accessible to all appropriate participants regardless of gender, race, national origin, color, disability, creed, religion, or age.

Project Narrative

Project Abstract

Attachment 1:

Title: **CSSD11 2010 TIF Abstract Pages: 1** Uploaded File: **U:\FY10 In Progress\TAP\CSSD11 2010 TIF Abstract.doc**

PROPOSAL ABSTRACT

Colorado Springs School District 11 (CSSD11) proposes to implement a Performance-Based Compensation System (PBCS) that provides differentiated rewards to teachers and principals based on their effectiveness at improving student achievement, as measured by classroom observations and student growth data. A cohort of ten high-needs “pilot” schools will be the focus of this request. As part of a comprehensive approach to PBCS, CSSD11 will provide additional supports at these schools to increase teacher effectiveness, recruitment, and retention.

The goals of this project are to increase student achievement, increase the effectiveness of teachers and principals, and recruit and retain effective teachers and principals at the participating schools. CSSD11 will implement TAP: The System for Teacher and Student Advancement to achieve these goals. The TAP System has more than ten years of proven experience in successfully implementing PBCS and embedded professional development in schools across the country.

Key components of the CSSD11 TIF program include differentiated bonus awards based on classroom and school-level performance; continuous professional development and classroom support that is targeted to individual needs; and the opportunity for teachers to take on leadership roles within their buildings. CSSD11 will also provide tools and training to increase the use of classroom data in planning and delivering curriculum through this grant.

Project Narrative

Application Narrative

Attachment 1:

Title: **CSSD11 2010 TIF Narrative** Pages: **57** Uploaded File: **U:\FY10 In Progress\TAP\CSSD11 2010 TIF Narrative.pdf**

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PRIORITY 1 (ABSOLUTE)

Differentiated Levels of Compensation for Effective Teachers and Principals: With the assistance of the Teacher Incentive Fund (TIF), Colorado Springs School District 11 (CSSD11) will implement a Performance-Based Compensation System (PBCS) that provides differentiated rewards to teachers and principals based on their effectiveness at improving student achievement, as measured by classroom observations (for teachers), performance evaluations and student growth data. A cohort of ten high-needs “pilot” schools will be the focus of this request. As part of a comprehensive approach to improving teacher and principal effectiveness, CSSD11 will provide supports in addition to the PBCS at these schools to increase teacher effectiveness, recruitment, and retention.

To determine eligibility for a PBCS reward, teachers at the ten pilot schools will receive three or more observations per year, conducted by trained and annually recertified evaluators using a research-based rubric that is aligned to professional teaching standards. The rubric contains 19 indicators and five ratings categories to allow for meaningful differentiation of effectiveness. Evaluators will also complete a survey of performance standards observed in the classroom, which will be aggregated with the evaluation results to determine an overall Skills, Knowledge, Responsibility (SKR) score.

TIF schools in CSSD11 currently measure student achievement growth in the classroom through Northwest Evaluation Associates (NWEA) Measurement of Academic Progress (MAP) testing in reading, math, and science three times yearly. MAP assessments are administered nationally to more than 9 million students, therefore providing a strong baseline and grade-level growth targets to be used at the classroom level. For CSSD11, MAP testing is also used as a projection for the percentage of students who will be proficient or advanced on the state

assessment. School-wide growth will be measured using a value-added system based on the state standardized assessment (Colorado State Assessment Program - CSAP).

Principals will be evaluated based on a 360-degree evaluation tool completed by their supervisor as well as the teachers and staff of their school. They will also be observed by members of their CSSD11 TIF Building Leadership Team and evaluated according to the TAP System Leadership Rubric. The TAP System Leadership Rubric was designed to be used as a coaching tool for the weekly Leadership Team meetings, creating another opportunity for professional development for administrators, master teachers and mentor teachers.

Bonuses for teachers and principals will be calculated as follows:

Teachers: CSSD11 will offer [REDACTED] as the maximum annual performance bonus that teachers may receive in a given year. Bonus amounts for teachers will be differentiated based upon their classroom performance:

- Teachers in tested grades or subjects: 50% (up to [REDACTED]) averaged SKR score as determined by multiple observations, 30% (up to [REDACTED]0) classroom value-added (student growth), 20% (up to [REDACTED]) school-wide value-added (student growth).
- Teachers not in tested grades or subjects: 50% (up to [REDACTED]) averaged SKR score, 50% (up to [REDACTED]) school-wide value-added.

Teachers not in tested grades or subjects (social studies, art, P.E.) will have the option to select a tested area (reading, writing, math, or science) to align their instruction and bonus amounts to. For example, a social studies teacher may choose to receive 30% of their bonus from their student's reading scores; in that event, the teacher would attend professional development and work with specific student strategies to address student need in reading.

Mentor Teachers will also receive salary augmentation in the amount of [REDACTED] per year, and Master Teachers will receive augmentation in the amount of [REDACTED] per year, providing further incentive and rewards to participate in building leadership opportunities.

Principals/Assistant Principals: CSSD11 TIF will offer \$ [REDACTED] per principal as the maximum annual performance bonus. Bonus amounts will be differentiated based upon principal effectiveness, as measured by observation tools and school-wide value-added score as well as a 360-degree evaluation tool. Bonus amounts for principals will be based on the following model:

- 50% (up to [REDACTED]) school-wide value-added, 25% (up to [REDACTED]) 360-degree evaluation tool, 25% (up to [REDACTED]) TAP System leadership team rubric score.

Bonus amounts for teachers and principals/assistant principals have been calculated at 5% of the average annual salary for employees in that group ([REDACTED] for teachers and [REDACTED]0 for principals). In CSSD11, this amount is significant because neither employee group has received a salary increase in excess of 1% of the average annual salary for the past several years. The National Institute for Excellence in Teaching (NIET), an organization with more than ten years of experience in successfully implementing PBCS, further endorses 5% as an ideal bonus amount for teachers and principals. CSSD11 has never pursued any form of performance-based rewards for teachers and principals, and therefore predicts that a 5% bonus amount will be more than sufficient to generate interest and value at the school level. Initial survey responses indicated that more than 75% of current teachers and principals in participating CSSD11 TIF schools would be “very satisfied” with the recommended bonus amount.

PRIORITY 2 (ABSOLUTE)

Fiscal Sustainability of the Performance-Based Compensation System (PBCS): If the proposed initiative is successful in achieving its goal of improving teaching and learning in the pilot schools, CSSD11 is not only committed to sustaining the project in the pilot sites, but may seek to expand the project to additional schools. After the fifth year of the proposed pilot is complete, CSSD11 will allocate funds from its General Operating budget (which currently totals approximately ██████████) to cover 100% of the costs for differentiated compensation and the infrastructure (i.e. staff development and mentor and master teachers) to support the project in the pilot sites. In order to expand the project, CSSD11 will seek to leverage additional funds – including Title I, Title IIA, and funds from the Mill Levy Override and General Fund Contingency Reserve – to build the infrastructure necessary to bring the project to additional school sites.

A complete budget detailing the costs associated with developing and implementing the PBCS is included in the budget narrative (attached). CSSD11 will steadily increase the share it will provide for Performance Based Compensation as outlined in the chart below:

	Year One	Year Two	Year Three	Year Four	Year Five
District Share	5%	10%	20%	30%	50%
TIF Grant Share	95%	90%	80%	70%	50%

Funds to meet the district’s share during the grant period will be drawn from the General Fund Contingency Reserve, which currently totals approximately ██████████ but is refilled with leftover monies from the General Fund each year. While the current amount in the Contingency Reserve is enough to fund the program (particularly when paired with the amounts that will be

contributed by reallocating funds in each CSSD11 TIF schools' current budget), funding to the Contingency Reserve is also expected to increase by several million dollars over the next three years as vehicle ownership taxes increase.

PRIORITY 3 (ABSOLUTE)

Comprehensive Approaches to the Performance-Based Compensation System

(PBCS): CSSD11's proposed PBCS strategy is aligned with a coherent and integrated strategy for strengthening the educator workforce both during and after the grant period. The proposed strategy aligns performance pay with teacher career advancement, highly effective professional development, and meaningful, constructive evaluations. Professional development will be informed by the outcomes of teacher evaluations at the individual and school-wide levels.

Data and evaluations gathered through the PBCS system will also inform retention and tenure decisions. Under Colorado's recently passed Senate Bill 191, teachers must achieve student growth of at least one academic year each year for three years to achieve tenure. Two consecutive years of less than one year's student growth will result in a teacher losing tenure. Schools implementing PBCS in CSSD11 will use a teacher's SKR score, classroom growth and school-wide growth in addition to the district-mandated twice-yearly evaluation to determine if that teacher will be retained or placed on a plan of remediation.

The first objective of CSSD11 TIF is to increase student achievement. Multiple studies have shown that increasing the quality and quantity of professional supports extended to teachers has a significant impact on student achievement (Reeves, 2010). Such programs can also increase the retention of effective and highly effective educators – a process that our district's

evaluation and tenure plans will address. While only ten schools will be part of the initial PBCS, all CSSD11 schools will follow a rigorous evaluation process.

The availability of PBCS in itself is considered a draw for high-quality teachers (Reeves, 2010). By implementing this pilot program in ten of our neediest schools, CSSD11 anticipates an increase in the number of high-quality teachers being recruited and retained in these schools.

PRIORITY 4 (COMPETITIVE PREFERENCE)

Use of Value-Added Measures of Student Achievement: CSSD11 will use value-added measures of the impact on student growth in calculating differentiated levels of compensation provided to teachers and principals. As demonstrated on page 3, at least half of the performance bonuses for teachers and principals will be determined by value-added measures of student achievement.

TIF schools in CSSD11 will have access to a variety of resources for calculating value-added and translating that growth into measures of teacher and principal effectiveness and compensation. The Colorado Growth Model, administered by the Colorado Department of Education, calculates student growth based on CSAP results and plots schools' achievement on a graph from low growth, low performing, to high growth, high performing. NWEA MAP tests administered three times yearly will provide a constant picture of student growth and proficiency. These tools will include the Comprehensive Online Data Entry (CODE) system, which provides valuable real-time teacher evaluation and classroom performance data to individual classroom teachers, school leadership teams and district administrators.

CODE will allow schools in the TIF cohort to track classroom growth for value-added data and SKR scores. To accomplish this, CODE will integrate data from a third-party software

program that calculates NWEA MAP scores, state assessment scores (CSAP), and SKR scores from multiple observations. The system allows for real-time tracking of success and will be linked to the system that determines compensation reward amounts. Classroom teachers at every school will be trained in the use of CODE and the value-added method before the school year begins and as part of their ongoing professional development to ensure that the data generated by the system is used effectively.

CSSD11's TIF structure is based upon TAP: The System for Teacher and Student Advancement, which provides continuous school-based support for teachers to understand and analyzing student growth measures and how their teaching relates to this growth. TAP provides teachers with the support they need to systematically address the needs identified through assessment. It also helps teachers to understand and apply more rigorous standards and assessments.

PRIORITY 5 (COMPETITIVE PREFERENCE)

Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools: CSSD11 TIF is designed to increase the effectiveness of teachers and administrators at high-need schools and retain these teachers by providing incentives and strong professional development. Each of the schools selected for participation in the district's first PBCS cohort have been designated as high-need schools based on Free and Reduced Lunch data of more than 50%. In addition, each school faces unique challenges including disproportionately high minority rates, increasing numbers of Special Education students, and a high rate of mobility due to socioeconomic circumstances and a high military presence in many schools (see Table 1, page 16 for more

detailed information). Each school in the cohort has been classified as “low growth, low proficiency” by the 2009-2010 Colorado Growth Model, and is therefore considered academically high-need as well.

Currently, more than 80% of teachers in the schools targeted by this grant are considered proficient or advanced on their annual evaluation. However, the evaluation put in place by the school district for next year is significantly different and more comprehensive, and we expect that number to drop significantly at the targeted schools. In each of the schools in the PBCS cohort, math, science, and special education are the hardest subjects to staff with effective teachers – district-wide, just 40% of math and science teachers majored in math or science, and only 70% of special education teachers are licensed to teach special education. Compounding this problem is the fact that the average annual turnover rate for each of the identified TIF schools is 10% per year, much higher than the district average of just 3% per year.

To increase recruitment and retention at CSSD11 TIF schools, CSSD11 will offer retention “bonuses” in the amount of [REDACTED] to any incoming, highly-qualified teacher in the area of math, science, or special education. This bonus will be contingent upon remaining for at least two years in the designated TIF school, completing all required professional development sessions, and receiving an evaluation score of proficient or better for each of the two years they are employed. The additional bonus will be disbursed only at the end of the two-year period to ensure adequate retention. CSSD11 believes that this additional bonus will increase the number of highly-qualified candidates who apply for hard-to-staff positions in these schools, and will invest in a targeted recruitment plan to attract more qualified teachers to fill vacancies at TIF schools - including statewide advertising and presence at nationwide recruitment fairs.

CSSD11 anticipates that its ability to recruit and retain effective teachers will change with the implementation of CSSD11 TIF. Implementing PBCS in a comprehensive, integrated system will allow the district to keep well-trained teachers in high-need schools because they will receive ongoing classroom support, relevant professional development training, and access to real-time student and self progress monitoring. Multiple studies have shown that these factors lead to increased job satisfaction and employee retention for teachers (Education Week 2009; Futernick, 2007; Hirsch, 2009). CSSD11 also anticipates increased recruitment to PBCS school sites due to the performance rewards being offered and the embedded training that is inherent to the system.

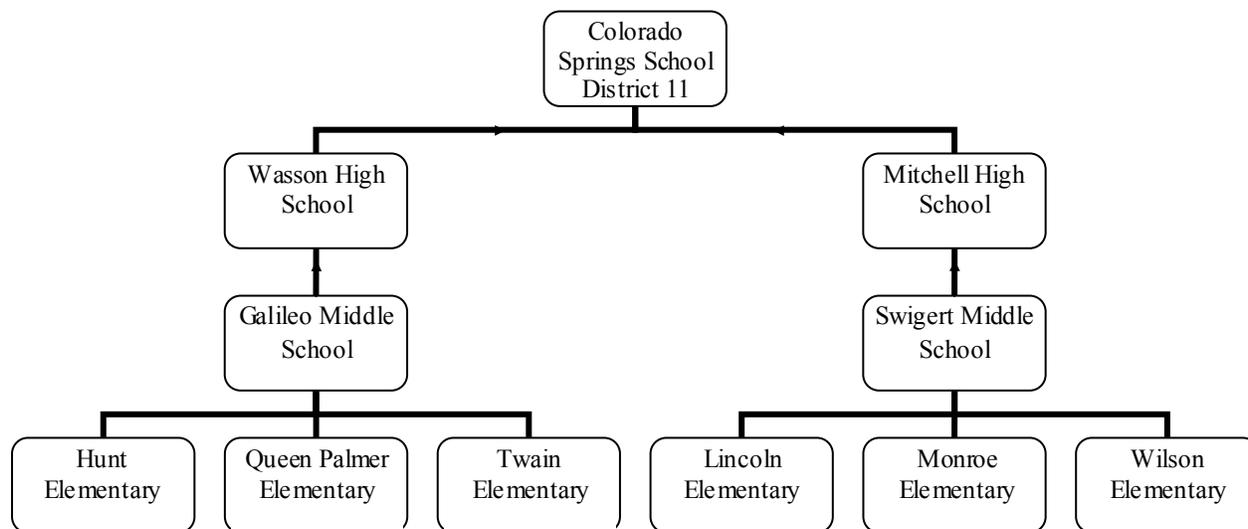
PRIORITY 6 (COMPETITIVE PREFERENCE)

New Applicants to the Teacher Incentive Fund: CSSD11 is a new applicant to the Teacher Incentive Fund. CSSD11 has not previously been awarded a grant under the TIF program, nor has it entered into any partnership with a nonprofit organization that previously received funding through TIF.

NEED FOR THE PROJECT

Colorado Springs School District 11 (CSSD11) serves more than 28,000 students in 62 schools. It is the largest and oldest school district in the Pikes Peak region, and the eighth largest school district in the state of Colorado. CSSD11 encompasses a large geographic area that ranges from urban to suburban areas, and therefore serves a wide range of students with diverse socioeconomic backgrounds. More than 50% of the district’s students qualify for Free and Reduced Lunch and 10% come from a home in which English is a second language. The district also serves three local military bases, and experiences a relatively high mobility rate among students (30.7%) as a result.

In creating a PBCS for the school district, CSSD11 has identified ten of its highest-needs schools (detailed in the table on page 13) that fit into a specified cluster pattern:



The schools selected for this project have a FRL of far greater than 50%, and in most cases are composed of more than 50% minority students. Their mobility rate is greater than the district average due to military deployments as well as factors related to poverty and social status. The

high schools selected have an average graduation rate of approximately 72.7%.

The schools selected have significant academic concerns, as well. Students in these schools consistently perform poorly on the Colorado Growth Model, a state program which assesses student's average academic growth over the course of one school year. In 2008-2009 (the most recent year for which growth model data is available), the Median Growth Percentile for these schools was 45.4%, meaning that less than half of the students at each of these schools achieved one year's growth in that time period. The mean percentage of students performing at or above proficiency on the state standardized test (CSAP) in 2008-2009 (the most recent year for which complete data is available) was just 45.9% in these ten schools, which is especially concerning when compared to a district average of 75% and a state average of 78%.

It is important to note that the least academic growth and the poorest performance on test scores in our district are at Mitchell and Wasson High Schools – the two high schools selected for inclusion in this pilot. By employing a “cluster” approach to teacher improvement, CSSD11 believes that this project will have a significant impact on student achievement at the secondary level, as students will experience a continuum of growth beginning with elementary school, progressing through middle school, and culminating at the high school level.

The table on the following page illustrates the academic and socioeconomic demographics of the ten schools selected for this pilot program. Additional tables on pages 16-17 display the achievement gap present between these schools and comparable schools (based on Free and Reduced Lunch, enrollment, and grade level) in the state.

TABLE 1: CSSD11 TIF SCHOOL DEMOGRAPHICS 2008-2009

School	Total Enrollment	At or Above Proficient*	Median Growth Percentile**			FRL	Ethnicity					Mobility Rate	Graduation
			Reading	Math	Writing		Amer. Indian	Asian	Black	Hispanic	White		
<i>District Average</i>	28,789	75%	59	56	52	51.4%	1.7%	3.1%	10.9%	23.4%	61.0%	30.7%	78.5%
Hunt Elementary	398	63%	48	42	30	94.2%	1.6%	0.7%	20.6%	48.8%	28.3%	45.7%	N/A
Lincoln Elementary	216	61%	35	35	37	93.1%	2.3%	3.7%	9.7%	38.2%	46.1%	51.7%	N/A
Monroe Elementary	389	44%	49	47	47	93.1%	2.1%	2.1%	12.8%	64.9%	18.0%	50.8%	N/A
Queen Palmer Elementary	228	50%	50	33	39	89.1%	0.9%	1.3%	21.8%	33.6%	42.4%	41.0%	N/A
Twain Elementary	461	53%	37	34	34	77.4%	2.2%	1.2%	15.0%	26.3%	55.3%	38.8%	N/A
Wilson Elementary	424	51%	52	43	47	86.3%	1.4%	4.2%	20.0%	44.6%	29.7%	37.7%	N/A
Galileo Middle	476	61%	41	61	37	66.0%	4.0%	2.9%	13.2%	27.5%	52.4%	N/A***	N/A
Swigert Middle	538	36%	N/A****	N/A	N/A	87.0%	1.1%	1.3%	14.4%	54.9%	28.4%	32.9%	N/A
Mitchell High	1,036	21%	46	58	46	61.8%	2.0%	3.0%	14.2%	33.6%	47.3%	39.1%	73.3%
Wasson High	1,056	19%	50	52	52	57.2%	0.9%	4.0%	17.6%	27.7%	50.0%	40.2%	72.2%

*As determined by the Colorado State Assessment Program (CSAP)

** According to the Colorado Growth Model assessed by the Colorado Department of Education

***Galileo Middle School re-opened in 2008 and therefore does not have sufficient data to determine student mobility

**** Swigert Middle School re-opened in 2009 and therefore does not have sufficient data to determine student growth

Recruiting and Retaining Highly Qualified Teachers and Principals

As with other struggling school systems across the country, CSSD11 faces many challenges in attracting and retaining highly qualified teachers and instructional staff, particularly in its most ~~at-risk~~ schools. While 95% or more of the teachers in these schools are considered ~~highly qualified~~ according to the district's 2009 NCLB report card, more than 20% of teachers at the selected high-needs schools have only a probationary license and the staff turnover rate is disproportionately high. Intensive efforts over the past few years have focused on outreach and recruitment, as well as creating an alternative compensation structure that encourages teachers to remain in high-needs schools with additional training and support.

Data shows that the average turnover rate for teachers at the selected schools is 10%, well above the district average of just 3%. Seven out of the ten schools included in this grant have received a new principal in the past year as well, which indicates some difficulty in retaining high-quality leadership at these school sites. The new principals at each site have participated in an orientation to the CSSD11 TIF proposal and TAP System, and have expressed overwhelming interest and support in employing PBCS at their respective schools.

Providing performance-based compensation along with training and support through the TAP System will allow CSSD11 to create an attractive recruitment package for potential teachers and principals. Additionally, the district will provide an additional retention bonus [REDACTED] for highly-qualified teachers in math, science, and special education who remain at the school for at least two years. CSSD11 will use a targeted marketing effort – driven by the TIF Program Director – to recruit highly-qualified teachers from across the region to apply for vacant positions in CSSD11 TIF schools as they arise.

Student Achievement

It is clear that the schools selected for the CSSD11 TIF pilot are not achieving academically. Each school is at least ten percentage points behind its closest comparable schools (see Table 2, page 16) in terms of proficiency on the state standard assessment, and some schools are more than 50% lower than the state average.

CSSD11 TIF will assist teachers and principals in increasing student achievement at these schools by increasing the amount of targeted, relevant professional development received to a classroom-embedded, weekly basis and providing regular coaching and observation sessions. Teachers at CSSD11 TIF schools will be supported in a way that is unrivaled in our district. This in turn will increase retention and allow the schools to recruit more highly qualified teachers.

Comparable Schools

Because the schools selected for this project vary widely in FRL, grade level, and enrollment numbers, CSSD11 used publicly accessible data from every school in Colorado to determine the schools that were most similar. Ultimately it was determined that the CSSD11 TIF pilot schools are most similar to schools elsewhere in our own district, those in the Denver Public Schools System, and those in the Mesa County (CO) Schools System.

Within these school systems, CSSD11's data and evaluation specialists selected 10 schools that were most similar (6 elementary, 2 middle, 2 high) based on Free and Reduced Lunch status (within 5% comparable FRL) and total enrollment (within 50 students of each comparable CSSD11 school). CSSD11 then pulled state assessment (CSAP) data for each of these ten schools and aggregated the results to determine an average comparable academic score for students who were determined to be proficient or above on the 2008 CSAP. CSSD11 also calculated the Median

Growth Percentile (MGP) for each school in reading, writing, and math to provide additional data. MGP data is determined by student growth over one year as determined by CSAP data, and is available by school on the Colorado Department of Education’s website.

The table below details these factors and compares each district’s percentage of students who are consider Proficient or Above Proficient and Median Growth Percentile scores in reading, writing, and math. The state average for these data points is also represented.

TABLE 2: CSSD11 TIF COMPARABLE SCHOOLS ACADEMIC REPORT						
<i>School</i>	<i>Total Enrollment</i>	<i>FRL</i>	<i>Proficient or Above *</i>	<i>MGP* Reading</i>	<i>MGP* Math</i>	<i>MGP* Writing</i>
State Average	N/A	34%	78%	75	80	76
CSSD11 TIF School Average	522	80.5%	46%	45	45	41
CSSD11 Average	487	50.5%	75%	59	56	52
Denver Public Schools	553	85.2%	60%	50	50	52
Mesa County Schools	567	73.5%	56%	52	49	51

*as determined by CSAP scores and reported on the Colorado Department of Education website.

To further illustrate the district’s rationale, the tables below delineate the academic scores for multiple sets of CSSD11 TIF schools and their comparable schools in the Colorado Springs, Denver and Mesa County Public School systems as applicable.

Swigert Middle School is included in the cohort of ten schools, but was considered exempt from this particular study of comparable schools. Prior to fall 2009, Swigert operated as a charter school under the Edison Project concept. That school failed to make Adequate Yearly Progress (AYP) for six years, and was therefore closed as a charter school and reopened as a public school under NCLB and state guidelines. CSSD11’s data and evaluation specialists will analyze Swigert’s 2009 CSAP data to provide the statistical baseline necessary for this grant. Because the school was

designated as a “turnaround school” in 2009, it is considered especially high-needs by the state and federal government. Comparable schools have therefore been established for Swigert, but no academic comparison can be made until 2009 CSAP data is publicly released in October 2010.

TABLE 3: CSSD11 TIF COMPARABLE SCHOOLS - HUNT, MONROE, WILSON

<i>District</i>	<i>School</i>	<i>Total Enrollment</i>	<i>FRL</i>	<i>Proficient or Above</i>	<i>MGP Reading</i>	<i>MGP Math</i>	<i>MGP Writing</i>
CSSD11	Hunt	398	94.2%	63%	48	42	30
	Monroe	389	93.1%	44%	49	47	47
	Wilson	424	86.3%	51%	52	43	47
Denver	Eggleton	400	95.0%	65%	55	48	58
	Fairmont	414	88.0%	63%	52	41	53
	Schmitt	411	91.0%	68%	50	64	62
Mesa County	Dos Rios	441	78.5%	67%	51	48	54

TABLE 4: CSSD11 TIF COMPARABLE SCHOOLS – LINCOLN, QUEEN PALMER

<i>District</i>	<i>School</i>	<i>Total Enrollment</i>	<i>FRL</i>	<i>Proficient or Above</i>	<i>MGP Reading</i>	<i>MGP Math</i>	<i>MGP Writing</i>
CSSD11	Lincoln	216	93.1%	61%	35	35	37
	Q. Palmer	228	89.1%	50%	50	33	39
Denver	Philips	178	88.0%	69%	46	53	50
Comp. CSSD11	Bristol	236	76.0%	62%	49	45	48
	Rogers	277	83.0%	73%	50	61	68

TABLE 5: CSSD11 TIF COMPARABLE SCHOOLS - MITCHELL & WASSON

<i>District</i>	<i>School</i>	<i>Total Enrollment</i>	<i>FRL</i>	<i>Proficient or Above</i>	<i>MGP Reading</i>	<i>MGP Math</i>	<i>MGP Writing</i>
CSSD11	Mitchell	1036	61.8%	21%	46	58	46
	Wasson	1056	57.2%	19%	50	52	52
Denver	JFK	1021	61.0%	36%	59	52	58
	South	1292	71.0%	38%	57	57	52

PROJECT DESIGN

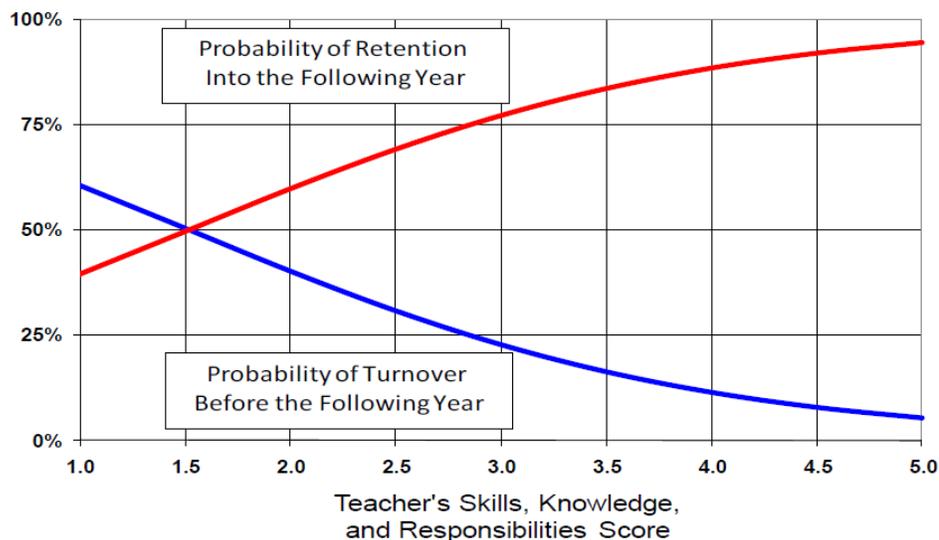
Proposed Strategy for Rewarding Teachers in High-Needs Schools

CSSD11 TIF plan stems from four elements in TAP: The System for Teacher and Student Advancement that are consistent with recent studies from the field of human resources, which emphasize the importance of incentives, accountability, on-the-job support and career paths to motivate and develop effective employees (Center for Educator Compensation Reform, 2010). TAP is a comprehensive, research-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the performance of their students, a fair accountability system, continuous on-site professional development and support, and career advancement opportunities. TAP was developed in 2000 by researchers at the Milken Family Foundation and is now administered through the National Institute for Excellence in Teaching (NIET).

Given TAP's proven success in increasing student achievement, retaining talented teachers, and recruiting teachers in hard-to-staff schools and hard-to-staff subjects, the district is eager to begin implementation. To ensure that the district approaches this program conservatively, CSSD11 has identified ten pilot sites for initial implementation through the TIF grant. These schools represent our district's greatest needs, and feed into one another in a dedicated cluster format. If the pilot program proves successful, CSSD11 may reallocate current funds to allow additional schools to implement the TAP System for eventual integration across the district.

Methodology to Determine Effectiveness of School Personnel by Student Growth

Because the ultimate goal of CSSD11 TIF is to raise student achievement, the proposed PBCS is structured to reward teachers and principals whose students demonstrate increases and improvement in academic achievement. This compensation system also enables districts and schools to retain the most effective teachers and leaders, motivating excellent teachers to stay in the classroom where they can continue to impact students and schools and colleagues positively. The primary indicators of teacher and principal effectiveness under this system are valid and reliable measures of student achievement such as Colorado statewide assessment (CSAP) scores, NWEA MAP scores, the TAP instructional rubric, and other data as discussed in the evaluation section.



Teacher Compensation

The CSSD11 TIF compensation system is based on TAP’s established formula: 50% of teacher bonuses are calculated from student achievement as measured by value-added growth;

50% is based on valid and reliable measures of teacher instructional performance used in the classroom evaluations.

Value-added analysis uses a statistical methodology that documents the rate of student progress at state, district, school, grade, and student levels and is based on individual student achievement data. The data determines academic gain or value-added growth for a student or group of students above a predicted target over a specific period of time; a student's past performance on tests predicts which scores students should achieve if they continued on the same path. Projected growth is determined by actual growth in two or more previous years. Using the value-added model, actual scores are compared to the predicted scores to determine the progress of a teacher's class.

The component of the bonus based on student achievement growth is divided into two parts. 20% is based on school-wide, value-added growth, and 30% is based on value-added gains for an individual classroom teacher's students. To include as many teachers as possible under CSSD11 TIF's bonus structure with individual student data, MAP testing will be used to determine individual student growth in grades K–11. MAP tests from the Northwest Evaluation Association provide the projected growth for each individual student, information which an external evaluator can then use to calculate a teacher's value-added score for growth analysis. Related arts and other teachers in non-tested areas will have the opportunity to choose from one of the core content areas to reinforce in their classes in order to be linked to those particular students' value-added gains. These changes will ensure that 50% of the bonuses for almost all teachers in the building will be based on the performance and growth of students for whom they are directly accountable. This change will also help build a sense of community and

commonality of purpose by encouraging collaboration between content area and related arts teachers.

CSSD11 will allocate [REDACTED] per teacher per year for performance-based compensation. Highly-qualified teachers in hard-to-staff subjects will also be eligible for a one-time [REDACTED] retention bonus at the end of their second year of employment. The bonus amount is calculated at 5% of the average teacher's salary in a district that has seen raises of just 1% per year for the past several years, and therefore provides a significant incentive for teachers to participate in TAP schools.

CSSD11 TIF will work jointly with the human resources department to use various forms of media to announce job openings at the TIF schools. The Project Director and/or TIF staff will attend college recruitment fairs to attract teachers just beginning their career, and TIF staff will attend a variety of state conferences to lure the most effective teachers to TIF schools.

Principal Compensation

Just as the best teachers are needed in the classrooms, CSSD11 needs the most effective principals to remain in the schools. Yet, under the current system, if a principal desires more responsibility (and a subsequent pay increase), the options are often limited to assuming a role at the district office. CSSD11 TIF provides effective principals with the opportunity to make a salary equivalent to what a promotion to the district office would afford.

CSSD11 TIF schools will offer a variety of incentives to principals and assistant principals. These include bonuses based on school-wide, value-added achievement. Principal bonuses will be allocated at a maximum of [REDACTED] per principal per year – or 5% of the average annual salary in a district that has not seen a raise for principals in several years – and based

upon the following formula: 50% school-wide value-added, 25% 360-degree leadership evaluation, 25% TAP System leadership team rubric score.

CSSD11 will contract with a reputable vendor to use a 360-degree assessment that has been developed and tested to provide reliable and valid assessment of a principal's effectiveness in key areas of instructional leadership. These areas will be aligned to national leadership standards developed by the Interstate School Leaders Licensure Consortium (ISLLC) [AP 1; CE C]. Respondents will rate the principal's performance on a set of behaviors using a five-point scale resulting in a detailed quantitative diagnostic profile. The chosen instrument's validity and reliability will have been confirmed through a multi-stage development process including review by district and school leaders, pilot testing in schools and field-testing with empirical study and expert review.

The TLT Observation Rubric measures principal effectiveness based on a participatory, action research approach to addressing the four main areas of TAP implementation: data analysis, cluster implementation, growth plans and the evaluation process. Because the typical principal's working day is consumed by managerial tasks having little or no direct bearing on the improvement of instruction, a single administrator cannot fill all of the leadership roles in a school without substantial participation by other educators. The TLT rubric, which is aligned with professional leadership standards, measures the principal as a facilitator, sharing leadership and engaging other members [AP 1; CE C]. The constant analysis and cyclical nature of the TLT rubric aligns to the action research approach, which seeks to create knowledge, propose and implement change, and improve practice and performance (Stringer, 1996). Kemmis and McTaggart (1988) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing the plan, (3) observing and

documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action. New knowledge gained results in changes in practice.

CSSD11 has taken several steps thus far to ensure implementation of the TAP System. The Vice President of NIET met with the Project Director, Superintendent, and representatives from the Board of Education and Superintendent's Cabinet in February to explain the TAP System, and met with individual school principals at that time as well. The Project Director then explained the core tenants of TAP in a staff meeting at each of the proposed schools. Based on this presentation, teachers were surveyed as to whether or not they wanted to join the TAP System. *All of the CSSD11 schools listed under the TIF grant have received more than the necessary two-thirds vote in favor of TAP implementation (see Table 6, page 26), and the Board of Education and district administration are unanimously in favor.*

Sufficient Size of PBCS to Impact Recruitment and Retention

Performance-Based Compensation will be made available to teachers, and administrators at each of the ten schools selected for this pilot. To facilitate distribution of the awards, CSSD11 will maintain a bonus pool of \$ [REDACTED] for each teacher and \$ [REDACTED] for each administrator (principal/assistant principal). Teachers and administrators will be eligible for the full bonus amount only if they meet or exceed each of the following requirements:

- Teachers in tested grades or subjects: 50% ([REDACTED]) averaged SKR score, 30% ([REDACTED]) classroom value-added, 20% ([REDACTED]) school-wide value-added.
- Teachers not in tested grades or subjects: 50% [REDACTED] averaged SKR score, 50% [REDACTED] school-wide value-added.

- Administrators (principals/assistant principals): 50% (████████) school-wide value-added, 25% (████████) 360-degree evaluative tool, 25% (████████) TAP System leadership team rubric.

Bonus amounts for teachers and administrators are based on 5% of the average annual salary for employees in that group. CSSD11 has never pursued any form of performance-based rewards for teachers or principals, and therefore predicts that a 5% bonus amount will be more than sufficient to generate interest and value at the school level. Initial survey responses indicated that a majority of teachers and principals at the selected schools would be “very satisfied” with a 5% bonus amount.

Definition of “Effective” Teachers and Principals

In accordance with Colorado Senate Bill 191, CSSD11 defines “effective” teachers as those who have achieved a minimum of one year’s growth in their classrooms and “effective” principals as those who achieved a minimum of one year’s growth school-wide as determined by the state standardized assessment (CSAP). Teacher effectiveness in the CSSD11 TIF program will also be measured a minimum of four times per year through a comprehensive research and standards-based rubric, the TAP *Skills, Knowledge and Responsibilities Performance Standards* (SKR) rubric that evaluates teacher instructional quality by members of the TIF program and the building leadership team. CSSD11’s leadership team has conducted extensive research to inform best practices in defining and effective teacher, and will use that research to drive and inform the district’s PBCS and professional development strategies.

Research offers a plethora of definitions for an “effective” teacher. Clark (1993, p. 10) wrote that, “Obviously, the definition involves someone who can increase student knowledge,

but it goes beyond this in defining an effective teacher.” Vogt (1984) related effective teaching to the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. Collins (1990), while working with the Teacher Assessment Project established five criteria for an effective teacher: (a) is committed to students and learning, (b) knows the subject matter, (c) is responsible for managing students, (d) can think systematically about their own practice, and (e) is a member of the learning community (Clark, p. 11).

Paraphrasing Clark (1993) and Sullivan (2001), an effective teacher is one who demonstrates knowledge of the curriculum, provides instruction in a variety of approaches to varied students, and measurably increases student achievement. The best means to measure this is with an approach that combines observation with data-driven assessment.

One mark of an effective teacher is the ability to use an array of research-based instructional strategies. McRel’s meta-analysis of the research on instruction (Marzano, 1998), identifies nine instructional strategies that enhance student achievement. McRel has also identified twenty-one leadership responsibilities with statistically significant relationships to student achievement that, when consistently implemented, can have a substantial impact on student achievement (Waters, Marzano & McNulty, 2003). To quote McRel’s study, “Effective leadership adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes” (2003). The responsibilities include such tasks as establishing a set of standard operating procedures and routines; involving teachers in the design and implementation of important decisions and policies; and monitoring the effectiveness of school practices and their impact on student learning” (McRel, 2003).

Evidence of Support from Teachers and Principals

Teachers and principals from each of the schools selected for participation have been involved in the planning of a PBCS for more than six months. A representative from NIET visited the school district in March 2010 to present the TAP System and answer questions from district administrators, teachers and principals. The Project Director has since visited each school to present the system to staff for a second time and work through specific areas of the grant with teams of school-based teachers and administrators.

Teachers were surveyed by the principal of each school in May 2010 to indicate the staff's support of integrating the TAP System and pursuing a TIF grant to support Performance-Based Compensation. A letter of support from each school principal (with the exception of Queen Palmer and Wilson, which will have new principals this year) is included in the addendum. The results of the staff vote are detailed in the table below:

TABLE 6: SCHOOL-BASED SURVEY IN SUPPORT OF 2010 TIF GRANT				
<i>School</i>	<i># Teachers</i>	<i>Approval</i>	<i># Administrators</i>	<i>Approval</i>
Hunt Elementary	38	75%	2	100%
Lincoln Elementary	17	95%	1	100%
Monroe Elementary	40	85%	2	100%
Queen Palmer Elementary	23	75%	1	100%
Twain Elementary	39	80%	2	100%
Wilson Elementary	33	80%	2	100%
Galileo Middle School	32	95%	2	100%
Swigert Middle School	45	90%	2	100%
Mitchell High School	79	80%	3	100%
Wasson High School	74	75%	3	100%

All of the CSSD11 schools listed under the TIF grant have exceeded the necessary two-thirds vote in favor of TAP implementation, and the Board of Education and district administration are unanimously in favor.

Evidence of Support from Teacher's Union

CSSD11's local teachers union, the Colorado Springs Education Association (CSEA), has endorsed our pursuit of this grant and will work together with CSSD11 administration and the teachers impacted by their school's selection to ensure that the project experiences continuous support. A letter of support from the CSEA Director, Tim Cross, is included in this grant's addendum.

Inclusion of Rigorous, Transparent, and Fair Evaluation Systems

The proposed TIF project will provide mechanisms to evaluate teacher and principal performance throughout the academic year. A fundamental premise of TAP is that incentives based on classroom evaluation and student achievement gains can focus teachers and principals on student achievement growth in a productive way, reward teachers and principals for acquiring more skills and becoming more effective in obtaining student achievement growth, and recognize hard work when success is achieved. The TAP teacher evaluation system helps teachers and principals focus on student data and use that data to determine what teaching practices may need to be modified for maximum effectiveness.

Teachers are held accountable for meeting the TAP *Skills, Knowledge, and Responsibilities Performance Standards*, and 50% of a teacher's bonus is based on multiple classroom evaluations at least three times per year (the other half is based on student achievement growth as explained previously).

Example: Academic Feedback Indicator from the Instructional Portion of the TAP Rubric

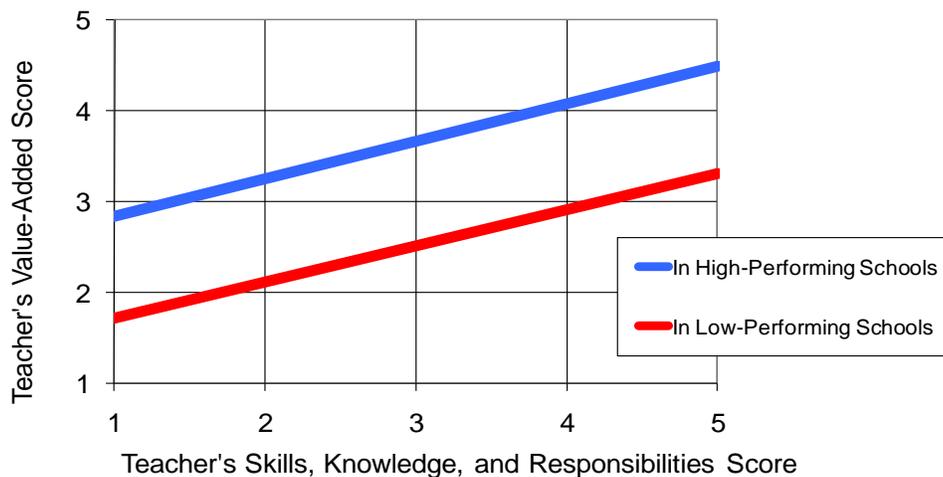
	5	3	1
Academic Feedback	<ul style="list-style-type: none"> ● Oral and written feedback is consistently academically focused, frequent and high-quality. ● Feedback is frequently given during guided practice and homework review. ● The teacher circulates to prompt student thinking, assesses each student’s progress and provide individual feedback. ● Feedback from students is regularly used to monitor and adjust instruction. ● Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> ● Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. ● Feedback is sometimes given during guided practice and homework review. ● The teacher circulates during instructional activities to support engagement and monitor student work. ● Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> ● The quality and timeliness of feedback is inconsistent. ● Feedback is rarely given during guided practice and homework review. ● The teacher circulates during instructional activities, but monitors mostly behavior. ● Feedback from students is rarely used to monitor or adjust instruction.

Teachers are held accountable for meeting the TAP *Skills, Knowledge, and Responsibilities Performance Standards*, and 50% of a teacher’s bonus is based on multiple classroom evaluations each year (the other half is based on student achievement growth as explained previously). Each teacher is evaluated a minimum of four times per year by multiple trained and annually certified evaluators using a comprehensive, objective, evidence-based rubric. At least half of the observations are unannounced. All announced observations include a pre-and post-conference with the teacher. Unannounced observations include only a post-conference.

These standards are based on education psychology research focusing on learning and instruction. TAP has reviewed instructional guidelines and standards developed by numerous

national and state organizations, including the work of Danielson (1996), among others, and from this review developed a comprehensive set of standards for teacher accountability. The teaching standards and rubrics are based on empirical studies from diverse literature, and teachers who teach according to these standards will produce large significant achievement gains (Schacter & Thum, 2004). Research indicates that when these rubrics are applied correctly, they serve as accurate predictors of student achievement gains.

Teachers with High Classroom Observation Scores Demonstrate High Value Added to Student Achievement Growth¹



¹ Using data for 1,780 TAP teachers in 10 states for school years 2006-07 and 2007-08.

TAP Skills, Knowledge, and Responsibilities Performance Standards have four domains which include three indicators for Designing and Planning Instruction; twelve indicators for Instruction; four indicators for the Learning Environment, and seven indicators for Teacher Responsibilities. Although teachers are evaluated on their content knowledge, the focus of the

¹ Using data for 1,780 TAP teachers in 10 states for school years 2006-07 and 2007-08.

evaluations is not content specific. Therefore, all teachers, including those in the special areas can be evaluated fairly by individuals who do not have content expertise in the subject observed.

Evaluations are performed by the TAP Leadership Team, which is comprised of master and mentor teachers, the principal, the Program Director and her staff, and other school administrators. The TIF Project Director will train each evaluator a total of five days on the rubric, and each participant must pass the evaluation test before beginning observations. Annual evaluator re-certification is required and inter-rater reliability is continuously monitored in leadership team meetings. The Project Director and his staff will conduct observations and debriefings in participating schools to ensure the rubrics are being applied correctly and to check for inter-rater reliability.

Leadership teams at the site level use the CODE system to track all teacher observations and scores. This data-management system was developed by Innovation Architects specifically for TAP, and is used in the school leadership team meetings to check for score inflation, deflation, and consistency among evaluators. Also, the data serves as a guide for the leadership team in the pedagogical areas of strength and weakness for the school.

The NIET and the TIF Project Director will train each evaluator a total of five days on the rubric, and each participant must pass the evaluation test before beginning observations. Annual evaluator certification is required and inter-rater reliability is continuously monitored. The Project Director and her staff will conduct observations and debriefings in participating schools to ensure the rubrics are being applied correctly and to check for inter-rater reliability. Leadership teams at the site level use the CODE system to track all teacher observations and scores. This system was developed by Innovation Architects specifically for the TAP system, and is used in the school leadership team meetings to check for score inflation, deflation, and

consistency among evaluators. Also, the data serves as a guide for the leadership team in the pedagogical areas of strength and weakness for the school.

To calculate the payouts and reward excellent teachers, the faculty of a school is typically divided into six groups: career teachers with student data, career teachers without student achievement data, mentor teachers with student achievement data, mentor teachers without student achievement data, master teachers with student achievement data, and master teachers without student achievement data. Bonus money can shift inside the pools, but cannot shift from one pool to the other. This separation ensures no evaluator would personally gain or lose financially as a result of scoring the observation.

Inclusion of a Data-Management System

CSSD11 TIF will use the CODE system for data-management. CODE is a sole-source, online hosted software solution built on Microsoft technology. The CODE system was designed in support of the administrative requirements of the TAP System, and allows designated personnel to input or upload data concerning classroom observation scores, formal evaluation information, student growth and classroom value-added data to create a real-time picture of student success at the classroom and school level. Career teachers can also input their Individual Growth Plans into the system, and it will track attendance, participation, and content areas for the weekly cluster meetings.

A Teacher Payout Module is also included, which links student achievement data to teacher and principal payroll and human resource records. The payout module allows for organizational configuration and calculation of the teacher bonuses at the end of the performance period (school year). Innovation Architects, the designers of the CODE system, will facilitate a

comprehensive onsite demonstration and training for each of the schools involved to ensure comprehensive use of data at the classroom, school, and district level.

The data-management system will be involved and fully operational before Year 1 begins. CSSD11 has reviewed the system requirements and determined that it will be fully supportable by the district's Informational Technology department, and will interface effectively with district accounting and Human Resources programs. CODE does not store personally identifiable student records and complies with the Family Educational Rights and Privacy Act (FERPA).

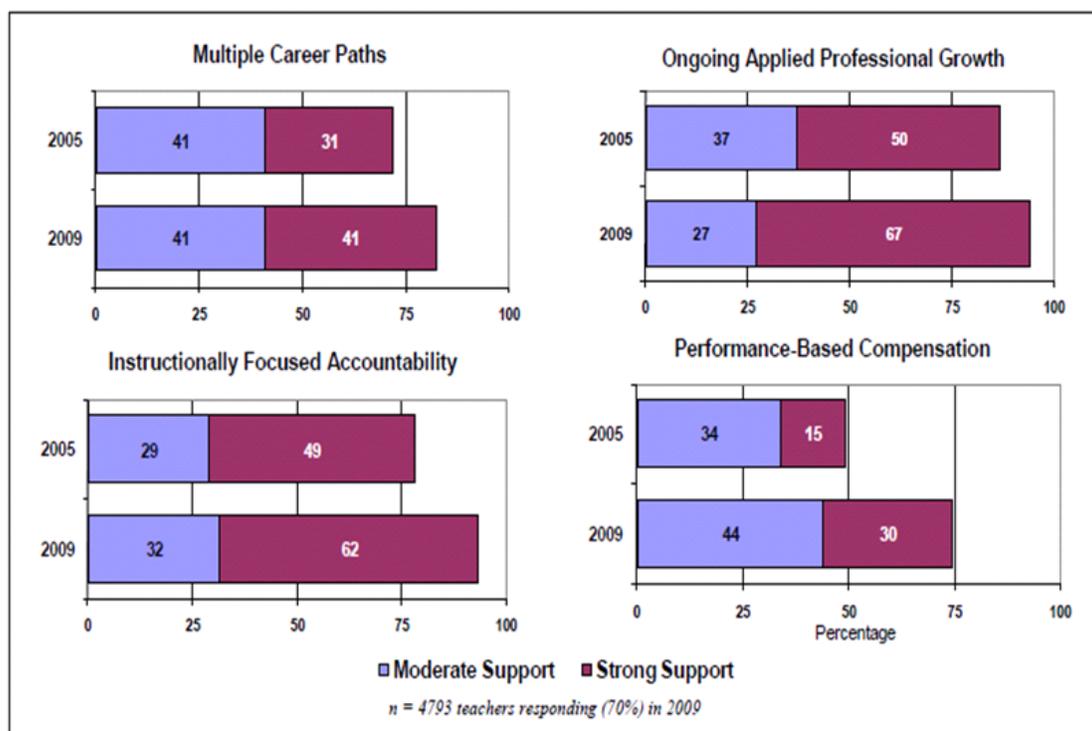
Incorporation of High-Quality Professional Development Activities

CSSD11 recognizes that implementing a compensation system that rewards teachers and principals for student growth is one step toward effective school reform. Equipping, enabling, and supporting teacher and principal skill development to foster those academic improvements is another essential step in the proposed CSSD11 TIF program. The applied professional growth component of TAP builds the capacity of teachers and principals to raise student achievement and provide students with greater access to expert instruction and rigorous coursework.

Further, TAP professional development is guided by results from evaluations and analysis of student work, and is designed to help the teachers become more effective in the areas in which they demonstrate lower student achievement gains. Both of these mechanisms identify areas of strength and areas for improvement. Under the proposed TIF grant, career paths funded through the grant will enable instructional leadership to be shared among the principal and master and mentor teachers in a participatory leadership model. TIF also creates the opportunity

for teachers to take on new or expanded roles in evaluation, professional development, and instructional support with commensurate compensation.

Attitudinal survey data from current TAP schools indicate that teachers are willing to be held accountable and to accept incentive/performance pay if they are assured mechanisms are in place for them to improve. The classroom performance evaluation system and ongoing professional development are crucial to the acceptance and success of performance pay. 95% of teachers at current TAP schools expressed neutral and high levels of satisfaction with ongoing, applied professional growth. The chart below represents the growth in teacher support for TAP’s elements:



TAP schools restructure their school schedules to provide time during the regular school day for teachers and administrators to meet, learn, plan, mentor, and coach as a true community of learners. Each school can therefore tailor the integration of the professional development. Several of the commonalities include embedding the professional development into the school

day, meeting for at least 90 minutes per week, follow-up by the master or mentor teacher in every teacher's class before the next meeting, and a constant focus on data. One of the keys to successful professional development for teachers is that it is embedded in the school day and is not seen as extra work or after hours. Most CSSD11 teachers currently partake in professional development quite sporadically, and will therefore see an immediate benefit in the ongoing and continuous professional development provided by the TAP System.

Professional development in TIF will be delivered through various mechanisms: clusters, master and mentor teachers, and the individual growth plan at the school level, the Program Specialists, and conference attendance.

Clusters provide a job-embedded opportunity for small groups (between four to ten) of teachers to meet and focus on instructional practices as determined by analysis of formative and summative assessments of their students and by classroom evaluators. Cluster groups are led by either master teachers or a mentor teacher. Cluster groups meet as grade levels or content areas or as mixtures of the two depending on the needs of the school. Clusters meet for a minimum of 90 minutes per week during the school day, and master teachers are responsible for creating agendas, leadership team plans, and follow up activities. This collaborative time allows educators to become more effective by looking at students' needs, receiving training in field-tested and proven instructional strategies and consequently modifying instruction.

Cluster meetings provide professional development in two areas. First, pedagogical skills are consistently modeled by cluster leaders and connected to the TAP Instructional Rubrics. In addition, a specific student strategy is addressed (based on student need). These strategies are thoroughly vetted with a group of students in the building in a process known as *Field Testing* to ensure the strategy will be effective and to extract the critical elements essential to success. The

melding of teacher and student needs combined with active modeling and group participation and planning separates TAP from other professional development models.

Master and Mentor Teachers are onsite experts that provide support and technical assistance to colleagues and administrators. Unlike typical professional development, TAP provides on-site experts in master and mentor teachers to reinforce cluster groups by providing classroom support to ensure effective transfer of the new techniques learned. The TIF Project Director and staff members will teach leadership team members to find effective research-based practices, prove the effectiveness of the strategies or adaptations with the students that are in that particular school, and then teach the strategies to other teachers in weekly professional development groups. The master teachers participate in a national TAP Training Portal and share successful strategies. In addition, the Program Director conducts a monthly networking seminar for master teachers on successful strategies, and master and mentor teachers receive a monthly newsletter about effective strategies, recent research, and pertinent readings.

Mentor Teachers provide day-to-day coaching and mentoring services to the teachers under their supervision. They collaborate with colleagues to construct benchmark lessons, team-teach, and model instructional skills. Mentor teachers will receive an average yearly salary augmentation of \$5,000. Mentors are responsible for five to eight teachers and provide another layer of coaching and support as well as a career path within instruction.

Master Teachers occupy the highest-level teaching position in a TIF school. The master teacher is a highly skilled professional educator who shares significant leadership responsibilities and authority with the principal. A master teacher oversees the professional development of teachers under his/her supervision, facilitates curriculum and assessment planning, team teaches with colleagues, provides demonstration lessons, and conducts teacher evaluations. Master

teachers will receive a \$10,000 salary augmentation for their additional responsibilities and leadership roles and are responsible for three mentor teachers and approximately 15 career teachers. Master teachers are expected to work an additional 10 contract days per year.

Beyond the cluster meetings, each teacher in a TIF school will be required to create an Individual Growth Plan (IGP) which synthesizes the teacher's pedagogical needs with their students' academic areas of need according to classroom data. This IGP is a set of teacher-created outcomes with the follow-up written in terms of student achievement. Strategies and methods are adapted in the action-research model based on the needs of the students. The career teachers in conjunction with master and mentor teachers develop and continually update these plans for teachers to implement in the classroom.

Multiple career paths within the TIF/TAP structure provide educators with incentives to take on additional responsibilities and leadership roles. Teachers can pursue a variety of positions throughout their careers depending upon their interests, abilities, and accomplishments. As they move up the ranks as career, mentor, and master teachers, their qualifications, roles, and responsibilities increase with their compensation. This tiered system allows good teachers to advance without leaving the classroom by being rewarded for taking on additional roles and responsibilities, while meeting more rigorous accountability standards and participating in shared instructional leadership.

The Program Specialist is responsible for implementing TIF in a group of schools. The Program Specialist attends the national TAP trainings and helps the Project Director build capacity among the school-level Master Teachers through research assistance and support, classroom modeling, cluster leadership, and training. Program Specialists will spend 90% of their time in the schools providing on-going support for the master and mentor teachers. CSSD11

will employ two program specialists, one at the elementary level and one at the secondary level. The Program Specialist's salaries will be comparable to that of an administrator.

The TIF Project Director, Program Specialists, and all TIF school teachers will attend multiple trainings per year, including a Regional TAP Summer Institute and the National TAP Conference and Training, as well as a number of site visits to existing TAP schools in the first year of implementation. These experiences will allow teachers to network with educators from across the country while sharing best practices and gaining new skills for the classroom.

All TIF professional development will stress the importance of scientifically-based research. While TAP includes research-based instructional rubrics, the professional development goes further than just pedagogical standards. TIF will help teachers and entire schools learn how to identify good research to find effective practices. TAP does not advocate or endorse specific curricula but strives to build local capacity and capability to understand the rationale of research-based curricula and how to implement curriculum effectively. The professional development framework gives the master and mentor teachers the flexibility to identify and select programs most effective for their specific student needs. It is expected that master and mentor teachers bring with them an archive of effective instructional strategies, and the professional development framework gives them the ability to use and build on that archive. Good professional development often exposes poor curricula. This identification has led some of the current TAP schools to make effective changes in their curriculum. As TIF teachers continually monitor student performance, they will accordingly modify what they need to do to challenge each and every student.

Through these processes, students at CSSD11 TIF schools will have greater access to more expert instruction and rigorous coursework.

ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

Management Plan - Objectives

CSSD11 has defined the following objectives for the TIF program. Please see the Logic Model on page 51 for more information about CSSD11’s management plan.

TABLE 7: CSSD11 TIF PROGRAM GOALS AND OBJECTIVES	
Goal 1	Raising student achievement
<i>Objective A</i>	80% or more of students at PBCS schools score at or above proficient on 2015 state standardized test
<i>Objective B</i>	MAPS testing indicates that 90% or better of students are showing growth in all content areas by project year 3
Goal 2	Increasing the effectiveness of teachers and principals
<i>Objective C</i>	100% of students achieve one year’s growth minimum each year
<i>Objective D</i>	100% of staff participates in professional development each year
<i>Objective E</i>	100% of staff participates in building leadership opportunities by the end of project year 5
Goal 3	Retaining and recruiting effective teachers and principals
<i>Objective F</i>	Retention rate for effective teachers increases by at least 10% at each TAP school each year
<i>Objective G</i>	Vacancies at TAP schools are 100% filled with effective teachers

Management Plan - Timeline

The CSSD11 TIF management plan table on the following page clearly outlines each activity that will be completed within this grant, who is responsible for its implementation and completion, and when that activity will occur. This plan is designed to fulfill each of CSSD11 TIF’s goals and objectives—on time and within budget.

TABLE 8: CSSD11 TIF IMPLEMENTATION TIMELINE													
Grant Activity	Person(s) Responsible	YEAR 1				YEAR 2				YEARS 3-5			
		Quarter*				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4
TIF implementation presentations and site visits	Project Director, Staff	✓	✓										
Advisory Board initial organizational meeting	PD	✓											
Training with the Instructional Rubric, Evaluation Tool	PD	✓	✓	✓									
Interview/hire Master and Mentor teachers	PD, Principals	✓	✓	✓		✓					✓		
Advisory Board Meeting – program implementation	PD			✓			✓					✓	
Recruit successful and promising new teachers	PD, HR dept		✓	✓		✓	✓				✓	✓	
Annual TIF Report to US Department of Education	PD				✓			✓					✓
Advisory Board meeting – Master/Mentor teacher performance	PD		✓			✓					✓		
K-11 MAP for baseline data	Schools	✓											
State Assessment Test	Schools		✓			✓					✓		
MAP Testing	Schools	✓			✓	✓		✓	✓		✓	✓	✓
Student achievement goal setting	Schools			✓			✓					✓	
Report to NIET on recruiting and retention	PD				✓			✓					✓
Advisory Board Meeting – Recruitment/Retention results and plan	PD				✓			✓					✓
Advisory Board Meeting – State Report card data, AYP and value-added data	PD					✓				✓			
Job Performance meetings with Master teachers	PD						✓				✓		
Summer training for Master and Mentor teachers	PD and staff			✓			✓					✓	
Report to NIET on recruiting and retention compared to other TAP schools and control groups	PD					✓				✓			
Attend TIF conference	PD and staff		✓			✓					✓		
AYP Data and value-added calculations	PD				✓			✓					✓
Teacher Bonus checks awarded	Schools				✓			✓					✓

* Quarters refer to federal funding period beginning with December in the first quarter.

Project Director and Key Personnel

CSSD11 will be the fiscal agent for the proposed Teacher Incentive Fund grant. Ten schools have been identified for participation in this pilot project, and each principal has signed a letter of support indicating that they will implement the program with fidelity (see addendum).

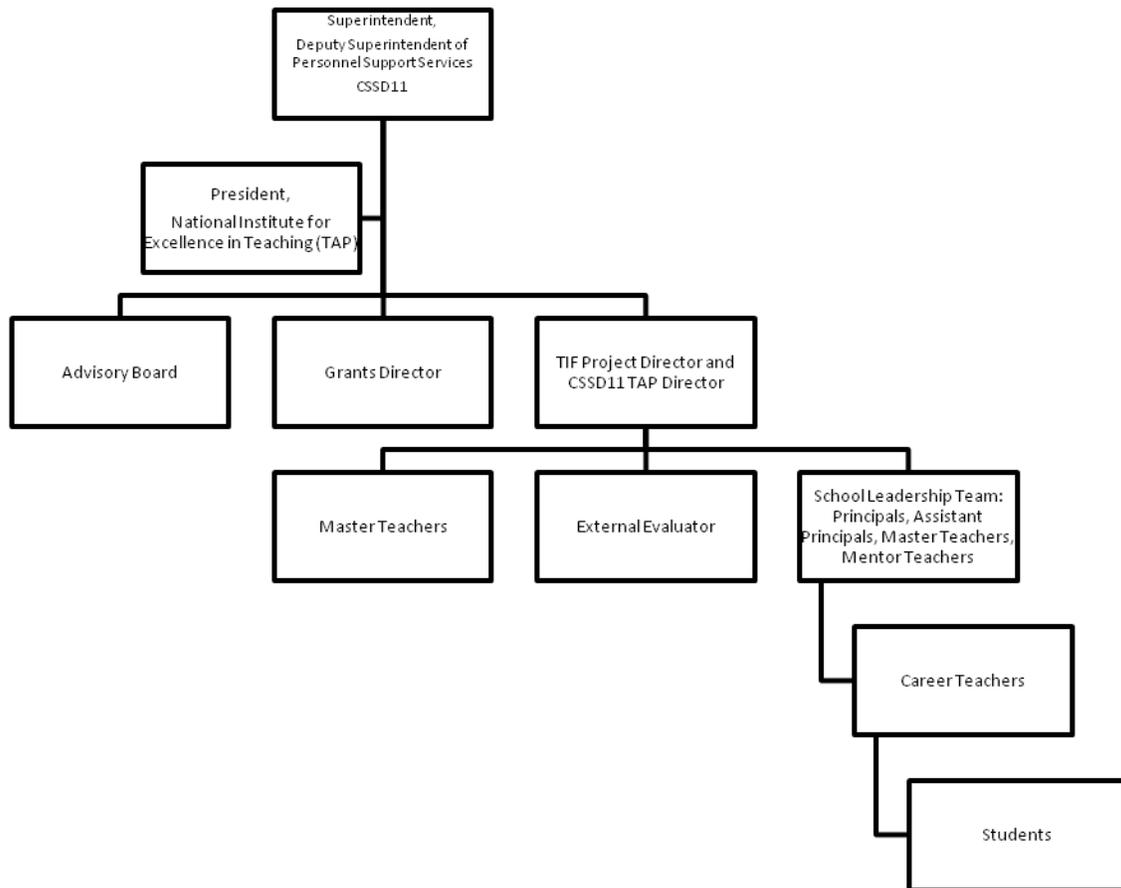
Upon notification of funding, CSSD11 will convene a TIF Advisory Board that will include the Deputy Superintendent for Personnel Support Services, the TIF Project Director (who is also the district's TAP Director), the Director of Special Projects, the Director of Professional Development, Master Teachers from each school site, the Principal from each school site, and at least one representative from The National Institute for Excellence in Teaching (NIET). The TIF Advisory Board will meet quarterly to provide a consistent platform for on-going, systematic review of the current status and continuous improvement of the program.

Topics for the Advisory Board will include implementation status; master teacher evaluations; recruitment and retention results and plans; and Colorado Growth Model data, adequate yearly progress (AYP), and value added growth. Based on the board's findings and with permission of the US Department of Education, changes or adaptations will be made in the program's implementation to ensure that all of the program's objectives will be met.

Furthermore, each school's leadership team (the principal, assistant principal, master teachers, and mentor teachers) will adopt the Advisory Board's model, meeting weekly to review the program's implementation at the school level, and use the data and recommendations to report to the Project Director and amend the implementation at each school site as needed.

The table on the following page provides a graphic of CSSD11's TIF management structure:

TABLE 9: TIF Project Management Chart



Qualifications of the Project Director

Ms. Phoebe Bailey – a twenty-two year veteran in public education – is currently an Instructional Data Coach who will serve as the Project Director for CSSD11 TIF, devoting 100% of her time to CSSD11 TIF implementation. She is currently employed by Colorado Springs School District 11. During her tenure in the district, she has been a classroom teacher that achieved consistent gains in achievement data as measured by the state assessment. She has led various Building Leadership Teams toward overall student achievement and served as an Association Representative for the district teacher’s union in addition to participating in multiple leadership and representative roles for educational reform.

In her current position, Ms. Bailey is a central component of the Technical Assistance Team, which identifies low performing schools based on high-stake State Assessments (CSAP) and NWEA MAP testing, and matches them to the resources necessary to improve their identified areas of concern. These buildings are then monitored for implementation of the resource provided in order to increase performance results. 100% of the schools Ms. Bailey has worked with have seen double-digit student achievement gains on state assessments.

In addition to her role on the Technical Assistance Team, Ms. Bailey supports the district in many of the low performing schools by way of instructional modeling, co-teaching in the classrooms with teachers and students, assisting principals with the analysis of their data, acquiring the necessary resources for identified buildings to shore up student achievement, and delivering Professional Development in data, assessment systems, and instructional strategies.

Ms. Bailey has an undergraduate degree in Elementary Education, a master's degree in Human Resource Development and has passed the State Administrator's assessment.

The Project Director will:

- Supervise Program Specialists, Master Teachers and Program Assistant
- Provide on-site technical assistance
- Provide initial and continuing training for school-based master and mentor teachers
- Provide training for Program Specialists
- Conduct classroom observations
- Assist the district in marketing the participating TIF schools, via various forms of advertising, by publicizing the bonus and career ladder plan
- Generate a list of teachers who qualify for incentive bonuses based on value-added scores (CODE)

- Attend job fairs to recruit highly effective teachers to TIF schools
- Work with the school district to help them attract high caliber teachers

Qualifications of Key Personnel

Deputy Superintendent, Personnel Support Services – Dr. Mary Thurman will oversee this grant and all of its related activities. Dr. Thurman will dedicate 10% of her time to CSSD11 TIF. In her role at CSSD11, Dr. Thurman has been the lead of the Divisions of Instruction and Human Resources for more than seven years. She currently serves as Chief of Staff and oversees all Human Resources activities for the school district, including evaluations and performance pay. She also serves as an adjunct professor of Education and Leadership at the University of Colorado, Colorado Springs. She brings a perspective of career pathways unique to the region, in that she has developed an alternative compensation performance pay system for CSSD11.

Program Specialists – Two program specialists will assist the Project Director in ensuring fidelity to the TAP System. They will dedicate 100% of their time to the program. One specialist will be assigned to the six elementary schools included in this cohort, while the other will focus on the four secondary schools. Program Specialists will rotate between the schools to assist the Master and Mentor teachers in researching effective teaching strategies, planning and implementing professional development activities, hosting cluster meetings, and observing and coaching teachers in the classroom. Program Specialists will be Master-level teachers with at least eight years of teaching experience, five years of experience coaching adults, and a Master's degree or better.

Master Teachers – Devote 100% of their time to CSSD11 TIF and will provide significant leadership and shared responsibilities and authority with the principal. Master

teachers will occupy the highest level teaching positions in participating schools. Master Teachers are highly skilled professional educators and will be required to have a Master's degree and more than five years of successful teaching experience. Master teachers will spend the majority of their time working with students.

Mentor Teachers – Devote 30% of their time to CSSD11 TIF. Mentors teach a regular schedule but are also responsible for sharing professional development duties with the Master Teachers, including cluster leadership, classroom observations, and coaching.

Career Teachers – Devote 10% of their time to CSSD11 TIF. Career teachers teach a regular schedule of classes and are responsible for implementing the professional development with their students. These teachers select weekly the type of support needed from the master or mentor teachers in their classroom. Career teachers are responsible for constant analysis of student work and personal professional growth.

Program Assistant - This person will devote 100% of time to CSSD11 TIF and will be responsible for providing clerical, fiscal, and administrative support to the project director and school leadership teams. Responsibilities of this position include publishing an electronic monthly newsletter to TIF school leadership teams featuring effective strategies, arranging meetings and trainings, preparing minutes of advisory board meetings, and completing routine functions such as copying, faxing, ordering supplies, and responding to inquires. Minimum qualifications for this position include an Associate's degree and two years of clerical experience.

Grant Clerk – A grant clerk will be assigned to assist the Project Director, Program Assistant, and CSSD11 TIF schools in processing and facilitating grant expenditures, reporting, and evaluations in a timely manner. The grant clerk will be selected from one of four existing

grant clerks in the district who have more than 50 years combined experience in administering large-scale federal grants.

Project Evaluator – CSSD11 will secure an independent, third-party evaluator to continually assess the CSSD11 TIF program.

Fiscal Sustainability

After the fifth year of the proposed pilot is complete, CSSD11 will allocate funds from its General Operating budget (which currently totals approximately \$243,100,000) to cover 100% of the costs for differentiated compensation and the infrastructure (i.e. staff development and mentor and master teachers) to support the project in the pilot sites. In order to expand the project, CSSD11 will seek to leverage additional funds – including Title I, Title IIA, and funds from the Mill Levy Override and General Fund Contingency Reserve – to put in place the infrastructure necessary to bring the project to additional school sites.

Funds to meet the district’s required share of the grant in project years 1-5 will come from the General Fund Contingency Reserve, which currently totals approximately \$4,000,000 but is refilled with leftover monies from the General Fund each year. Funding to the Contingency Reserve is expected to increase over the next three years as vehicle ownership taxes increase. The Grants Office will assist the Project Director in seeking additional grant funds from private (local), state, and federal sources – with the passage of Senate Bill 191, which requires teacher tenure and evaluations to be linked to student performance, it is anticipated that local and state resources in Colorado will swell to support the idea of performance pay.

Sufficient and Reasonable Costs

CSSD11 TIF will use \$15,178,201 from the grant and contribute \$5,369,000 in matching funds to achieve the program goals and objectives. Each year, the district will assume more financial responsibility for the compensation of teachers and principals. In this way, the district will ensure sustainability beyond the life of the grant. Once the grant period is complete and all district and school personnel are trained in the use of the TAP System, the cost to sustain this PBCS in the ten pilot schools will decrease dramatically.

Personnel: The personnel costs in CSSD11 TIF include salary for the CSSD11 TIF Project Director, totaling \$ [REDACTED] the grant period. The TIF Project Director will handle the administrative and management duties associated with the grant, and ensure that the mission and goals of the grant program are honored. The TIF Project Director will earn \$9 [REDACTED] per year in salary at a fixed rate. This is similar to the salary of other federal grant directors in our district.

Two Program Specialists will assist the Project Director with on-site technical assistance and professional development. The fixed salary per position is \$ [REDACTED] per year, which is comparable to an administrator's salary.

A program assistant will be hired to assist with communications and administrative logistics for the 10 schools and Project Director. The beginning salary will be fixed at [REDACTED]

There will be 20 Master Teachers employed through the TIF grant and their average salary, based on the district salary schedule and the number of years of educational experience required, should be \$ [REDACTED] per position. The total cost of Year 1 is \$1 [REDACTED] with a 3% cost of living increase per year. The districts will assume 50% of the cost for the Master Teachers in

Year 1 to prepare for sustainability beyond the life of the grant. The district is prepared to assume 100% of the costs for the Master Teacher positions in Year 6.

Fringe: The fringe costs for the personnel listed above are calculated at 30% of salary. The Program Specialist's fringe is calculated at [REDACTED] per year, and the Program Assistant's Year 1 fringe is fixed at [REDACTED]. The fringe for school-based Master Teachers is \$ [REDACTED] for the first year with subsequent years reflecting a 3% rise in cost of living. The Mentor Teacher fringe is fixed at \$ [REDACTED] per year. Fringe is collected on performance bonuses in the amount of 20% for FICA and PERA (the state retirement fund) for a total of \$ [REDACTED] over five years.

Travel: To monitor implementation and get direct feedback, the Project Director will visit each school twice a month (based on a 10-month academic year) to provide on-site Technical Support. The Program Specialists will visit each school on a rotating basis, at least four times per month. Mileage reimbursement within the school district for all three staff members is estimated at [REDACTED] per year.

The Project Director and school teams will travel together to visit one successful TAP school before implementation starts. The Project Director and a team of four will visit five additional TAP schools to develop best practices and ensure program fidelity. The cost of travel for these visits is estimated [REDACTED] in Year 1.

To access expert training and professional development, 30 school district representatives will travel to the national TAP Conference and Trainings each year. Travel for this conference is estimated at \$4 [REDACTED] per year.

Additional travel expenses are required to reimburse NIET's facilitators. These expenses are estimated at \$ [REDACTED] in Year 1 and [REDACTED] in Years 2-5. See pages 48-49 for more information about contractual expenses incurred through NIET.

Equipment: To ensure appropriate record maintenance and facilitate reporting, the Project Director and Program Specialists will be issued a laptop computer ([REDACTED] each) and inkjet printer (\$ [REDACTED] . CSSD11 will issue a desktop computer to the program assistant [REDACTED] and will provide support and maintenance for all computers provided through the grant.

To facilitate best practices and quality professional development through cluster meetings, each school will be issued a video camera [REDACTED] , microphone kit [REDACTED] and tripod [REDACTED] . This equipment will be used to tape outstanding lessons and teaching practices, which will be uploaded to the district's TAP System website as well as the national TAP System website. Lessons will be edited on the Project Director and Program Specialist's computers and reviewed at each Cluster meeting.

To assist with professional development and ensure that the schools have the appropriate materials to advance professional growth, we will use grant funds to purchase supplies for the Program Specialists to use in the schools.

Contractual: CSSD11 will contract with the National Institute for Excellence in Teaching (NIET) to deliver the TAP System of Teacher Development. NIET representatives will train the Project Director, Program Specialists, and School Leadership Teams in classroom teaching techniques, professional development creation and implementation, the appropriate use of the SKR rubric in classroom observations, the calculation of value-added, and the political management of performance-based compensation. NIET administers the TAP System and will conduct baseline reviews, provide training and guidance, and conduct initial site preparation for implementation. The reviews for 10 schools will total \$ [REDACTED] and the initial training will cost [REDACTED] training costs x 10 schools = \$ [REDACTED] materials fee x 50 participants =

██████████). NIET representatives will provide on-site training for the two Regional Coordinating Master Teachers twice in Year 1 for three days (██████████5). The total cost for all NIET trainings and fees in Year 1 is ██████████ and ██████████ in Years 2-5.

We will also use the grant to pay the registration fee for two representatives from each school to attend TAP National Conference and Summer Training at \$██████████ per person x 25 participants = ██████████

CSSD11 will contract with Innovation Architects, Inc. – a sole-source provider of the CODE system – for data management services. The total cost for implementing CODE at all ten schools is ██████████ in Year 1 and ██████████ in Years 3-5.

In order to have the highest possible number of teachers receiving individual value added scores, the TIF schools will use MAP from NWEA to test grades K–11. The cost to add science for all ten schools is ██████████ per student (x ██████████ students = ██████████) and the cost to add Kindergarten and 11th grade testing is ██████████ per student (x 900 students = ██████████). The yearly total is ██████████ and the cost over five years is ██████████ which is payable in Year 1.

An external audit will be provided through a reputable company and determined through a district bidding process. The total cost is ██████████ for 5 years.

The external evaluation will be provided through a reputable company and determined through a district bidding process. The total cost is ██████████ for 5 years.

Other: Each Master Teacher, regardless of salary, will receive a ██████████ salary addendum to help ease the burden of staffing the hard-to-staff schools at a total cost ██████████ per year. The 60 mentor teachers will receive a ██████████ addendum to their salaries at a cost of ██████████ per year. Salary addendums will be covered in Year 6 of the grant through the internal

shuffling of school personnel budgets, which the district's CFO has committed to assisting schools with over the five program years of the grant.

QUALITY OF LOCAL EVALUATION

Because of the data-intensive nature of the project, much of the significant evaluation data are interwoven in the CSSD11 TIF program. The protocols and polices subscribed by TAP include classroom observations to assess teacher effectiveness and scores from statewide assessments to assess student growth. In addition and in support of these research activities, an external evaluation firm will assist CSSD11 to ensure a comprehensive and continuous evaluation of the PBCS project. The local evaluation will be comprised of five different evaluation components: study design and instrumentation, output tracking, student growth assessments, teacher assessments, principal assessments and data synthesis and reporting.

The first step of the evaluation will be to refine the evaluation plan including the logic model, identification of key performance measures by program and participant group, determination of tools and methodologies, sample selection procedures, data analysis techniques and reporting formats. A mixed-method, hierarchical study design including data collection and synthesis from a variety of participants, such as students, teachers and principals, will be used. The data that will be collected in this evaluation are multi-level, with students nested in classrooms, nested in teachers, nested in schools. We anticipate that the evaluation will study more than 5,000 students and 420 teachers from the 10 control schools, with similar numbers in the 10 comparison schools.

Program Objectives

The logic model below details the resources, activities, objectives, outcomes, and goals that CSSD11 anticipates through the implementation of this project.

TABLE 10: CSDD11 PBCS Logic Model			
<i>Goal: Raising Student Achievement</i>			
Resources	Activities	Objectives	Outcomes
TAP System implementation, TAP staff, Master teachers, Mentor teachers, professional development, cluster meetings, CSAP and MAPS testing, CODE system	1) Professional development 2) Instructional support and coaching in classrooms 3) Monitoring of student data	A) 80% or more of students at PBCS schools score at or above proficient on 2015 state standardized test B) MAPS testing indicates that 90% or better of students are showing growth in all content areas	i) Students at PBCS schools consistently perform at or above proficiency on standardized tests
<i>Goal: Increasing the Effectiveness of Teachers and Principals</i>			
Resources	Activities	Objectives	Outcomes
TAP System implementation, TAP district staff, Master and Mentor teachers, cluster meetings, professional development, observations and evaluations, performance bonuses	1) Teacher support and coaching 2) Teacher observations and evaluations 3) Professional development opportunities 4) PBCS	C) 100% of students achieve one year's growth minimum each year D) 100% of staff participate in professional development E) 100% of staff participate in building leadership opportunities	i) 100% of teachers in PBCS schools are effective or highly effective
<i>Goal: Retaining and Recruiting Effective Teachers and Principals</i>			
Resources	Activities	Objectives	Outcomes
TAP System implementation, TAP district staff, Master and Mentor teachers, observation and	1) New teacher orientation 2) Teacher support and coaching 3) Teacher	F) Retention rate for effective teachers increases by at least 10% at each school G) Vacancies are	i) Increased retention of effective teachers and principals ii) Increased recruitment of

evaluation tools, professional development opportunities, performance bonuses	observations and evaluations 4) Professional development opportunities 5) PBCS	100% filled with effective teachers	effective teachers and principals
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Use of Quantitative and Qualitative Data

The process and summative evaluation of the project will benefit from both outcome and output data. Output tracking forms will be developed at program start to help document the important output indicators. The outputs collected will include items such as:

- Number of participants overall and by activity (students, teachers, principals).
- Number and types of activities provided (e.g., PD activities offered, conferences attended, Cluster meetings held, mentor teachers trained, number of learning groups formed, etc.)
- Recruitment and retention rates for teachers and principals.

The external evaluator will create electronic versions of the forms to facilitate the reliable tracking of key participant and program data.

Student Assessments

Assessment of student growth will occur through the analysis and synthesis of state-wide and district level assessments. Colorado State Assessment Plan (CSAP and CSAPA) data will be used to measure student academic achievement in both the control and comparison schools. Student data will be mapped longitudinally by student to create “value-added” scores of proficiency. Cross-sectional analyses by teacher also may be performed if large numbers of students are lost due to mobility.

NWEA MAP scores also will be used as part of the performance system and evaluation. Similar to CSAP, the data will be analyzed to demonstrate the growth of individual students

rather than cross-sectional classroom statistics. CSSD11 currently uses NWEA MAP district-wide to keep a “pulse” on classroom learning.

As possible and necessary, the sociodemographics of the control and comparison schools will be compared and the student growth scores “risk-adjusted” to increase comparison group equivalence.

Teacher Assessments

Although a significant indicator of teacher effectiveness will come from the TAP-directed classroom observations, additional data will be collected to assess quality of instruction and teacher job satisfaction.

Teacher Surveys: A web survey will be administered at project start and then annually throughout the five-year project to assess teachers participation in TAP activities, changes made to instruction and increases in job satisfaction as a result of the intervention. The use of new curriculum, instructional activities and resources related to the professional development will be gauged. The survey also will probe teacher reactions to the program’s implementation, assessing the key challenges and successes.

Student Teacher Ratings: CCSD11 administers a climate survey to students in every school during the winter of each school year. The survey measures school climate, satisfaction with instruction, school engagement, academic performance and more. A number of questions will be pulled from this survey for students in participating schools related to quality of teacher performance and innovation. These ratings will be compared to teacher’s ratings in the 16 non-participating CCSD11 schools to provide counterfactual evidence of effectiveness.

Classroom observations Ratings: The data from the TAP-directed classroom observations will be aggregated in the annual reports to show the proportions of teachers making progress each year. Data on inter-rater reliability and quality of the observations also will be provided.

Teacher Focus Groups: A focus group will be held with teachers in the intervention group as part of the evaluation in the late spring of Year 1. The focus group script will ask teachers to discuss ways in which the program has affected their teaching styles and skills, their confidence and the affects the incentive-based pay have had on the classroom activities and students. The results of the focus groups will help with program improvement in Year 1 and help provide depth to the quantitative data in the evaluation of the grant.

Recruitment and Retention Data: As mentioned in the Output Tracking section, data on teacher recruiting and retention will be collected for the project. An important indicator of job attraction and satisfaction for teachers will be recruiting and retention rates. Similar data will be collected and compared from the “across-the-board” schools in Denver Public Schools and Mesa school districts.

Principal Assessments

Beyond student growth, school administrator outcomes will be assessed through surveys, teacher ratings and staff recruitment and retention.

Principal Surveys: A web survey will be administered at project start and then annually throughout the five-year project to assess teachers participation in TAP activities, changes made to their administration and increases in job satisfaction as a result of the intervention. Principals also will be asked to report about the changes they have seen in their staff and the school as a whole. As with the teacher survey, principal reactions to the program’s implementation and its key challenges and successes will be gauged.

Teacher Administrator Ratings: CCSD11 administers a climate survey to teachers in every school during the winter of each school year. The survey measures school climate, satisfaction and support from administration, job satisfaction and more. A number of questions will be pulled from this survey for teachers in participating schools related to quality of administrator performance. These ratings will be compared to those of teachers in the 16 non-participating CCSD11, serving as a counterfactual.

Recruitment and Retention Data: As with the teachers, principal recruitment and retention will serve as an important indicator of job satisfaction for teachers and administrators. Similar data will be collected and compared from the “across-the-board” schools in Denver Public Schools and Mesa County school districts.

Ensuring Feedback and Continuous Improvement

CCSD11 will work closely with the external evaluator to ensure that data is continuously reported back to the district’s TIF Project Director and implementation team, as well as the individual school sites. The district’s TIF Advisory Board and each school’s Advisory Board will use the data reported to drive decisions concerning the structure and delivery of CCSD11 TIF.

Data Synthesis and Reporting

The external evaluator will produce an annual report of the evaluation data for each of the five project implementation years.

Quantitative Data Analysis: The external evaluator will electronically enter and analyze all of the data collected in each of the evaluation years. Some analyses will likely require

hierarchical linear modeling because of the nested design of students within classrooms and classrooms within comparison or treatment status.

For many of the variables of interest, descriptive statistics, including frequencies, means and standard deviations, will be used. In examining changes in pre- and post-surveys, McNemar's test for correlated proportions-normal theory test or McNemar's test for correlated proportions-exact test will be used to test changes in proportions from pre to post. When changes in means are examined, dependent t-tests will be used.

For the final reporting, once all the data are collected, hierarchical linear modeling or linear mixed modeling will be used to account for the nesting or hierarchical nature of the data. Student growth data will be analyzed to determine statistically significant differences between the intervention and comparison student growth scores. Contextual factors that may be associated with greater or lesser positive changes also will be examined using linear and logistic regression.

As well as paying attention to the structure of the data (e.g., nested, hierarchical structure), comparison group equivalence will be carefully examined. Although the comparison classrooms will have been chosen to be similar to the intervention classrooms, investigation of the sociodemographic and academic characteristics of the students, or other factors influencing student learning environments, may reveal differences that would affect the ability to make fair comparisons. If the groups are found to be less than comparable, regression or other risk-adjustment techniques will be used to allow a fair statistical comparison of the outcomes of the two groups.

Qualitative Data Analysis: Open-ended responses from surveys will be coded using both an emergent approach, where themes are revealed through the analysis, as well as a deductive

approach, where a scheme or codes are predetermined and applied to the data. Techniques include word counts, content analysis, comparative analysis, componential analysis and taxonomic analysis, among others, and codes are applied based on the unit of analysis. The qualitative analysis approach for focus groups will be similar to the approach described above for open-ended responses. To assure participant confidentiality, no names will be attached to any of the responses given.

Reporting: A report of the findings from all of the key data collected will be created annually and at study end. In addition, an executive summary aimed specifically at external audiences will be created to present the results of the more intensive evaluation activities to current and prospective stakeholders.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **CSSD11 2010 TIF High Needs Schools Documentation** Pages: **1** Uploaded File: **U:\FY10 In Progress\TAP\CSSD11 2010 TIF High Needs Schools Documentation.doc**

HIGH NEEDS SCHOOLS DOCUMENTATION

School Name	Free and Reduced Lunch Percentage
Hunt Elementary	94.2%
Lincoln Elementary	93.1%
Monroe Elementary	93.1%
Queen Palmer Elementary	89.1%
Twain Elementary	77.4%
Wilson Elementary	86.3%
Galileo Middle	66.0%
Swigert Middle	87.0%
Mitchell High	61.8%
Wasson High	57.2%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **CSSD11 2010 TIF LOS Pages: 8** Uploaded File: **U:\FY10 In Progress\TAP\CSSD11 2010 TAP LOS.pdf**



Nicholas M. Gledich, Ed.D., Superintendent of Schools
1115 North El Paso Street, Colorado Springs, Colorado 80903
nicholas.gledich@d11.org

(719) 520-2001

Fax: (719) 520-2278

June 9, 2010

Dear Secretary of Education Duncan,

As President of the Board and Superintendent of Schools for Colorado Springs School District 11, we would like to express our full support for our district's application to the Teacher Incentive Fund Grant. This grant will provide support to District 11 in implementing TAP: The System for Teacher and Student Advancement (TAP) in a total of 10 high-need schools in District 11.

TAP has been successfully implemented in many districts across the country, including one of our neighboring districts, Academy School District 20. An administrative team from our district visited Academy School District 20 in March, and was very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in this setting. We look forward to the positive changes that TAP will bring once we begin implementation in District 11.

We fully support the National Institute for Excellence in Teaching and District 11 receiving a grant from the Teacher Incentive Fund. The grant would give our school district the opportunity to implement the TAP program with fidelity and to further expand a system that provides teachers and principals with differentiated compensation. While we intend to begin with schools that have the greatest need for improvement, we anticipate this grant will lead to greater achievement in even more of our schools over time.

Sincerely,

Thomas Strand
President, Board of Education

Dr. Nicholas M. Gledich
Superintendent of Schools

*The world is changing. Meet the future.
Every student prepared for a world yet to be imagined*



The world is changing.
Meet the future

Dr. Nicholas Gledich, School District Eleven Superintendent

George Ewing, Principal

(719) 328-2900

Fax (719) 630-2245

Helen Hunt Mission Statement

Learners Today. Leaders Tomorrow. Safety at school is always the Rule. Set your goals high and never give up!

June 30, 2010

Dear Secretary of Education Duncan,

As Principal of Helen Hunt Elementary School, I am writing to express my excitement about the application of the Colorado Springs District Eleven Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Advancement in a total of ten schools within our district, Helen Hunt Elementary being one of them, in District Eleven in the State of Colorado.

TAP has had significant impact on student achievement in high need schools throughout the country. In a comparative study of student achievement outcomes using data provided by an independent source, 41% of TAP schools achieved a score of 5 on the above 5-point scale in 2008, representing significantly more than a year of student growth in the school year ending in spring 2008. For a school to score this well means that its achievement growth rate is much higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP schools in the same states scored that well.

I am delighted with the progress TAP has helped to achieve in the three District Twenty schools. I am fully in support of the National Institute for Excellence in Teaching and our school, Helen Hunt Elementary School in Colorado Springs School District Eleven receiving a grant from the Teacher Incentive Fund. The grant would give our school district the opportunity to implement the TAP program and to initiate a system that provides teachers and principals differentiated compensation. We anticipate this grant will lead to greater achievement in more of our schools within our district.

Over ninety percent of our staff feels the TAP program would be a plus for our school. Over the past year we have gone through some major changes. We feel the TAP program is the direction our school needs to go to ensure academic success. Our major goal is to improve student achievement and the TAP program will guide our staff in making sure our students will improve.

Sincerely,

George Ewing

George Ewing
Principal of Helen Hunt Elementary



Colorado Springs Education Association

2520 North Tejon Street, First Floor • Colorado Springs, Colorado 80907
(719) 471-1190 • fax (719) 471-1514 • e-mail CSEA@nea.org
www.cseateacher.org

July 1, 2010

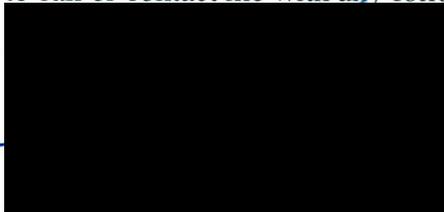
April Lee
United States Department of Education
400 Maryland Ave., S.W.
Room 3E120
Washington D.C. 20202

Dear Ms. Lee,

I am writing this letter in support of the Colorado Springs School District 11 application for the Teacher Incentive Fund grant application. The Colorado Springs Education Association represents more than 2,000 teachers employed by School District 11. As an organization that takes seriously its obligation to be guardians of teachers so that they can be guardians of kids, we recognize that we must be prepared to broaden our thinking and embrace new approaches to old problems. With each year that passes, it becomes increasingly clearer that educational outcomes must improve. The full spectrum of opportunities for improvement in public education reach beyond educator effectiveness and this grant application strives to address these areas.

There can be no question that the most important factors in addressing educational change and improvement flow from collaboration between the most immediate stakeholders as well as commitment in a shared vision and purpose. School District 11 and CSEA have long enjoyed and always worked hard to enjoy a relationship built on teamwork and a climate that fosters focus on the whole child and student achievement. Creative thinking, courageous leadership and steadfast commitment to collaboratively developed results are the focus of the leaders of CSEA as well as the District. Moreover, the District's commitment to implementing the Teacher Advancement Program with complete fidelity has earned our support and faith that this program marks the beginning of important changes that this Association can support.

It is our hope that School District 11 will be a successful applicant in receiving a Teacher Incentive Fund grant so that we can bring new and creative solutions to the aged problem of how we can do better as we educate the most precious resource we have in our children. Please do not hesitate to call or contact me with any follow up question or concerns.



Tim Cross, J.D.
UniServ Director
Colorado Springs Education Association
2520 N. Tejon Street
Colorado Springs, CO 80907
(719) 471-1190 Work
(719) 352-8880 Cell

July 1, 2010

Dr. Thelma Meléndez de Santa Ana
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

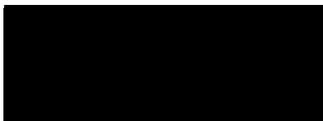
Dear Assistant Secretary,

I write to express my support of the partnership between Colorado Springs School District 11 and the National Institute for Excellence in Teaching (NIET) in the submission of a Teacher Incentive Fund (TIF) proposal. The cornerstone of Colorado Springs School District 11's TIF proposal is the implementation of TAP™: The System for Teacher and Student Advancement (TAP). As developer and ongoing provider of support for TAP in schools across the country, we endorse Colorado Spring School District 11's inclusion of this comprehensive reform in their TIF project.

The underlying premise of the Colorado Springs School District 11's TIF proposal is the development and sustainability of the TAP system across the district. We are confident that this approach meets the requirements of TIF and will help to develop a more effective educator workforce. With more effective teachers and principals in the schools, we can begin to close the achievement gaps and ensure that all children have the opportunity to achieve. We believe that the performance-based compensation, instructionally focused accountability, multiple career paths and ongoing professional development that are integral to TAP are necessary elements in the building of an effective teaching profession over time.

The opportunities provided through the TIF project allow for the expansion of TAP in the state of Colorado. NIET looks forward to working with Colorado Springs 11 to effectively implement TAP in their high-need schools while exploring implementation among other schools in the district.

Sincerely,



Gary Stark
President, National Institute for Excellence in Teaching



The world is changing.
Meet the future.

Executive Directors
K-12 Schools
1115 North El Paso Street
Colorado Springs, CO 80903
Business (719)-520-2975
Fax (719)-520-2028

June 30, 2010

Dear Secretary of Education Duncan,

As Principal of Mark Twain Elementary School, I am writing to express my excitement about the application of the Colorado Springs District Eleven Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Advancement in a total of ten schools within our district, Mark Twain Elementary being one of them, in District Eleven in the State of Colorado.

TAP has had significant impact on student achievement in high need schools throughout the country. In a comparative study of student achievement outcomes using data provided by an independent source, 41% of TAP schools achieved a score of 5 on the above 5-point scale in 2008, representing significantly more than a year of student growth in the school year ending in spring 2008. For a school to score this well means that its achievement growth rate is much higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP schools in the same states scored that well.

I am delighted with the progress TAP has helped to achieve in the three District Twenty schools. I am fully in support of the National Institute for Excellence in Teaching and our school, Mark Twain Elementary School in Colorado Springs School District Eleven receiving a grant from the Teacher Incentive Fund. This grant will provide an opportunity to develop a TAP system at Mark Twain that would facilitate a climate of collegiality and collaboration in our school. Development of a system where staff is able to work together and implement research-based and field tested strategies to impact the achievement of our students; work school-wide to effectively align resources with need; promote teacher performance excellence and efficacy. As principal of Mark Twain, I am truly excited for my school to be considered as a participant in this grant and the resulting development of a TAP program.

The grant would give our school district the opportunity to implement the TAP program and to initiate a system that provides teachers and principals differentiated compensation. We anticipate this grant will lead to greater achievement in more of our schools within our district.

Sincerely,

Sue Osburn

Principal of Mark Twain Elementary



The world is changing.
Meet the future.

Executive Directors
K-12 Schools
1115 North El Paso Street
Colorado Springs, CO 80903
Business (719)-520-2975
Fax (719)-520-2028

June 30, 2010

Dear Secretary of Education Duncan,

As Principal of James Monroe Elementary School, I am writing to express my excitement about the application of the Colorado Springs District Eleven Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Advancement in a total of ten schools within our district, James Monroe Elementary being one of them, in District Eleven in the State of Colorado.

TAP has had significant impact on student achievement in high need schools throughout the country. In a comparative study of student achievement outcomes using data provided by an independent source, 41% of TAP schools achieved a score of 5 on the above 5-point scale in 2008, representing significantly more than a year of student growth in the school year ending in spring 2008. For a school to score this well means that its achievement growth rate is much higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP schools in the same states scored that well.

I am delighted with the progress TAP has helped to achieve in the three District Twenty schools. I am fully in support of the National Institute for Excellence in Teaching and our school, James Monroe Elementary School in Colorado Springs School District Eleven receiving a grant from the Teacher Incentive Fund. The grant would give our school district the opportunity to implement the TAP program and to initiate a system that provides teachers and principals differentiated compensation. We anticipate this grant will lead to greater achievement in more of our schools within our district.

My teachers are very excited for this opportunity to help them to grow professionally. Over 80 % of my teachers are ready to take on this challenge to help improve the academic achievement of our students. The staff is very interested in the four elements of TAP. They are extremely interested in the ongoing professional development so that they can constantly improve the quality of their instruction which would increase student achievement. They want to have more time to collaborate and use data to target student's needs.

Sincerely,

Marlys A. Berg
Principal of James Monroe Elementary



The world is changing.
Meet the future.

Executive Directors
K-12 Schools
1115 North El Paso Street
Colorado Springs, CO 80903
Business (719)-520-2975
Fax (719)-520-2028

June 30, 2010

Dear Secretary of Education Duncan,

As Principal of Lincoln Elementary School, I am writing to express my excitement about the application of the Colorado Springs District Eleven Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Advancement in a total of ten schools within our district, Lincoln Elementary being one of them, in District Eleven in the State of Colorado.

TAP has had significant impact on student achievement in high needs schools throughout the country. In a comparative study of student achievement outcomes using data provided by an independent source, 41% of TAP schools achieved a score of 5 on the above 5-point scale in 2008, representing significantly more than a year of student growth in the school year ending in spring 2008. For a school to score this well means that its achievement growth rate is much higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP schools in the same states scored that well.

I am delighted with the progress TAP has helped to achieve in the three District Twenty schools. I am fully in support of the National Institute for Excellence in Teaching and our school, Lincoln Elementary School in Colorado Springs School District Eleven receiving a grant from the Teacher Incentive Fund. The TIF grant would enable Lincoln staff, students and community to begin a journey of excellence in teaching and learning for grades K-5. While the school has shown slight evidence of increased performance over the years, it is far from reaching 90% achievement next year. This grant would give our school district the opportunity to implement the TAP program and to initiate a system that provides teachers and principals differentiated compensation, but for Lincoln it would provide much needed scaffolding support for staff and students to make a dream come true. We anticipate this grant will lead to greater achievement in more of our schools within our district as well and eighty percent of our teachers wholeheartedly support its implementation.

Sincerely,

Shirley Stevens
Principal of Lincoln Elementary



July 2, 2010

Dear Secretary of Education Duncan,

As Principal of Wasson High School, I am writing to express my support of the application for the Colorado Springs District Eleven Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in a total of ten schools within our district, Wasson High School being one of them, in District Eleven in Colorado Springs, Colorado.

TAP has had significant impact on student achievement in high need schools throughout the country. In a comparative study of student achievement outcomes using data provided by an independent source, 41% of TAP schools achieved a score of 5 on the above 5-point scale in 2007-2008, representing significantly more than a year of student growth in the school year ending in spring 2008. For a school to score this well means that its achievement growth rate is much higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP schools in the same states scored that well.

I am happy with the progress TAP has helped to achieve in three District Twenty schools. I am fully in support of the National Institute for Excellence in Teaching and our school, Wasson High School in Colorado Springs School District Eleven receiving a grant from the Teacher Incentive Fund. The grant would give our school district the opportunity to implement the TAP program and to initiate a system that provides teachers and principals differentiated compensation. We anticipate this grant will lead to greater achievement in more of our schools within our district.

Wasson High School is in the process of becoming a Colorado School of Innovation – a designation that speaks to our ability to think beyond what is typically expected of a high school. The TAP System for Teacher and Student Advancement will assist our school in providing ongoing professional development opportunities to teachers, so that they can in turn provide excellent learning experiences for students. The staff of Wasson High School fully endorses this application to the Teacher Incentive Fund, and look forward to implementing this program in our district next year.

Sincerely,

Darryl Bonds
Principal of Wasson High School
Colorado Springs School District 11
719-328-2011
Bondsde@d11.org

Project Narrative

Other Attachments

Attachment 1:

Title: **Project Director Resume** Pages: **2** Uploaded File: **U:\FY10 In Progress\TAP\Resume for Phoebe J Bailey.pdf**

Phoebe J. Bailey

4878 Gatewood Drive ▪ Colorado Springs, CO 80916-2655
(719) 380-7879 ▪ pjwbailey@vzw.blackberry.net

Summary of Qualifications

Highly Qualified Instructional Leader with over twenty years of experience in public and private education with an emphasis in professional development, coaching, instructional strategies, data analysis, culturally responsive, and curriculum development.

Education	WEBSTER UNIVERSITY , St. Louis, Missouri 63119 Master of Arts, Human Resource Development, 1996
	UNIVERSITY OF ILLINOIS , Urbana, Illinois 61801 Bachelor of Science, Elementary Education, 1985
Licensure Endorsement	Colorado Professional Teacher License Elementary Education License: 0436323 Expires: April, 2014 Passed Administrators Exam 2009
Experience	INSTRUCTIONAL DATA COACH 2007-Present Administration Building, Colorado Springs, Colorado

Facilitates the use of research-based teaching strategies and best practices to address the need of teachers and school goals; supports classroom-based activities with individual teachers; demonstrate and model instructional practices and lessons; observe instruction and offer insights for the enhancement of teaching-learning situations; co-teach; co-plan lessons and units; provide feedback, consult, and mentor; promote reflection; analyze students' work and progress; support classroom-focused activities with groups of educators; provide staff and professional development needed to implement the school's improvement plan; organize and broker instructional materials; administer assessments and monitor results; disaggregate and analyze data and assist principals and teachers in its interpretation to measure and improve student achievement and/or program effectiveness; and serve on district committees.

ELEMENTARY TEACHER 1994-2007
Jefferson Elementary School, Colorado Springs, Colorado

Primary and Intermediate instruction; developed and utilized assessment tools to support bodies of evidence for student achievement; differentiated instruction based on data of students; monitored and analyzed data to

Phoebe J. Bailey

4878 Gatewood Drive ▪ Colorado Springs, CO 80916-2655
(719) 380-7879 ▪ pjwbailey@vzw.blackberry.net

assist students in their achievement; collaborated with team to teach state standards and objectives; utilized various resources to meet needs of students; organized and supported students in leadership roles within the building; facilitated parent orientation and parent education classes to support students at home; supervised many teacher candidates from local universities; mentored student volunteers from neighboring high school; mentored new teachers; wrote and received a \$1,000 grant from Qwest Communications with a fellow colleague; served on many District and Building Committees; District Math and Science Committee; Intermediate Team Leader; School Improvement Team; Building Accountability Committee; Parent-Teacher Association.

Training

Professional Learning Communities, Continuous Quality Improvement, Covey Training, AIMSWeb, Cognitive Coaching, Integrated Thematic Instruction, Social Studies/History Alive, Positive Behavior Support, Response to Intervention, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Everyday Math, Differentiation for the Gifted Student, Standards-Based Classroom, SuccessMaker, Measure of Academic Progress (MAP) and Educational Achievement System (EASy), Alpine Achievement System, ILP/IEP, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), Six-Minute Solutions, 6-Trait Writing, Step-Up to Writing, Math Our Way

Professional Organizations

National Education Association (NEA)
Phi Delta Kappa

References available upon request

Budget Narrative

Budget Narrative

Attachment 1:

Title: **CSSD11 2010 TIF Budget Narrative Pages: 10** Uploaded File: **U:\FY10 In Progress\TAP\CSSD11 2010 TIF Budget Narrative.pdf**

BUDGET NARRATIVE

YEAR ONE BUDGET NARRATIVE

PERSONNEL

<i>Personnel:</i> The following requested personnel will be hired as employees of this project.	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
Project Director (1): Qualifications and duties described on page 41 of the grant narrative. The TIF Project Director will handle the administrative and management duties associated with the grant, and ensure that the mission and goals of the grant program are honored.	100%	████████	████████
Program Specialists (2): Assist the Director with TAP System on-site technical assistance and professional development.	100%	████████	████████
Program Assistant (1): Assists with communications and logistics for 10 TIF schools + Project Director	100%	████████	████████
Master Teachers (20): Provide school-based TAP System leadership, coordinate and lead professional development (cluster meetings), co-teach and model lessons in the classroom, test new teaching strategies. One per school provided at the elementary level, one per grade level at the secondary level. CSSD11 will assume 50% of costs.	100%	████████	████████
<i>Differentiated Compensation and Incentives:</i> Provided to teachers and principals. This money is pooled at the maximum each year and dispersed at differentiated amounts.	<i># FTE</i>	<i>Amount of Award</i>	<i>Total</i>
Principals: Eligible for a maximum award of ██████████ (5% of average salary) based on multiple factors (page 4 of the grant).	20	████████	████████

Teachers: Eligible for a maximum award of [REDACTED] (5% of average salary) based on multiple factors (page 3 of the grant).	420	[REDACTED]	[REDACTED]
TOTAL YEAR ONE			[REDACTED]

FRINGE

<i>Position</i>	<i>% Fringe</i>	<i>Amount</i>
Project Director	30% (includes medical)	[REDACTED]
Program Specialists (2)	30% (includes medical)	[REDACTED]
Program Assistant	30% (includes medical)	[REDACTED]
Master Teachers	30% (includes medical)	[REDACTED]
Principal Bonus Compensation	20% (PERA state retirement fund and Medicaid only)	[REDACTED]
Teacher Bonus Compensation	20% (PERA state retirement fund and Medicaid only)	[REDACTED]
TOTAL YEAR ONE		[REDACTED]

Fringe has been calculated using standard numbers for CSSD11 – 30% for full-time employees, including medical, Medicaid, and PERA (mandatory state retirement fund contributions); and 20% for areas requiring only Medicaid and PERA.

TRAVEL

<i>Mileage: To reimburse Project Director and Program Specialists for travel to school sites.</i>	<i># Miles</i>	<i>Rate</i>	<i>Amount</i>
Project Director: Visits each school site twice per month.	4,000	.50/mile	[REDACTED]
Program Specialists (2): Visit each school site four times per month	4,000 each	.50/mile	[REDACTED]
<i>Travel Description</i>	<i># Travelers</i>	<i>Rate</i>	<i>Amount</i>
TAP School visits: 2 days, 1 night. CSSD11 TIF representatives (see next column) will visit an existing TAP School for observation and best practices exchange.	55 - All school team members (5 per school, 50 total) and the administrative team (3 total)	[REDACTED]	[REDACTED]
TAP School visits: 2 days, 1 night.	3	[REDACTED]	[REDACTED]

Travel to four additional sites by the administrative team (Project Director and Program Specialists)			
National TAP Trainings	30	██████	██████
TIF Grantee Meeting	3	██████	██████
TIF Topical Meeting	2	██████	██████
Reimbursement for NIET facilitators: Startup workshop training – 3 separate sessions spread out over year one with two facilitators.	2 (x3 sessions)	██████ ██████████████ ██████ ██████ ██████████████ ██████	██████
Reimbursement for NIET facilitators: Travel to train TAP Program Director and Program Specialists	1	██████	██████
Reimbursement for NIET facilitators: School development visits to assist with putting all processes into place	2 (x2 visits)	██████	██████
Reimbursement for NIET facilitators: Year one school review visits twice per year to ensure fidelity to program, provide additional training	2 (x2 visits)	██████	██████
Reimbursement for NIET facilitators: Monthly school visits	1 (x9 visits)	██████	██████
TOTAL YEAR ONE			██████

Travel expenses include the average airfare of \$██████ in addition to a hotel room at \$150/night, local transportation of █████ and per diem of █████

EQUIPMENT

<i>Item</i>	<i>Quantity</i>	<i>Item Cost</i>	<i>Total Amount</i>
Laptop Computers: MacBook Pro for Project Director and Program Specialists to track classroom data and edit and disperse filmed lessons for best practices	3	██████	██████
Desktop Computer: Dell for Program Assistant's use in record-	1	██████	██████

keeping and logistics management			
Inkjet Printer: HP or Similar for use of Project Director, Program Specialists (shared) and Program Assistant	3	██████	██████
Video Cameras: Canon GL for each school to film best-practices in the classroom for shared review at cluster meetings and distribution online	10	██████	██████
Microphone Kit: B&H to include wireless microphone and static microphone to pick up classroom noise for filming of best practices	10	██████	██████
Tripod: Hogen from B&H to assist in filming best practices	10	██████	██████
TOTAL YEAR ONE			██████

Video equipment will be used to tape outstanding lessons and teaching practices, which will be uploaded to the district’s TAP System website as well as the national TAP System website.

Lessons will be edited on the Project Director and Program Specialist’s computers and reviewed at each Cluster meeting.

CONTRACTUAL

<i>Contractor</i>	<i>Amount of Time</i>	<i>Rate</i>	<i>Total</i>
NIET: School Development meetings – assistance with development and implementation at the school site	5 days	██████████	██████
NIET: Formal training in startup workshop format, presented over 2-3 days in three different sessions throughout Year One.	8	██████████ ██████████ ██████	██████
NIET: Onsite technical assistance provided by NIET monthly	18	██████████	██████
NIET: School reviews provided twice yearly to ensure fidelity	10	██████	██████
NIET: Cost of creating CSSD11 TAP online training portal site	n/a	██████████	██████

NIET: Annual access to CSSD11 TAP online training portal	10	████████	████████
Innovation Architects: Sole-source provider of CODE system for TAP data management	10	████████████████ ████████████████ fee (Year One)	████████
360-degree Principal Evaluation: CSSD11 will contract with a reputable system – price based on initial estimates	n/a	██████ per principal assessed (20 total)	████████
NWEA MAP: CSSD11 will add a science module to their current testing	5,300 students	████████	████████
NWEA MAP: CSSD11 will add Kindergarten and 11 th grade testing	900 students	████████	████████
Audit: CSSD11 will contract externally to provide an audit of the grant each year	1	████████	████████
External Evaluator: CSSD11 will contract externally to conduct the local evaluation (see page 50 of the grant for detailed information)	10 hours/month	████████ (estimate based on past grants)	████████
TOTAL YEAR ONE			████████

OTHER

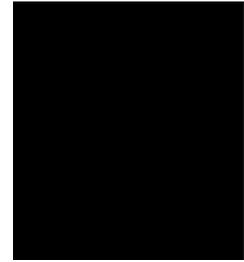
<i>Salary Addendum:</i> Master and Mentor teachers will receive an annual salary addendum to compensate for the extra time and responsibilities required to fulfill these roles.	<i># FTE Eligible</i>	<i>Amount</i>	<i>Total</i>
Master teacher addendum	20	████████	████████
Mentor teacher addendum	60 (three per Master teacher)	████████	████████
<i>Additional Days:</i> Each Master teacher will be on contract for 20 additional days per year to allow them to complete their extra duties	20	██████	████████
<i>Training Fee:</i> Cost of registration for National TAP Conference trainings	25	██████	████████
<i>Substitute Time:</i> In Year One, the grant will provide substitute to allow Master and Mentor teachers	15 days per school	██████ ████████████ ████████████	████████

sufficient time to implement the system.			
Communications: For efforts to disperse grant results and attract superior teachers to TIF schools	n/a	██████████ based on previous grants received)	██████████
TOTAL YEAR ONE			██████████

Indirect costs year one (10.5% of total request)

TOTAL BUDGET YEAR ONE

AMOUNT REQUESTED YEAR ONE



YEARS TWO-FIVE BUDGET NARRATIVE

Years two through five of the grant period are calculated at a stable cost. COLA are not provided according to current district policy. CSSD11 will provide an increasing share of the dollars necessary to sustain this grant, as demonstrated on pages 9-10.

PERSONNEL

Personnel: The following requested personnel will be hired as employees of this project.	% FTE	Base Salary	Total
Project Director (1): Qualifications and duties described on page 41 of the grant narrative. The TIF Project Director will handle the administrative and management duties associated with the grant, and ensure that the mission and goals of the grant program are honored.	100%	██████████	██████████
Program Specialists (2): Assist the Director with TAP System on-site technical assistance and professional development.	100%	██████████	██████████
Program Assistant (1): Assists with communications and logistics for	100%	██████████	██████████

10 TIF schools + Project Director			
Master Teachers (20): Provide school-based TAP System leadership, coordinate and lead professional development (cluster meetings), co-teach and model lessons in the classroom, test new teaching strategies. One per school provided at the elementary level, one per grade level at the secondary level. CSSD11 will assume 50% of costs.	100%	████████	████████
<i>Differentiated Compensation and Incentives:</i> Provided to teachers and principals. This money is pooled at the maximum each year and dispersed at differentiated amounts.	<i># FTE</i>	<i>Amount of Award</i>	<i>Total</i>
Principals: Eligible for a maximum award of \$4,500 (5% of average salary) based on multiple factors (page 4 of the grant).	20	████████	████████
Teachers: Eligible for a maximum award of \$2,500 (5% of average salary) based on multiple factors (page 3 of the grant).	420	\$████████	████████
TOTAL YEAR TWO			\$████████

FRINGE

<i>Position</i>	<i>% Fringe</i>	<i>Amount</i>
Project Director	30% (includes medical)	████████
Program Specialists (2)	30% (includes medical)	████████
Program Assistant	30% (includes medical)	████████
Master Teachers	30% (includes medical)	████████
Principal Bonus Compensation	20% (PERA state retirement fund and Medicaid only)	████████
Teacher Bonus Compensation	20% (PERA state retirement fund and Medicaid only)	████████
TOTAL YEAR TWO		████████

Fringe has been calculated using standard numbers for CSSD11 – 30% for full-time employees, including medical, Medicaid, and PERA (mandatory state retirement fund contributions); and 20% for areas requiring only Medicaid and PERA.

TRAVEL

<i>Mileage:</i> To reimburse Project Director and Program Specialists for travel to school sites.	<i># Miles</i>	<i>Rate</i>	<i>Amount</i>
Project Director: Visits each school site twice per month.	4,000	.50/mile	██████
Program Specialists (2): Visit each school site four times per month	4,000 each	.50/mile	██████
<i>Travel Description</i>	<i># Travelers</i>	<i>Rate</i>	<i>Amount</i>
National TAP Trainings	30	██████	██████
TIF Grantee Meeting	3	██████	██████
TIF Topical Meeting	2	██████	██████
Reimbursement for NIET facilitators: school review visits twice per year to ensure fidelity to program, provide additional training	2 (x2 visits)	██████	██████
TOTAL YEAR TWO			██████

Travel expenses include the average airfare of \$400 each, in addition to a hotel room at \$150/night, local transportation of \$50, and per diem of \$146.

CONTRACTUAL

<i>Contractor</i>	<i>Amount of Time</i>	<i>Rate</i>	<i>Total</i>
NIET: School reviews provided twice yearly to ensure fidelity	10	██████	██████
NIET: Annual access to CSSD11 TAP online training portal	10	██████	██████
Innovation Architects: Sole-source provider of CODE system for TAP data management	10	██████	██████
360-degree Principal Evaluation: CSSD11 will contract with a reputable system – price based on initial estimates	n/a	██████ per principal assessed (20 total)	██████
NWEA MAP: CSSD11 will add a	██████	██████	██████

science module to their current testing			
NWEA MAP: CSSD11 will add Kindergarten and 11 th grade testing	900 students	██████████t	██████████
Audit: CSSD11 will contract externally to provide an audit of the grant each year	1	██████████	██████████
External Evaluator: CSSD11 will contract externally to conduct the local evaluation (see page 50 of the grant for detailed information)	10 hours/month	██████████ estimate based on past grants)	██████████
TOTAL YEAR TWO			██████████

OTHER

<i>Salary Addendum:</i> Master and Mentor teachers will receive an annual salary addendum to compensate for the extra time and responsibilities required to fulfill these roles.	<i># FTE Eligible</i>	<i>Amount</i>	<i>Total</i>
Master teacher addendum	20	██████████	██████████
Mentor teacher addendum	60 (three per Master teacher)	██████████	██████████
<i>Additional Days:</i> Each Master teacher will be on contract for 20 additional days per year to allow them to complete their extra duties	20	██████████	██████████
<i>Training Fee:</i> Cost of registration for National TAP Conference trainings	25	██████████	██████████
<i>Communications:</i> For efforts to disperse grant results and attract superior teachers to TIF schools	n/a	██████████ (estimate based on previous grants received)	██████████
TOTAL YEAR TWO			██████████

Indirect costs year two (10.5% of total request)

TOTAL BUDGET YEAR TWO

AMOUNT REQUESTED YEAR TWO



Indirect costs year three (10.5% of total request)

TOTAL BUDGET YEAR THREE

AMOUNT REQUESTED YEAR THREE

Indirect costs year four (10.5% of total request)

TOTAL BUDGET YEAR FOUR

AMOUNT REQUESTED YEAR FOUR

Indirect costs year five (10.5% of total request)

TOTAL BUDGET YEAR FIVE

AMOUNT REQUESTED YEAR FIVE

TOTAL BUDGET YEARS ONE-FIVE

TOTAL REQUESTED YEARS ONE-FIVE

