

# **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 # S385A100108**

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

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: * If Revision, select appropriate letter(s):		
<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision		
* 3. Date Received:		4. Applicant Identifier:
7/6/2010		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
		N/A
<b>State Use Only:</b>		
6. Date Received by State:		7. State Application Identifier:
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Indiana Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
██████████		██████████
<b>d. Address:</b>		
* Street1:		151 West Ohio St.
Street2:		
* City:		Indianapolis
County:		
State:		IN
Province:		
* Country:		USA
* Zip / Postal Code:		46204
<b>e. Organizational Unit:</b>		
Department Name:		Division Name:
Indiana Department of Education		Policy
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:		* First Name: Marcie
Middle Name:		A

\* Last Name: Brown

Suffix:

Title: Chief Policy Advisor

Organizational Affiliation:

\* Telephone Number:

[REDACTED]

Fax Number:

\* Email:

[REDACTED]

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

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-052110-002

Title:

Teacher Incentive Fund

**13. Competition Identification Number:**

84.385

Title:

Teacher Incentive Fund

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

State, LEAs, charter schools

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

Indiana's Teacher Incentive Fund Grant Application

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: IN-007

\* b. Program/Project: IN-001

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

**Attachment:**

Title : List of Indiana Program/Project Congressional Districts

File : H:\Grants information\Teacher Incentive Fund grant information>List of Indiana Program Project Congressional Districts.pdf

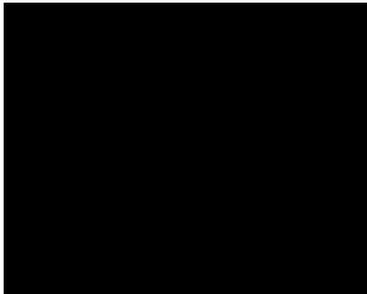
**17. Proposed Project:**

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

\* b. End Date: 9/30/2015

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

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



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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: \* First Name: Marcie

Middle Name: A

\* Last Name: Brown

Suffix:

Title: Chief Policy Advisor

\* Telephone Number: [REDACTED] Fax Number:

\* Email: [REDACTED]

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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

List of Indiana Program/Project Congressional Districts

IN-001

IN-002

IN-003

IN-005

IN-006

IN-007

IN-008

IN-009



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Indiana Department of Education

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is ██████████

(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

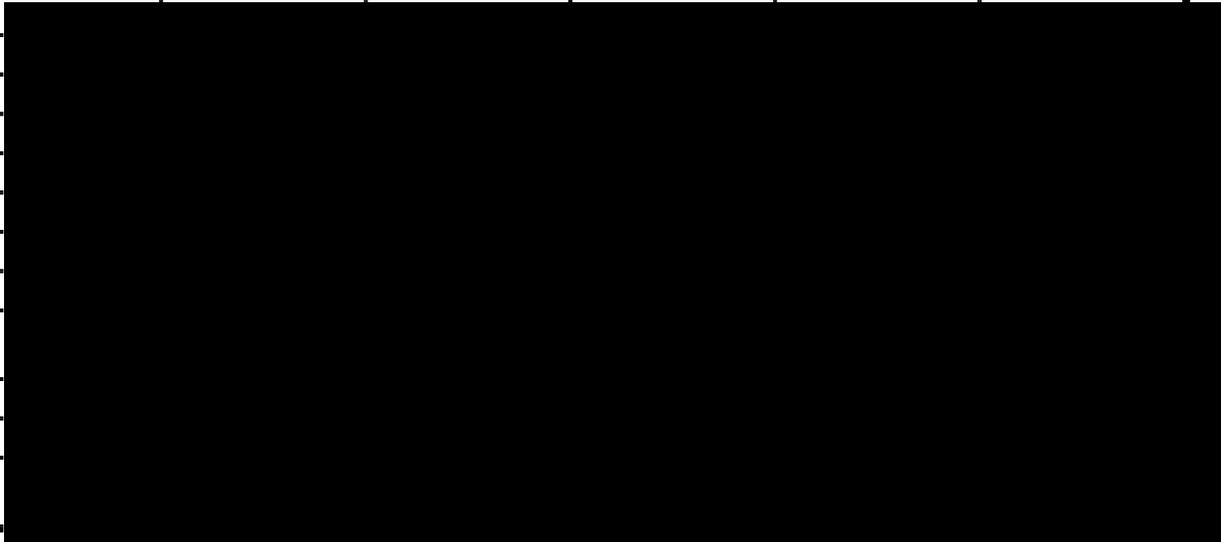
Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Indiana Department of Education

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

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

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



## 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:** Marcie A Brown

**Title:** Chief Policy Advisor

**Date Submitted:** 07/06/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Indiana Department of Education Address: 151 West Ohio Street City: Indianapolis State: IN Zip Code + 4: 46204-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> U.S. Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): none Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): none Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Marcie A Brown Title: Chief Policy Advisor Applicant: Indiana Department of Education Date: 06/28/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : IN GEPA Statement

File : H:\Grants information\Teacher Incentive Fund grant information\Submission documents\IN GEPA statement.doc

In accordance with the provisions of GEPA, Section 427, the Indiana Department of Education examined six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access to or participation in the benefits derived from programs supported by a Teacher Incentive Fund grant. Indiana is unequivocal in its commitment to erasing all barriers to participation in this program and to building safeguards in every phase of the program's implementation.

The Teacher Incentive Fund specifically requires that all participating schools must be high-need, or have at least 50% free- or reduced-price lunch eligible students enrolled. The schools participating in this grant are all public schools and are not allowed to discriminate based on any of the identified barriers, aside from ensuring that all students are of proper age for the school in which they are enrolled.

The Indiana Department of Education is committed to ensuring that students with disabilities who attend public schools receive required services which fully embrace the purpose of the Individuals with Disabilities Act (IDEA) and adhere to policies, practices and procedures mandated by IDEA.

An increasing number of English language learners in Indiana, again in both rural and urban areas, represent a critical area of concern for the staff of the agency. Family literacy efforts give special attention in areas where there are large numbers of non-English speaking children. Every effort is made to publish parent materials in other (most predominant) languages.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Ms. Marcie A Brown

Address:

\* Street1: [REDACTED]  
 Street2:  
 \* City: Indianapolis  
 County:  
 \* State: IN \* Zip / Postal Code: 46204 \* Country: USA

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

Email Address:

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
 File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **IN TIF Project Abstract** Pages: **1** Uploaded File: **IN TIF Project Abstract.pdf**

## **Project Abstract: Indiana's Teacher Incentive Fund Grant Application**

The Indiana Department of Education (IDOE) is excited to apply for the Teacher Incentive Fund (TIF) Main grant competition, partnering with TAP, the System for Teacher and Student Advancement. IDOE's application responds to all three Absolute Priorities, as well as the three Competitive Preference Priorities.

**Need for the Project:** IDOE has included 46 schools in this grant, each a high-need school with 50% or more of its students eligible for free or reduced lunch. Indiana's TIF schools have trouble recruiting and retaining highly-qualified and effective educators, especially in hard-to-staff subjects. Student achievement at each school is lower than in comparable schools.

**Project Design:** Using TAP, IDOE desires to implement a PBCS as part of our statewide education reform agenda. The PBCS meets all requirements including utilizing student growth measures to determine educator effectiveness and provide performance incentives. TAP ensures the support of teachers, includes a rigorous and fair evaluation system, utilizes a data-management system, and incorporates high-quality professional development.

**Adequacy of Support for the Proposed Project:** IDOE has outlined a management plan and grant timeline to ensure efficient use of grant funds. The key personnel who will work on the grant are experienced educators and professionals. IDOE will provide in-kind funds from numerous sources to support the grant and continue the PBCS after the grant expires. The requested funds are sufficient to attain the project's goals.

**Quality of the Local Evaluation:** IDOE will evaluate our TIF grant through the use of an outside contractor, who will use strong and measured performance objectives laid out in the grant.

# Project Narrative

## Application Narrative

### Attachment 1:

Title: **Indiana TIF Application 7 2 10** Pages: **64** Uploaded File: **H:\Grants information\Teacher Incentive Fund grant information\Submission documents\Indiana TIF application 7 2 10.pdf**

**(I) Need for the Project**

Indiana is partnering with 44 schools in this Teacher Incentive Fund (TIF) application for the Main competition. These schools include the following Local Education Agencies (LEAs): Clarksville Community School Corporation, Goshen Community Schools, Marion Community Schools, Lake Ridge Schools, School City of Hammond, Metropolitan School District of Decatur Township, Beech Grove City Schools, Oregon-Davis School Corporation, Randolph Eastern School Corporation, South Bend Community School Corporation and Evansville-Vanderburgh School Corporation. Additionally, the following charter schools are participating in this application: KIPP Indianapolis College Preparatory, Challenge Foundation Academy, Indianapolis Metropolitan High School, and two conversion charter schools, currently known as ADI East and ADI West, which will be formally named later this summer. These schools are located throughout the state, from the shores of Lake Michigan to the banks of the Ohio River. They represent a wide variety of school models, including traditional high schools, alternative schools, charter schools, and neighborhood-based K-12 schools. Among them are elementary, middle and high schools. They are located in some of the state's most economically deprived inner-city neighborhoods, as well as in small towns in rural areas of the state; consequently, their students represent different racial and socio-economic backgrounds.

What unites these schools is a desire to reform their human capital practices. Not a single school currently has a performance-based compensation system (PBCS) in place. Very few evaluate all of their teachers on an annual basis. They do not provide career advancement opportunities for teachers, and they are not providing teacher-led, weekly, job-embedded professional development. Best practices that focus on teacher growth and in turn support student achievement are missing from schools across Indiana. Yet through this TIF grant, each school is

committed to remedy these short-comings and advance practice in the classrooms for the benefit of all their leaders, teachers and students.

### **(I)(1) Recruitment and Retention**

The 44 schools that have been selected as part of the state's TIF grant application have struggled for years to recruit and retain effective teachers and leaders so critical for high-need schools to meet the needs of their students. These schools need to provide financial incentives to be able to compete in the labor market to attract and retain the most effective teachers and principals. Overhauling the ineffectual human resource policies in these schools via TIF cannot start soon enough. If Indiana receives an award, selected schools would not only reform their compensation systems but would also improve professional development and evaluation practices.

Based on 2009-2010 school-level data , each school participating in Indiana's TIF application has a minimum of 50% free and reduced lunch-eligible students enrolled, with many having significantly more (up to 95%). A table listing all 44 participating schools and the percentages of free and reduced lunch-eligible students is located in Appendix A: High Need Schools Documentation.

#### Recruitment

The human capital challenge for these schools is particularly acute for traditionally hard-to-staff subjects: special education, mathematics, sciences, technology education, English as a New Language (ENL), and world languages, as well as some specialty areas like library and communication disorders. In Indiana, hard-to-staff subjects are determined by the number of emergency teaching permits issued by the Indiana Department of Education (IDOE). Under state

law, a school may only request an emergency permit if it cannot find a highly-qualified teacher to fill the position. As such, emergency permits are used to identify shortage areas. IDOE also looks at the number of Transition to Teaching (T2T) hires, because the requirements for hiring T2T candidates are the same as for obtaining emergency teaching permits.

Of the eleven LEAs and five charter schools participating in TIF, six have shortages in one or more special education license areas, five have shortages in math, four have shortages in sciences (some in as many as four different areas of science), four have shortages in world languages, and three have shortages in different areas of technology education. Every participating LEA and charter school has at least one hard-to-staff subject area, and many have far more. These shortages are particularly striking, given that the great majority of participating schools are located in Indiana's population centers -- places where there are not teacher shortages or lack of access to teacher preparation programs. Information on hard-to-staff subjects, along with the numbers of emergency and T2T permits issued in each of the 44 participating schools, is listed in the Appendix C, page 3. Given the competition both in-state and nationally for qualified and effective teachers in hard-to-staff subjects, schools with a PBCS have a distinct advantage in recruitment. TIF will ensure Indiana's participating schools gain that advantage.

Because educator licensing was previously handled by a separate, unique agency outside of IDOE, its records and data have been kept in different ways than IDOE maintains data. IDOE is in the process of transferring all licensing data into IDOE's data systems and therefore, by the spring of 2011, records for emergency and T2T permits will be kept by individual school and not just by LEA. IDOE will be able to track teacher recruitment by each individual school at that time. The information presented above, then, is presented by LEA because IDOE does not currently have access to school-level information related to these numbers.

## Retention

Compounding the high demand for teachers of hard-to-staff subject areas is the lack of stability often found in these schools. Even if they were able to recruit promising talent, the process by which teachers and leaders are currently compensated makes it difficult to retain effective educators. Research has shown that schools with high-poverty, high-minority and/or underperforming students all had higher attrition rates than other schools.<sup>1</sup> This is particularly true for teachers in the science, technology, engineering and math (STEM) subjects. Fields other than teaching tend to offer higher pay and much stronger opportunities for career advancement. As a result, these schools have faced a revolving door of teachers and principals. A TIF grant would allow them to put an end to this vicious cycle and reinvigorate the teacher workforce in these schools. The average turnover in participating schools from the 2007-08 to 2008-09 school year was 21%, and the average turnover from the 2008-09 to 2009-10 school year was 20%. For the participating schools located in the most urban neighborhoods (25 of the 44 schools), the average turnover each year was much higher, at 26%. A study published by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1995 revealed that the national average teacher turnover for high-need schools, using the same definition as TIF, was only 9.9%.<sup>2</sup> While turnover has risen in recent years, it is still higher in these participating schools than the national average. Another study by NCES, part of the "Teacher Follow-up Survey from 2004-05," showed that turnover was 16.9% nationally, and 21% in high-poverty schools.<sup>3</sup> These numbers demonstrate Indiana's need for TIF funds to transform Hoosier schools that are having

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<sup>1</sup> Teacher Recruitment and Retention: A Review of the Recent Empirical Literature, Cassandra M. Guarino, 2006.

<sup>2</sup>United States Department of Education. National Center for Education Statistics. *Schools and Staffing Survey*. 1990-1991.

<sup>3</sup> United States Department of Education. National Center for Education Statistics. *Schools and Staffing Survey*. 1994-1995.

a difficult time retaining teachers. Teacher turnover data for all participating schools is located in Appendix C, page 6.

Principal retention has also been a challenge in participating schools. Fifteen of the 44 schools had turnover in 2008-09 or 2009-10, and, even more shocking, eight had turnover in both years. That represents 34% of participating schools facing turnover in at least one year, and 18% facing turnover in both of the last two years. With such frequent leadership changes, a school culture is in constant flux and both teachers and students face uncertainty and inconsistency in instructional leadership. Principal retention data for all participating schools is located in Appendix C, page 8.

**(D)(2) Student Achievement:** When compared to schools of similar size and poverty level, participating schools achieve at lower levels. Sadly, it was not difficult to find comparable schools that were higher-performing, particularly for the five participating schools that are among Indiana’s twenty-three lowest performing schools in the state, eligible for potential state takeover if they do not improve by the end of the 2010-11 school year. More information regarding these schools is provided in the Project Design section of the grant. Additionally, six participating schools were eligible for a federal 1003(g) School Improvement Grant, based on meeting the federal definition of one of the state’s lowest-performing schools. A chart displaying achievement in comparison to schools of similar demographics is located in Appendix C, page 9. A small sample of TIF schools and comparable schools is presented in this chart.

<b>Sample Achievement in Comparable Schools</b>						
<b>School</b>	<b>Level</b>	<b>F/R Lunch %</b>	<b>Enrollment</b>	<b>E/LA Pass %</b>	<b>Math Pass %</b>	<b>Both Pass %</b>
Clarksville High	High	42	486	66	60	52
North Knox	High	37	407	67	66	55
Whiting	High	44	354	90	69	58
Grissom Elementary School	Elem	94	318	58	54	46

Washington	Elem	90	254	77	82	70
Francis W Parker	Elem	91	349	77	71	64
John L McCulloch Middle Sch	Middle	71	392	52	60	44
Francis M Price	Elem	66	450	67	68	57
Bon Air	Middle	70	300	58	65	51
Delaware Elementary School	Elem	95	471	51	45	37
Anderson	Elem	93	491	86	84	78
Arlington Woods	Elem	94	541	51	57	40
Indianapolis Metropolitan High Sch	High	83	344	26	18	11
Crispus Attucks Medical Magnet	High	81	812	65	67	53
John Marshall Community	High	79	534	23	32	17
Highlighted rows are TIF schools. Comparable schools are in the two rows below each TIF school.						

Overall, the academic achievement of the majority of these schools is low and, without question, needs to be addressed. A TIF grant would allow schools to examine and significantly alter their human capital practices and priorities, getting the most talented people in classrooms and in front of the students who need it most.

**(I)(3) Comparable School Definition:** Indiana’s definition of a “comparable” school for purposes of this application is a school with the following:

1. the same grade span (e.g. elementary compared to another elementary)
2. of a similar enrollment size, and
3. a free and reduced price lunch-eligible enrollment within 5% of the TIF school.

## II. Project Design

### Goals and Priorities

Consistent with the state’s education reform agenda, Indiana’s primary purpose in applying for a TIF grant is to implement a comprehensive PBCS to increase educator effectiveness, improve

student achievement, and close achievement gaps in high-need schools. Indiana's vehicle for accomplishing this is TAP: The System for Teacher and Student Advancement (TAP). TAP includes a PBCS and is designed to identify, recruit, develop, place, reward and retain highly effective teachers. The National Institute for Excellence in Teaching (NIET) and IDOE will work in partnership with participating LEAs and schools to fulfill the activities listed in the TIF grant application and accomplish the following goals:

- By August 2012, all participating schools will provide substantial financial incentives (i.e. at least 5% of base salary for teachers and principals who are improving student achievement and for teachers taking on additional responsibilities).
- By May 2012, all participating schools will increase teacher efficacy through on-going, job-embedded, applied professional development, as measured by observations, evaluations, and qualitative surveys.
- By August 2012, all certified openings at participating schools will be filled with highly-qualified and effective teachers - those who, on average, demonstrate at least one year of academic growth per student during an academic year.
- By May 2013, all participating schools will improve student achievement (i.e. teachers will demonstrate, on average, at least one year of academic growth with their students).
- By 2014, all participating schools will retain effective teachers (as defined later in the grant application) at higher rates than comparable schools.
- By the end of the 2014-15 school year, all participating schools will have completed planning to continuously appropriate funds to sustain TAP past the end of the grant period.

The pursuit of these goals reflects the state's courage and determination to fundamentally change education-as-usual in high-need schools. Although performance-based compensation is a key component of TAP, the system also includes targeted and embedded professional development and increased pay for taking on additional roles and responsibilities. Moreover, IDOE strongly believes that effectiveness, as measured by student growth, must be the foundation upon which critical, local-level policies are made (i.e. hiring, promotion, professional development, and compensation). A TIF grant would allow Indiana to move significantly closer to an education ecosystem where schools use effectiveness as the primary means of making personnel decisions.

Along with all of the Absolute Priorities, both Competitive Preference Priorities 4 and 5 will be addressed throughout the application. With regard to Competitive Preference Priority 6, Indiana is not currently a TIF grantee from a previous TIF competition. Because neither Indiana nor any of its participating schools are current TIF grantees, the Additional Eligibility Requirement does not apply to this application. If Indiana is awarded a TIF grant, the state will maintain a PBCS for teachers and principals in participating high-need schools for the duration of the grant period.

### TAP and TIF

Developed by the Milken Family Foundation, TAP aspires to turn the teaching profession into a highly rewarding career choice by attracting, developing and retaining talented teachers in high-need schools. First implemented in the 2000-01 school year, TAP is now operated by NIET. Currently, TAP impacts over 7,500 teachers and 85,000 students across the country. TAP is a proven, cost-effective teacher effectiveness reform model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive compensation for educators. Moreover, TAP has achieved consistent student academic achievement growth in

high-need schools over multiple years and has increased the retention of effective teachers while reducing the retention of ineffective teachers.<sup>4</sup>

TAP presents several advantages vis-à-vis the United States Department of Education's (ED) TIF grant. First, the principles of TAP are closely aligned with the goals identified in TIF. Second, TAP enables schools to fully customize their support for teachers and students to meet local needs, which is extremely important as no new system can be successful and enduring without teacher support. Third, TAP has the advantage of using proven implementation strategies to ensure success. With over a decade of operational field experience, TAP has successfully addressed many of the challenges often associated with performance-based compensation and integrated support systems. Finally, TAP offers Indiana needed expertise and experience as a strong and thoughtful partner in reform.

It cannot be overstated that the TAP system addresses the most essential element in a school – human capital. TAP's core elements are strongly supported by scientific research along with a high degree of satisfaction within the field. Moreover, the TAP system mirrors successful business models which work to emphasize incentives, accountability, on-the-job training and career paths as methods to encourage and create effective teachers and leaders.

IDOE recently took a group of education leaders from around the state to visit TAP schools outside of Indiana, with the purpose of observing implementation and learning about the system. This visit, along with the support of the University of Indianapolis's Center for Excellence in Leadership of Learning (CELL), has generated among many of Indiana's school leaders strong interest and enthusiasm for TAP.

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<sup>4</sup> Daley, Glenn, and Sarah Shoff. *Tap Research Summary*. Publication. April 2010.

TAP approaches the challenge of differentiating teacher and principal effectiveness through a multifaceted, coherent approach, as opposed to the disjointed, piecemeal policies imposed from the top down in too many schools across the state. TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating talent to enhance not only teacher effectiveness but also job satisfaction and collegiality. This alignment satisfies the requirements of Absolute Priority 3. These aspects also directly affect recruitment and retention of effective educators, particularly in high-need schools and hard-to-staff subjects. Specifically, TAP's approach incorporates four interrelated elements:

1. *Multiple career paths* – TAP provides powerful career growth opportunities through new roles and responsibilities and corresponding growth in pay. The “~~master~~ master teacher” role is a completely new role in schools, with these individuals serving as instructional leaders to the faculty. Master and mentor teachers form a leadership team, along with the principal, to deliver school-based professional support and conduct classroom observations. Master and mentor teachers receive significant additional compensation for these new roles and satisfy element (c) of Absolute Priority 1.
2. *Ongoing applied professional growth* – TAP restructures the school schedule to provide time during the regular school day for continuous, job-embedded development focused on specific student and teacher needs. In weekly cluster group development sessions, teachers share instructional strategies, analyze student data and engage in collaborative planning led by master and mentor teachers. Strategies are field tested by master teachers with students in the respective school to ensure relevance and effectiveness. Teachers also receive individual support and coaching from master and mentor teachers. This

ensures that element 5 of the grant's Project Design requirement (discussed later) is fully met.

3. *Instructionally focused accountability* - TAP teachers are observed several times a year through formal and informal classroom observations conducted by mentor and master teachers and the principal. Notably, TAP has developed a fair, transparent, research-based evaluation system that rigorously differentiates teachers across four levels: ineffective, fair, effective, and highly-effective. Leadership teams monitor the reliability and consistency of classroom evaluation scores, allowing for meaningful differentiation in teacher effectiveness. These observation-based assessments ensure that element (b) of Absolute Priority 1 is satisfied. Additionally, administrators are observed multiple times each year by trained, certified evaluators.
4. *Performance-based compensation* - Teachers and principals in TAP schools have the opportunity to earn performance bonuses each year based on instructional performance and student growth. Effectiveness is evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth. Student growth is measured by Indiana's student growth model (explained in more depth in the next section). This model is a value-added measure of student achievement and thus satisfies Competitive Preference Priority 4.

The TAP system works with teachers and principals to systematically improve their skills, which in turn leads to increased student achievement. Recognizing the importance of ground level buy-in, TAP requires a staff vote of 75% or more to implement and retain the use of the system; this ensures sustained support for the PBCS. By combining the four elements outlined above, TAP

will work with the state to turn teaching in a high-need school into a highly rewarding career choice.

**(II)(1): Statewide Strategy**

Indiana seeks a TIF grant to catalyze the sweeping changes called for in the state's education reform agenda. This agenda was developed during the past year and builds upon the far-reaching and fast-moving reforms initiated by Superintendent of Public Instruction, Dr. Tony Bennett, in January 2009 when he took the helm at IDOE. Although the reform agenda was developed for Indiana's Race to the Top (RttT) application, Superintendent Bennett has made it clear to Indiana's education community that implementation of these reforms was not contingent upon the receipt of RttT funding. TIF presents an extraordinary opportunity in terms of the scope and pace of the agenda, which focuses on the importance of supporting human capital. In response, Indiana will deliver an ambitious implementation strategy that relies on broad stakeholder engagement, dramatically increases teacher and principal effectiveness, and produces improved and enduring student achievement in high-need schools.

Indiana is a state ready for significant reform and the performance-based compensation systems called for in TIF. Paralleling the four assurances of the United States Department of Education, the state's reform agenda calls for an aggressive strategy that focuses on (1) college and career ready standards and assessments, (2) robust data systems, (3) great teachers and leaders, and (4) turning around the lowest-achieving schools. The importance of human capital and TIF is central to Indiana's plan for cultivating great teachers and great leaders, but it is also part and parcel of the state's strategy for transforming its most distressed schools and ensuring effective implementation of world-class standards and the use of better data by key stakeholders throughout the state.

## Standards and Assessments

Drawing on its extensive experience as a leader in the standards movement, the state is deeply committed to both the Common Core State Standards Initiative (Common Core) and unified assessments based on the Common Core. These unified assessments will ensure students reach the right goals and will provide vehicles for the reliable and valid evaluation of teacher and principal performance in helping students reach those goals. In collaboration with partner states, Indiana is urgently exploring ways to supplement and bridge its current assessments to the measurement of Common Core, which the state is preparing to adopt later this summer. Coupled with Indiana's newly released student growth model and a TIF grant, this bridge will help ensure that schools have a solid foundation upon which to establish innovative performance systems.

Indiana is one of only a few states that currently have a clear approach to measuring growth in student learning at the individual student level. Indiana has already implemented student growth percentiles as its growth model; a detailed explanation of Indiana's student growth model is located in Appendix C, page 18. Last fall, schools and LEAs were given access to summary growth data as the state began a multi-step rollout to wider audiences. In August 2010, teachers will have access to the growth of their students from the most recent school year (2009-10). It is important to note that while TIF uses the language "value-added," Indiana's definition of student growth and Indiana's growth model are synonymous with the term value-added. This application uses the term student growth, simply because that is IDOE's vernacular, and not for the purpose of drawing any distinction between student growth and value-added.

## Data Systems

IDOE has executed an extensive longitudinal data initiative over the last two years with the goal

of improving the quality and use of data in an effort to improve student achievement. To that end, IDOE will have a fully implemented data warehouse by the end of 2010. The data warehouse will be the authoritative data source for “The Learning Connection,” a teacher portal recently launched by IDOE. Among its other functions, The Learning Connection will serve as an electronic backpack for students statewide – a portfolio of each individual student’s assessment results, courses, grades, work products, planning and other elements that will assist the student’s teachers and counselors in instruction and guidance over his or her K-12 career, regardless of the student’s mobility within the state. The Learning Connection will also serve as a teacher community resource site, providing opportunities for teachers to share resources and best practices.

### School Turnaround

Indiana has developed a comprehensive school turnaround strategy as part of the state’s reform agenda. This strategy is tightly aligned to the state’s school accountability program. Known as Public Law 221 (P.L. 221), the program outlines IDOE’s authority to annually place schools in one of five categories based on performance and improvement. P.L. 221 also outlines the timeline under which schools in the lowest category would face intervention and the possibility of state takeover. Currently 23 Indiana schools are on track to meet eligibility criteria for direct state takeover in 2011-12. Five of these schools have chosen to participate in this grant, seeing that TAP has the potential to improve their human capital, and thus improve the whole school: Calumet High School, Hammond High School, Morton Senior High School, Marion High School, and Bendix School.

The state's plan for school turnaround consists of three inter-related components: using a Turnaround Management Organization (TMO) to drive success in the lowest-performing schools, executing Memoranda of Agreement (MOAs) with schools at risk of state takeover, and ensuring that necessary supports and conditions are in place for successful school turnaround. For the schools listed above that are participating in TIF, TAP is one of those supports. Full details of Indiana's turnaround strategy are located in Appendix C, page 14.

Indiana will leverage TIF to help meet the challenge of turning around the state's lowest-performing schools. Notably, TIF funding would provide schools the right incentives and targeted assistance to restructure practice and revitalize the profession by creating learning communities that attract the most effective teachers to the neediest schools, turning the tide of low morale and high attrition that afflict too many of the state's most distressed school communities. Moreover, IDOE recognizes that turnaround can only be successful if the right set of supports and conditions are put into place. TIF will not only help participating schools establish the infrastructure for turnaround; it will also establish proof points that other high-needs schools and districts could use as a model or systemic blueprint for turnaround.

#### Great Teachers and Leaders

IDOE has developed a standard teacher and principal evaluation tool that differentiates individual performance into four rating categories, with 50% of each individual's performance rating based on student growth data. In the spring of 2010, the evaluation tool was piloted in a number of schools and is currently being refined with assistance from The New Teacher Project. While Indiana will encourage LEAs to adopt the state's tool, it is consistent with TAP's evaluation tool, and will not be mandated in schools choosing to utilize TAP. IDOE is also in

the process of redefining teacher standards to become the first state in the country to clearly align expectations for teachers with both Common Core and the state's academic standards. Moreover, Indiana is on track to establish, by the 2010-11 school year, a data system that will allow for the evaluation of teacher preparation programs by linking institutions of higher education with the academic performance of students taught or led by their graduates.

Sustaining these efforts will require an ongoing investment in developing robust human capital pipelines. Indiana has established partnerships with several well-regarded talent organizations including Teach For America in Indianapolis and Gary, The New Teacher Project's Indianapolis Teaching Fellows, and the Woodrow Wilson Teaching Fellows in Indianapolis, Muncie, and other sites throughout the state.

Human capital is the centerpiece of Indiana's reform agenda, and TIF perfectly aligns with this priority by supporting and sustaining high quality teachers and leaders in high need schools. Providing educators with strong standards and assessments, curricular resources, and real-time data is critical. But Indiana recognizes that these steps are fruitless without the power of talented and passionate adults in the buildings that serve the state's neediest students. Thus, the state has devoted significant resources to the evaluation and support of these educators. Embedded in that evaluation and support is the importance of rewarding excellence and incenting high performance.

Indiana committed to developing a PBCS when it was awarded a National Governor's Association (NGA) grant in early 2009 to plan a statewide pay-for-contribution strategy. TIF affords the state the means to implement such a system. After careful research and consideration of varied avenues for establishing PBCS, Indiana has determined that using a TIF grant to

implement TAP would be an effective way to broadly reform teacher and principal compensation practices. Indiana is proud to partner with NIET in the submission of this grant application and is confident in TAP's alignment with the priorities of TIF. Indiana's comprehensive, state-wide reform strategy, including TIF and TAP, ensures the state has met the requirements of Absolute Priority 3.

### Performance Compensation and Defining Effectiveness

Indiana will utilize the PBCS element of TAP to reward, at differentiated levels, teachers and principals who demonstrate effectiveness by achieving student growth. TAP's PBCS fully satisfies Absolute Priority 1. Performance bonuses for teachers and principals will be at least 5% of their base salaries. While some researchers suggest that there is not ample evidence to determine the optimal incentive amount,<sup>5</sup> there is broad consensus that the amount needs to be meaningful - approximately 5% or more of total compensation and possibly significantly more in high-need schools.<sup>6</sup> While research on the size of performance bonuses both inside and outside education is mixed, at least one study says that a minimum bonus of 3.5% is meaningful to private sector employees.<sup>7</sup> But additional studies suggest that 5% of salary is a better target for a meaningful bonus.<sup>8</sup> Based on this research, IDOE has targeted 5% of base salary as the average bonus level set out in this application.

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<sup>5</sup> Podgusky, Michael and Matthew Springer. "Teacher Performance Pay: A Review." *College Park: Journal of Policy Analysis and Management* 26.4 (2007): 909-49.

<sup>6</sup> Heneman, Herbert, Anthony Milanowski and Steven Kimball. *Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice*. Madison, WI: University of Wisconsin-Madison, 2007. Odden, Allan and Mark Wallace. *Rewarding Teacher Excellence: A Teacher Compensation Handbook for State and Local Policymakers*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research. 2007.

<sup>7</sup> Varadarajan, Poondi, and Charles Futrell. "Factors Affecting Perceptions of Smallest Meaningful Pay Increases." *Industrial Relations* 23.2 (1984): 278-85.

<sup>8</sup> Bowen, David E., Edward E. Lawler III, and Christopher G. Worely. "On the relationship between objective increases in pay and employees' subjective reactions." *Journal of Organizational Behavior* 13.6 (1992) :559-71.

The TAP evaluation system does what the current system does not – it directly ties evaluations to compensation. The TAP system rewards teachers and principals in multiple ways for their effectiveness. On an annual basis, all teachers and principals in Indiana TIF schools would earn bonuses for increasing school-wide student academic growth. Teachers would also be eligible for bonuses based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. For teachers in tested subjects and grades, Indiana’s TAP system would require 50% of annual teacher bonuses based on classroom evaluation results, 30% based on classroom student achievement growth and 20% based on school-wide growth. For teachers in non-tested subjects, the TAP leadership team in each school would work with those teachers to determine how to measure their effectiveness. Possibilities include an equal emphasis on both school-wide growth and classroom evaluations, or growth targets tied to a particular tested content area. For example, art teachers might choose to associate growth with the scores for 3<sup>rd</sup> grade math, in which case they would attend the professional development meetings related to math to transfer strategies and processes back into the classroom. Or they could choose a combination of school-wide growth and an associated subject.

Teacher effectiveness in Indiana TAP schools will be measured by meeting or exceeding proficiency on TAP’s rigorous classroom evaluation standards, known as the TAP Skills, Knowledge and Responsibilities (SKR) scores. Effectiveness of teachers and principals is based on TAP’s five-point scale for both the SKR score and student growth. IDOE considers a teacher or principal to be effective if students achieve at least one academic year of growth. On the five-point growth scale used by TAP schools, 1 represents significantly lower than one year of student growth for similar students; 3 represents one year of expected academic growth for similar students; and 5 represents significantly higher than one year of growth for similar

students. The chart on page 33 shows the strong relationship between teacher classroom evaluation ratings and value-added indicators of student learning growth.<sup>9</sup> The classroom observation methods are both valid and reliable. As the chart shows, the relationship between teacher evaluation scores and student value-added achievement growth holds true regardless of the school's overall level of performance.

To be considered effective, teachers must earn a minimum score of 2.5 on the SKR portion of the evaluation. Under the TAP score system, a score of 3 shows the students in the classroom or school-wide have met a year's worth of growth. Therefore, teachers and principals must earn a minimum score of 3 to receive a performance bonus. To create significant bonus amounts, Indiana TAP schools would place ██████ per teacher into a bonus pool designed to deliver incentives. This amount is equal to five percent of the average salary for Indiana teachers (██████). Based on TAP's multiple measures of performance, an individual teacher's performance compensation could range from zero to about \$█████0. These performance bonuses satisfy the requirements of Absolute Priority 1. The award pool for career, mentor and master teachers will be allocated as follows (as shown in the graphs below):

- 50% Skills, Knowledge and Responsibilities
- 30% Classroom achievement gains
- 20% School achievement gains

Teachers in untested subjects and grades would have their bonuses determined based on the following: 50% on their evaluations and 50% on school-wide growth or a voluntary association with a partner grade or subject. For example, a music teacher might decide to associate her student growth numbers with all math scores in the school if she makes the decision to work with

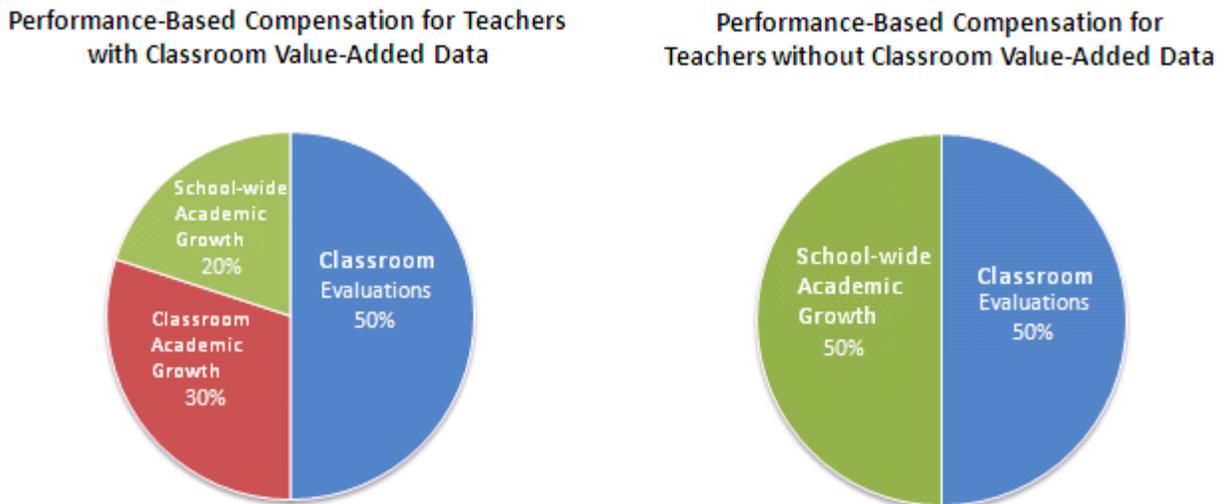
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<sup>9</sup> Schacter, J and Y. M. Thum. "Paying for high and low-quality teaching." *Economics of Education Review* 23 (2004): 411-43.

Daley, Glenn and Sarah Shoff. *Tap Research Summary*. Publication. April 2010.

the math teachers to integrate math content into her lessons. Figure 3 illustrates the performance criteria distribution between teachers of tested and untested grades or subjects.

Figure 3



Three key principles guide the development of TAP’s compensation for principals:

- The system should balance the payout percentages between student achievement gains and performance.
- The performance portion may contain a score for how the principals carry out their TAP responsibilities.
- The award should be dependent upon the individual’s performance as well as the school’s performance.

Principal compensation for TAP schools will replicate payout percentages for teachers. Schools will calculate principal compensation with the following “50-30-20” model:

- 50% based on school-wide student growth scores. The administrator receives
  - The entire 50% if the school scores a “5” on student growth

- Three-fourths of the 50% if the school scores a “4”
- Half of the 50% if the school scores a “3”
- None of the 50% if a school scores a “1” or “2”
- 30% based on a valid and reliable 360-degree survey.
- 20% based on the TAP Leadership Team Rubric.

Indiana TAP schools would put up to ██████0 in TIF funds into a principal/assistant principal performance bonus pool. Individual principal bonuses can be up to \$█████ each and will represent at least 5% of the average salary for Indiana principals (█████). Assistant principals will be eligible for bonuses up to ██████. Principals will observe assistant principals in their work with teachers and as evaluators. These observations will result in assistant principal effectiveness reviews and will help determine any bonus amount.

LEAs will contract with a reputable vendor to use a 360-degree assessment that has been developed and tested to provide a reliable and valid assessment of a principal’s effectiveness in key areas of instructional leadership. These areas are 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 seventy-two 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.

Guided by the school principal, the TAP leadership team is responsible for the *implementation, operation* and *monitoring* of the TAP system at the school level. The leadership team is required

to meet weekly to focus on data, growth plans, cluster operations, and the evaluation system in TAP.

The Leadership Team Meeting Rubric is used to evaluate TAP principals and is designed as a coaching tool to measure the effectiveness of observed leadership team meetings in TAP schools by district or state TAP leaders. This rubric is comprised of four specific components measuring the quality of an effective leadership team meeting.

- *Leadership Team Planning* targets evidence for quantifiable outcomes, focused objectives, clear precise agendas, and appropriate follow-up before subsequent meetings.
- *Leader as Facilitator* examines the leader's ability to effectively facilitate the meeting with specific attention to the action-research, TAP processes.
- *Member Participation / Preparation* addresses the leader's ability to move members of the leadership team to proficiency in one or more of the core TAP areas.
- *Leadership Team / TAP Connection* measures the leader's ability to establish a sense of purpose for the meeting and looks for evidence of work on items like inter-rater reliability, data from the performance management system, monitoring and modeling of coaching skills, teacher growth plans, and the review of new strategies with field tested results, modifications, and critical attributes.

Scoring on the rubric ranges from *Emerging (1)* to *Proficient (3)* to *Exemplary (5)*. At least twice per year, administrators are observed, as the administrator leads a TAP leadership team meeting, by a trained evaluator who is certified to use the Leadership Meeting Team Rubric. For Indiana, these observations would come from the TAP Director and/or Regional Master Teachers.

The rubric measuring the TAP leadership team meetings is 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 is often 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.<sup>10</sup> The TAP Leadership Team Rubric measures the principal as a facilitator, diffusing leadership and engaging other members as active participants.

The constant analysis and cyclical nature of the TAP Leadership Team Rubric seeks to create knowledge, propose and implement change, and improve practice and performance.<sup>11</sup> Elements of the research behind the rubric include, according to researcher M. Fullan, (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.”<sup>12</sup>

### Hard-to-Staff Subjects

Indiana’s TAP system will provide bonuses to address the challenge of recruiting and retaining teachers in hard-to-staff subjects. IDOE tracks the number of emergency permits issued as a way to determine the hard-to-staff subjects. Teachers of hard-to-staff subjects recruited to

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<sup>10</sup> Elmore, Richard. *Building a New Structure for School Leadership*. Publication. Washington, D.C.: Albert Shanker Institute, 2000.

Olson. "Principals Try New Styles as Instructional Leaders." *Education Week* 1 Nov. 2000. and Olson, L. (2000, November 1). Principals try new styles as instructional leaders. *Education Week*, 20(9).

Halverson, Richard, and John Diamond. "Investigating School Leadership Practice: A Distributed Perspective." *Educational Researcher* 30.2 (2001): 23-28.

<sup>11</sup> Stringer, Ernest. *Action Research: A Handbook for Practitioners*. Thousand Oaks, CA: Sage, 1996. McTaggart, Robin, and Steven Kemmis. *The Action Research Planner*. Geelong, Victoria, Australia: Deakin UP, 1998.

<sup>12</sup> Fullan, Michael. *Change Forces. The Sequel*. Philadelphia, PA: Falmer, 2000..

participating schools will be informed that if they complete the school year and meet the performance goals, they will each receive a [REDACTED] bonus on top of the potential [REDACTED] performance incentive. The same bonus will be offered to current teachers of hard-to-staff subjects in participating schools. The bonus can easily reach [REDACTED] well above the 5% threshold needed to be significant and meaningful. Teachers must meet the following two criteria to receive either the recruitment or retention bonuses:

- Sign a contract for another year in the same school and subject area, and
- Earn at least a 3 on the student growth measure.

A teacher may not receive both a recruitment and a retention bonus in the same year. These incentives will be provided at the same time of year as any individual or school-wide performance bonuses. Providing extra bonuses for hard-to-staff subjects satisfies the requirements of Competitive Preference Priority 5.

#### Professional Growth Opportunities

In addition to performance bonuses, Indiana's TAP system will offer incentives for teachers taking on leadership roles. Master and mentor teachers are held to a higher performance standard than career teachers and are compensated accordingly.

Master and mentor teachers are hired through a competitive, rigorous, performance-based selection process. These teacher leaders come from within the school building or from outside schools or districts. Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority and are required to work additional days as specified

by their contract. Mentor teachers will each make \$█████0 above current base salary, and each master teacher will earn ██████ in additional compensation.

Master teachers' primary role is, working in conjunction with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching with career teachers. Unlike similarly titled positions, master teachers in TAP schools are constantly in classrooms teaching even though they do not have specific student assignments. This direct instruction by master teachers is designed to build instructional capacity among the faculty and provide students with high quality lessons. Master teachers collaborate to determine and develop learning resources, partner with the principal in evaluating teachers, and may partner with the principal in communicating with parents.

Mentor teachers are actively involved in enhancing and supporting career teachers' practice. Along with the leadership team, they analyze student data and help create the academic achievement plan. With oversight and support from the master teacher, they assist in leading cluster meetings. Mentor teachers engage in both self- and team-directed professional development activities.

Through cluster meetings that focus on student work, master and mentor teachers identify common issues facing their teams. They research best practice strategies and demonstrate those strategies in cluster meetings and in classrooms. When the master or mentor teachers observe teachers on their teams, they look for demonstration of the strategies addressed in cluster meetings. As the majority of the observations are unannounced, the post-conference between master or mentor teachers and the career teacher is essential for reflection. The cluster team

analyzes student work to see how the teaching strategy has translated into improved student outcomes. This type of observation, support, and feedback provides an iterative feedback loop that aids the principal and faculty in creating a system that can continuously improve.

## **(II)(2): Stakeholder involvement and support**

A major part of TAP's success has been its ability to build and maintain support from a broad group of stakeholders. Included in the appendix of this application are over 100 letters of support from participating principals and teachers, local organizations, and other supporters. Indiana's National Education Association (NEA) affiliate, the Indiana State Teachers Association (ISTA), has also endorsed this application and the TAP system, as evidenced by the included support letter. Each participating school with a union contract has provided a support letter from at least one union representative. It must be noted that the teacher support letter for Clarksville High School was written by the local union Chief Negotiator who did not record that position in her letter. All letters are located in the appendix.

Prior to the adoption of TAP in Indiana's TIF schools, teachers, unions, principals, and district leadership will engage in an in-depth dialogue with TAP state leadership to understand the TAP model, including planning for its implementation and financial sustainability. NIET works with TAP sites to engage union representatives from the beginning. In select TAP sites across the country, union leadership has been instrumental in bringing TAP to fruition. The American Federation of Teachers (AFT) has supported TAP since its inception, and local chapters of both the AFT and the NEA are active participants in TAP.

Indiana TAP leadership will hold presentations at school sites to answer questions and build staff buy-in before the required teacher vote. Indiana schools must have an approval vote of 75% of

the faculty prior to the adoption of TAP, which ensures the active participation and support of teachers and their unions. Voting among teachers will take place during the fall of 2010.

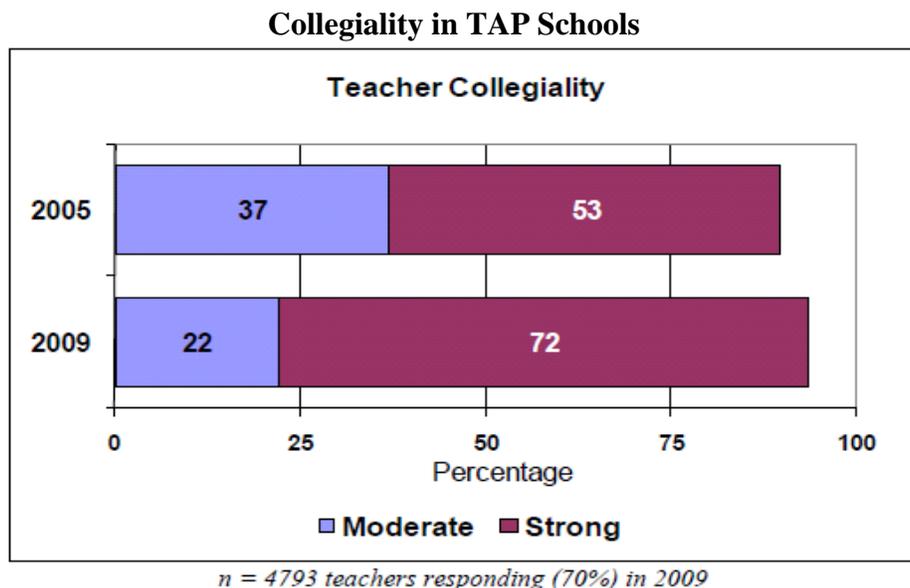
### Support and Collegiality

NIET provides extensive training and support to the TAP state-based technical assistance teams, which in turn provide training to school-based TAP leadership teams. The training, support and oversight of the Indiana TAP staff by NIET will create the capacity to effectively implement TAP at scale. There are four modules for TAP's CORE training:

- The first module provides detailed explanation, research and practice of the four elements of the TAP system, introduces participants to TAP cluster group professional growth activities, and introduces the TAP Teacher Performance-Based Compensation and Instructionally Focused Accountability Systems.
- In the second module, TAP school leaders learn how to use the TAP instructional rubrics for evaluation and as professional growth tools to enhance teachers' instructional skills.
- The third module is an in-depth training on the two primary professional development components of TAP – the operations of a TAP leadership team and the cluster group.
- As the fourth module in the TAP leadership team training series, TAP school leaders are prepared to become certified evaluators. Participants will further their skills with the TAP observational rubrics to accurately analyze and rate classroom lessons and classroom environments, and how to plan for instructional conferences that reinforce and refine teacher skills in the area of implementing instruction and establishing productive classroom environments.

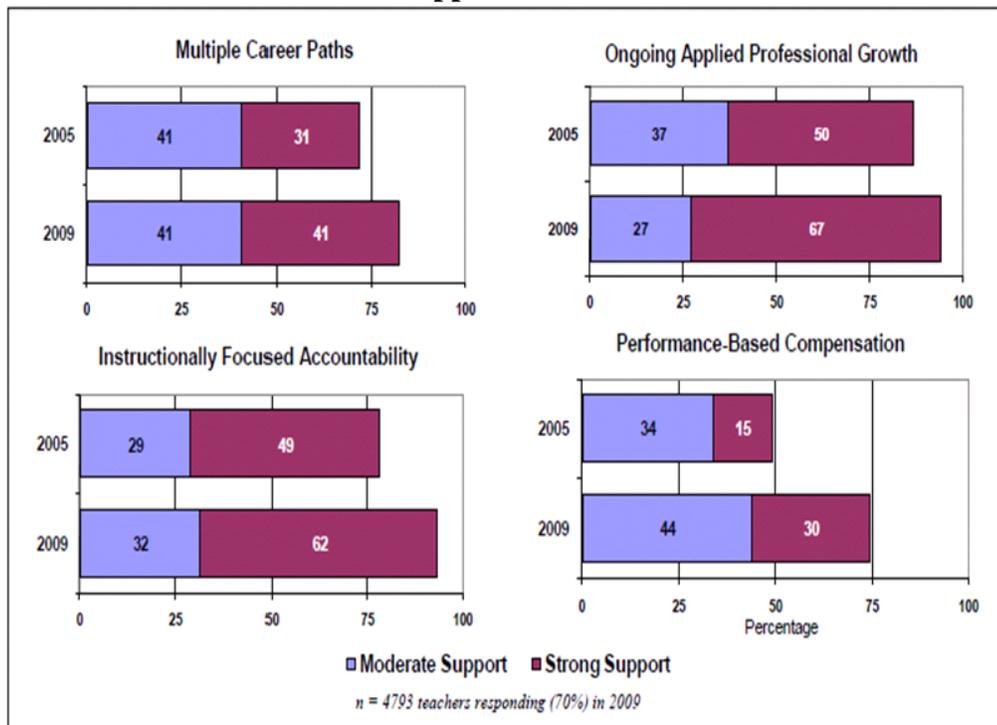
The high level of guidance and assistance schools receive from TAP state and district staff builds support among school administrators. This support includes how to use the TAP teacher evaluation rubric, effectively managing professional development cluster groups. Additionally, the state/district teams support schools in the collection and analysis of teacher and student data. TAP state/district support staff also ensures the rigor of implementation through monitoring and evaluation of success. By creating experts within each school with the responsibility and the time to support teachers in analyzing data, TAP prepares teachers and principals to more effectively analyze and use student data to drive instruction.

Critics of performance incentives for teachers often claim they will result in competitiveness and a loss of collegiality among teachers. In fact, research has found strong evidence to the contrary: a high degree of collegiality in TAP schools as reported by teachers. In 2009, 94% of teacher respondents in TAP schools agreed that collegiality was strong at their school:



As part of its support, NIET will administer an annual teacher survey to monitor career, mentor and master teachers’ attitudes and satisfaction about the implementation of TAP at the specific school site. From past surveys, NIET has found increasing levels of support for the elements of TAP including accountability and performance-based compensation, as shown in the following chart. When combined with professional growth in an applied, collaborative setting, accountability through classroom evaluations and performance-based compensation are compatible with increased collegiality. Whatever concerns teachers may have about the shift in culture to performance-based compensation and greater accountability are usually mitigated by the TAP cluster groups that provide teachers with a shared path toward improvement as well as heightened collegiality.

### Teacher Support for the TAP Elements



## Communication

A key component of TAP schools is the high level of communication among teachers, principals and state leadership. TAP schools communicate extensively internally and externally about the elements of the TAP system and its components.

Communication begins even before TAP is established in a school. As mentioned earlier, CELL at the University of Indianapolis has been instrumental in garnering interest in the TAP system. In May 2010, CELL held a TAP informational workshop with over 150 stakeholders from a variety of institutions including charter schools, traditional public schools, teachers' union and higher education. Because of this workshop, many schools contacted the IDOE to be part of the TIF grant application.

Prior to implementation, principals and administrators will engage teachers in a dialogue about TAP. NIET will hold an on-site initial development visit. The NIET representative may present an overview of TAP to a variety of stakeholders including school/district leaders, board members or school faculties. At this stage, communication regarding the core elements of the PBCS and TAP's other elements will be a priority. This is particularly important in ensuring that educators in TIF schools fully understand Indiana's student growth model, as required under Competitive Preference Priority 4 and core element (e) of the PBCS. IDOE has already conducted workshops and a series of webinars for administrators and teachers statewide to help them understand the growth model, how it is calculated, why it is being employed and how it will assist teachers in their jobs. These sessions are only the beginning; IDOE is in the process of developing an online, in-depth training and professional development course for all Hoosier educators so they can learn more about the student growth model. It will conclude with a certification test that all educators who participate in the professional development will take. To ensure that it is widely

utilized, IDOE will offer professional development credits at no charge to anyone. State TAP staff will ensure that all educators in TIF schools take part in this training, pass the certification test and receive adequate credits.

All school staff must understand the PBCS elements, as should the broader school community, including school boards, other LEA administrators and parents and other community members. Each school's TAP leadership team will be primarily responsible for this communication.

Follow-up NIET development visits allow new TAP implementers to further refine a specialized plan for the school or district including elements such as staffing, budgeting, professional development, scheduling, and hiring of TAP leadership team members. These development visits may include advanced and/or detailed implementation information and planning such as site implementation workshops, budget planning, question and answer sessions, and essential implementation discussions.

Further, TAP schools will get an individualized visit from IDOE and Indiana TAP personnel to guide the implementation of the state's growth model in conjunction with the staff's effectiveness ratings and performance bonuses.

As part of a statewide strategy, IDOE will utilize The Learning Connection by setting up a TAP community page and discussion forum where IDOE and all TAP teachers, principals, mentor and master teachers can collaborate and share documents and strategies.

The Indiana TAP team will provide a variety of communication during and after the grant period. The goals of the communication plan are as follows:

- Ensure participating schools are receiving timely and accurate information from Indiana TAP staff.
- Raise awareness and increase support of the TAP program among educators and administrators in non-participating schools.
- Garner support from statewide stakeholders and communities.

IDOE’s communications staff will provide in-kind services related to TIF and TAP via the extensive network of media contacts, email distribution lists to all Indiana educators, and web communication tools including Facebook, webinars and podcasts. A summary chart and timeline for the communications plan is located in Appendix C, page 20.

### **(II)(3): Teacher and Principal Evaluation systems**

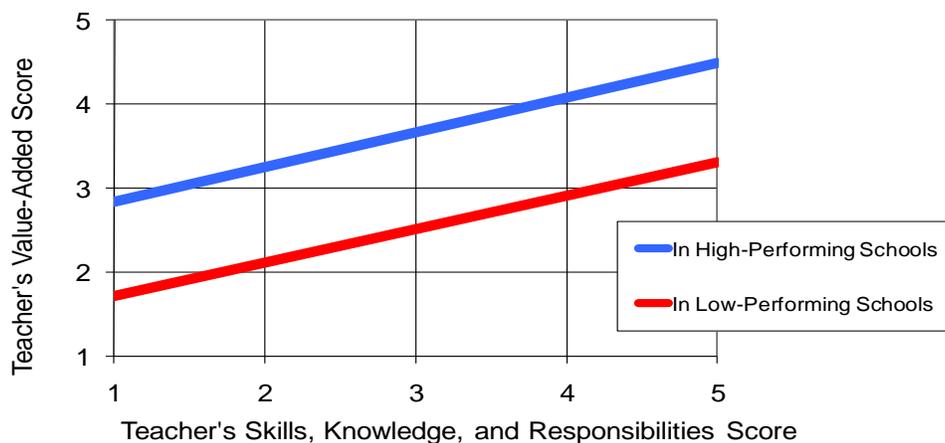
#### Teacher Evaluations

The TAP evaluation system incorporates both classroom observations and student growth data in an effort to offer a complete picture of teacher effectiveness. Observations allow teachers and principals to focus on specific areas of pedagogy, constantly reinforcing and refining practices with steady attention to and use of student data. Both growth data and observations feed into evaluations that drive professional development, helping teachers increase their effectiveness and build their expertise. As mentioned earlier, teacher effectiveness in Indiana TAP schools will be measured by meeting or exceeding proficiency on TAP’s rigorous classroom evaluation standards, or SKR scores. The TAP SKR measures excellence in teaching and is primarily comprised of two major components: classroom evaluation and student growth. Indiana’s SKR will also include other measures such as the TAP Teacher Responsibility Survey, a 360-degree tool allowing teachers to peer evaluate on leadership and support activities.

## Role of Student Growth in Evaluations

Student growth measures are a key component of the TAP evaluation system. By combining both components into their evaluation system, TAP has found a strong correlation between classroom observation scores and student growth percentages. As the graph below shows, the relationship between classroom observation scores and student achievement growth holds true regardless of the school's overall level of performance. This correlation provides an important validation of the TAP system's teacher evaluation system and its link to improvements in student achievement. It also illustrates the validity and reliability of measures used by TAP to assess student growth and teacher effectiveness.

### **Teachers with High Classroom Observation Scores Demonstrate High Value-Added Student Achievement Growth**



The use of student growth data, measured at both the classroom and school levels, accounts for half of teacher annual bonuses under the TAP performance-based compensation system. This emphasis matches up perfectly with the timely rollout of Indiana's growth model. The state focused on providing a common understanding of how individual students and groups of

students progress from year to year toward state achievement standards. Indiana believes every student is entitled to at least one year of growth per academic year, regardless of where they begin. A more detailed discussion of Indiana's student growth model can be found in Appendix C, page 18.

In Indiana, growth is measured in elementary and middle schools using ISTEP+ data. For high school accountability purposes, Indiana utilizes Algebra I and English 10 end-of-course assessments. Like elsewhere in the country, this poses significant challenges to calculating growth in high schools. IDOE proposes to use its planning year to develop a high school growth model, examining the use of PSAT and AP Potential data and high school diploma types obtained by students in TIF schools. Using PSAT scores, the College Board calculates AP Potential scores, showing which students are likely to succeed in which AP courses, leading to passing AP exam scores. Using this data as the baseline for eventual growth, IDOE will work to develop and test a model that will take into account whether students drop out of high school or receive a basic, Core 40 or Academic Honors diploma to show growth throughout high school. IDOE believes this model holds promise, but since it is a new way of thinking about high school growth, it will require careful research and validation to ensure it is a reliable model. IDOE's plan to develop this high school growth measure is explained in greater depth in section one of Adequacy of Support for the Proposed Project.

### TAP Observations

Classroom observations are the second major component of the TAP evaluation system. Teachers in TAP schools receive four or more announced and unannounced observations a year by highly trained and annually certified evaluators. TAP makes a major investment in training

and supporting its evaluators, recognizing the significant impact observations and feedback can have on classroom instruction and thus, student performance. The TAP System CORE training for evaluators is divided into five parts:

1. An introductory overview of the TAP System;
2. The first of two trainings on the TAP evaluation process;
3. A concentration on the cluster groups;
4. A focus on the TAP Leadership team; and
5. The second portion of the TAP evaluation process.

Upon completion, participants must pass a test to become certified TAP evaluators, and they are required to renew this certification annually. The sequence of TAP CORE trainings is organized to provide participants with an introductory view of TAP followed by a manageable amount of training on the evaluation process, then a more complex and in depth examination of cluster groups and the leadership team, and finally more about the evaluation process. Further details on each of the five TAP System CORE trainings is provided in Appendix C, page 22.

In addition to these introductory TAP trainings, annual TAP Summer Institutes provide opportunities for master teachers, mentor teachers, and administrators to receive more in-depth training.

Teachers are evaluated annually (at least four times) in four areas: Instruction, The Learning Environment, Designing and Planning Instruction, and Responsibilities. The first three of these areas are evaluated using a research-based rubric. The rubric is divided in to three rating categories, allowing for meaningful differentiation in effectiveness. The table below illustrates one of the instructional indicators on the rubric.

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

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

The final area, Responsibilities, is evaluated through the Teacher Responsibilities Survey measuring contributions to the school. Each survey has multiple sections with three ratings categories. The master and mentor teacher responsibilities surveys are divided into the same seven sections:

- Staff Development
- Instructional Supervision
- Mentoring
- Community Involvement
- School Responsibilities
- Growing and Developing Professionally
- Reflecting on Teaching

The career teacher survey includes two sections: Growing and Developing Professionally and Reflecting on Teaching. Administrators, master teachers and mentor teachers all complete the survey for career teachers. Mentor and master teachers complete surveys for each other. Career teachers and administrators complete surveys for both the master and mentor teachers, though career teachers do not utilize all sections.

To ensure the fairness and consistency of evaluations, all evaluation data is entered into the TAP Comprehensive Online Data Entry (CODE) system, which is discussed in more detail in Section (II)(4): Data Management System. The CODE system allows Indiana TAP leadership teams to monitor inter-rater reliability of evaluators and scoring inflation or deflation; it will also flag cases where there appear to be discrepancies in teachers' assigned evaluation scores.

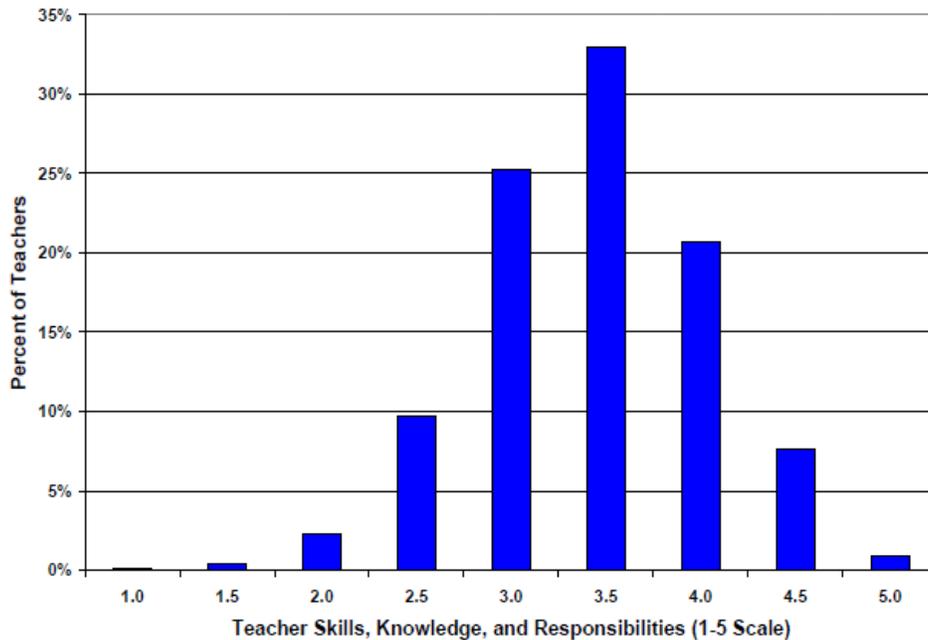
### TAP Results

TAP teacher evaluations produce more than a score; after each classroom observation, teachers will have a "post-conference" session with the evaluator to discuss the evaluator's findings. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. In addition, evaluators must present evidence supporting the score assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system.

The TAP system of teacher evaluation differentiates effective from ineffective teaching, in contrast to many existing evaluation systems that rate virtually all teachers as satisfactory. The TAP rubric sets high expectations and delineates a concrete picture of good instruction. Since it is designed to identify a range of proficiency on various indicators, it is not expected that a teacher should receive a score of 5, indicating truly exemplary performance, on every indicator during an observation. As a result, there is a wide distribution of individual teacher performance

ratings in TAP schools, providing a more accurate representation of teachers' instruction. For example, during the 2007–2008 school year, *averaged* teacher ratings on the TAP Rubric ranged from 1 to 4.95, with a median score of 3.57, as shown in the following chart.

### Differentiated Teacher Evaluations in TAP<sup>13</sup>



*Distribution of teacher evaluations in TAP using 1-5 scale with half-point increments.*

Additionally, as mentioned earlier, there is a clear connection between observation results and student growth scores. This relationship gives validity to the rubric, the evaluator and the process.

### Leadership Evaluations

The Leadership Team Meeting Rubric is designed not only to be a coaching tool but also to serve as an instrument to measure the effectiveness of observed Leadership Team Meetings in TAP schools by district/state TAP leaders. The rubric is used to evaluate TAP principals' practices. The Leadership Team Rubric is comprised of four specific components measuring the quality of

<sup>13</sup> Data from 15 states covering 2005-2009

an effective Leadership Team Meeting. The first component is *Leadership Team Planning* targeting evidence for quantifiable outcomes, focused objectives, a clear precise agenda, and appropriate follow up before the next meeting. The second component is *Leader as Facilitator* which examines the leader's ability to effectively facilitate the meeting with specific attention to the action-research, TAP processes. A third component, *Member Participation / Preparation* addresses the leader's ability to move members of the leadership team to proficiency in one or more of the core TAP areas. The last component, *Leadership Team / TAP Connection* measures the leader's ability to establish a sense of purpose for the meeting and looks for evidence of work on such things as inter-rater reliability, data from the performance management system, monitoring and modeling of coaching skills, teacher growth plans, and the review of new strategies with field tested results, modifications, and critical attributes. Scoring on the rubric ranges from *Emerging (1)* to *Proficient (3)* to *Exemplary (5)*.

#### **(II)(4): Data Management System**

TAP provides state, district and school leaders with data and technology tools for real-time monitoring of system implementation. As mentioned previously, Indiana's TAP schools will manage their teacher observations and performance-based compensation calculations using CODE. CODE is a vendor offering a truly unique product that fits the TAP System seamlessly. For that reason, IDOE will contract with CODE through a sole-source contract, following state procurement rules. CODE creates reports summarizing teacher performance broken out at different levels: individual teachers, classroom, grade level, whole school, etc. This rich information will help to pinpoint instructional needs and strengths, as well as inform targeted professional development.

CODE uniquely offers additional checks and balances to ensure inter-rater reliability. For example, a school can track observations by the average score given, or it can look longitudinally at teachers observations throughout the year. As seen earlier, it allows schools to compare observation scores with student growth by teacher. It also tracks the number of observations completed to ensure there is no rush to observe at the end of the school year. Notably, this system also facilitates monitoring of evaluations to ensure ~~“grade inflation”~~ or ~~“grade deflation”~~ is not occurring. Any significant discrepancies between evaluators in scoring teacher evaluations are flagged and discussed. It is important to note that this kind of information and system is currently nonexistent in schools across the state. Finally, the CODE data system is also used to determine award payouts and is merged with the school’s payroll.

In Indiana, IDOE will calculate student growth data for TAP schools, as for all other schools in the state. Once ISTEP+ testing is complete and the IDOE has processed it, IDOE will provide teacher- and school-level student growth information to the school so it can be merged with observation data in the school’s CODE. In Indiana, since achievement and growth data moves directly from schools (through bar-coded exams that transmit student and teacher identifiers), to secure scoring facilities, and straight to IDOE, the risk of incorrect data processing is infinitesimal. The TIF Director will work with all TAP schools to ensure correct calculation of bonuses in CODE.

### **(II)(5): Professional Development**

An essential element of the Indiana TAP system is ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. All teachers receive near constant feedback on their instructional practice. Because TAP builds a career ladder into its program, teachers receive daily feedback from peers whose job it is to

support and develop their fellow colleagues. Individualized, follow-up sessions are conducted any time a teacher is struggling or is determined ineffective.

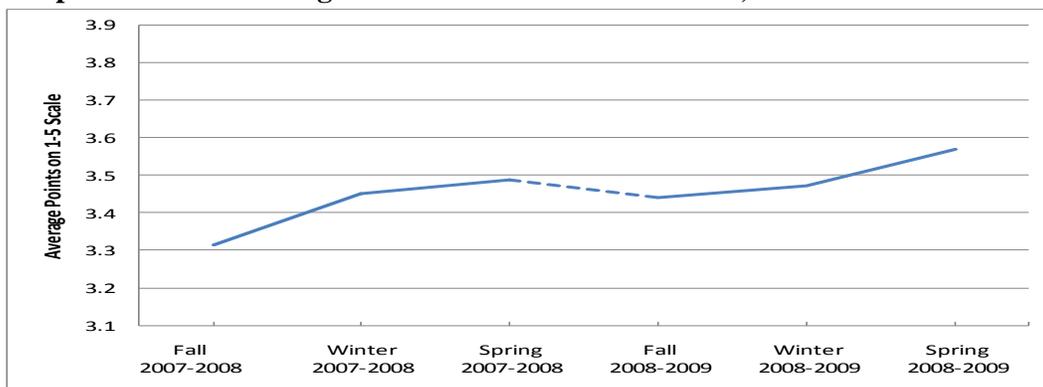
Professional development in TAP schools is provided by school-based, expert master and mentor teachers. Every week, master and mentor teachers lead career teachers in “cluster groups,” small professional development sessions embedded in the school schedule. These sessions are solely focused on instructional improvement. These cluster groups are divided by grade level, content area or a mixture of the two depending on the need of the school. Cluster groups meet for 60 to 90 minutes each week and if necessary, TAP provides guidelines to help schools restructure their schedules to allow for cluster time. Master and mentor teachers will use CODE data to analyze areas for improvement across the faculty and address these areas of need in their weekly cluster meetings. These weekly meetings allow teachers to address instructional issues in real time by analyzing data and discussing strategies with other teachers. Often, master teachers present instructional strategies they have field-tested and refined with students in the school. This practice is significant, because professional development often involves outside consultants bringing in strategies that work with different kinds of students. In this case, TAP has created internal laboratories for instructional practice and allows the very strongest teachers to do the field-testing and mentoring.

Professional development does not end with the cluster meeting. Teachers receive near constant individualized support in their classrooms from mentor and master teachers. They model lessons, work alongside teachers, observe and give feedback, or help teachers plan and reflect outside the classroom. TAP has built in the capacity necessary, the capacity that is missing from most public schools to provide real instructional leadership at the building level.

Indiana is encouraged by TAP’s proven methods to improve teacher effectiveness. State and district analysis of TAP teacher evaluation data shows that teachers improve their skills throughout the year due to TAP’s effective support system. As previously discussed, the TAP Rubric breaks down the standards of effective teaching by operationalizing each standard according to a five-point scale and clearly identifies what effective instruction should look like on each of nineteen indicators. By identifying specific areas of improvement with detailed evidence from a teacher’s instruction and concrete examples to address these areas, as well as providing the support system to make the changes, the TAP Rubric leads to genuine effort on the part of teachers to improve and, as a result, leads to higher quality instruction.

Growth in teacher skills over time increases the level of effectiveness of the entire school and leads to increased student achievement. The chart below shows the average improvement in instructional skill scores over a two-year period for teachers using TAP in Texas and Louisiana. In the data shown in the following chart, despite a dip over the summer, teachers demonstrated, on average, a path of improvement that continued over both years.<sup>14</sup>

**Improvement in Average Observed TAP Teacher Skills, 2007-08 and 2008-09<sup>15</sup>**



<sup>14</sup> The growth in observed teacher instruction is not a linear relationship with time. Some teachers progress at different rates, so we would not expect to see a straight line of growth.

<sup>15</sup> Average of Instructional Domain Indicators for the 2007-2009 cohort {N = 196 teachers}

In addition to building the capacity of teachers within the classroom, TAP increases the capacity of principals to effectively lead the schools through the development of the TAP leadership team. The TAP leadership team is structured so the principal shares responsibility for instructional leadership with master and mentor teachers. They share responsibilities for developing and monitoring the school's goals and academic plan; planning and implementing weekly "cluster group" meetings; analyzing student data; teacher evaluation and conferences; and monitoring individual teachers' professional growth. Indiana's TAP schools will be reviewed every year by NIET. The annual school review process involves NIET evaluators observing a school for a day to see how TAP is being implemented. One of the key areas of observation is professional development. The reviews conclude with a set of recommendations regarding the areas in which schools are particularly strong or need additional assistance. Indiana TAP staff will regularly conduct site visits to assess the effectiveness of the professional development. TAP staff will be highly-trained and well-equipped to tackle issues on-site as they arise. In addition, NIET monitors trends in teacher effectiveness and student achievement to help schools identify broader areas of improvement.

### Conclusion

Indiana will utilize the TAP system to increase the recruitment of talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher.

TAP provides teachers with the following:

- Differentiated compensation based on teacher and principal effectiveness;
- Powerful opportunities for professional growth;
- The ability to collaborate with peers during the school day;

- Fair and rigorous classroom evaluations to identify and improve teaching skills;
- School-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning; and
- The opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

### **III. Adequacy of Support for the Proposed Project**

#### **(III)(1): Management Plan:**

##### Planning Year and Core Elements

IDOE's TIF grant will utilize the option of a planning year, followed by four years of TAP implementation in schools. While there is great urgency to begin TAP in schools as soon as possible, starting this fall would be problematic given the training and preparation necessary to implement TAP with fidelity.

Due to the timing of the grant and the time when the school year typically begins in Indiana, PBCS core elements (a), (b), (c) and (e) will be articulated during the planning year. The planning year will allow for the creation of a fair, robust system for selecting members of the school leadership team. Additionally, the planning year affords schools the time to implement necessary procedures/processes relevant to TAP implementation (e.g. data management, communications, fiscal management, etc.). This must be done to fully satisfy core element (a).

Further details are located in IDOE's communication plan in element 2 of the Project Design section.

Core element (b) requires the involvement and support of teachers, principals as well as the involvement and support of unions in participating LEAs. Included in Appendix B are letters of commitment from each participating principal as well as letters of support from local union representatives. Additionally, Indiana received a letter of support from ISTA, the state's NEA affiliate. ISTA also sent a letter to local presidents encouraging them to support the TIF grant and the TAP System. NIET requires a vote by faculty to officially adopt TAP. To help ensure broad support, state TAP staff will plan and conduct site visits to current TAP schools for Indiana's TIF schools, so they can see the system in action, have opportunities to ask questions, and speak with peers. IDOE will require schools to vote to adopt TAP in the fall of 2010.

As explained in the Project Design section, IDOE will utilize the planning year to fully develop and validate a growth model for high schools participating in TIF by extending the state's current contract with the developer of Indiana's growth model. This work will solidify growth measures for high school grades, ensuring that core element (c) is met. Work for this is already under way, as Indiana recognizes the need for high school accountability measurements, but the state will certainly take the next school year to fully develop these metrics.

Core element (e), as explained in the communications plan portion of the Project Design, is being satisfied by current and future IDOE trainings and formal professional development courses. These trainings are already deep in the planning phases and will be executed within the first several months of the grant period. Core element (d) is inherent in TAP, and is explained in the Project Design section.

## Management Plan

IDOE will provide grant support in the form of a state TIF director, to be part of IDOE's Office of Educator Licensing and Development (OELD). Jeff Barber, currently administering IDOE's federal Safe and Drug Free Schools grants, is transferring within IDOE to become a Title II specialist. IDOE will also utilize a Principal Investigator to help with TIF grant management. Patrick Mapes will serve as the TIF Principal Investigator, as he currently serves as DOE's Director of OELD. Jeff Barber will report to Mr. Mapes in his role as Title II Specialist and TIF Director. Other IDOE staff will also be available to assist with the administration of TIF and support of TAP. IDOE partners in this grant with The Center for Excellence in Leadership of Learning (CELL) to provide management of TAP, particularly the positions of TAP State Director, a TAP Program Specialist and administrative assistant reporting to the TAP Director, as well as five Regional Coordinating Master Teachers (RCMTs). CELL is heavily involved in the educational landscape in Indiana as well as in public schools across the state. CELL is well respected and is a perfect fit to help implement performance based incentive programs.

School corporation superintendents participating in the TIF grant have each signed an MOU, attached in Appendix B. The MOU outlines support that NIET will provide as well as the corporation's responsibilities under the grant. In addition, each participating school principal has signed a letter of commitment, also included in Appendix B. Moreover, each school has included letters of support from teachers; notably, many of these letters were written by union representatives and members.

IDOE will serve as the fiscal agent for Indiana's TIF grant. The TIF Director will manage the allocation of funds to grantee schools. If IDOE's TIF application is funded, the TIF Director will

call together the CFO or business official from each participating corporation or charter school to review grant fiscal concerns, including draw down procedures. Each corporation or charter school will be required to draw down funds on a monthly basis, or at most, a quarterly basis. Consistent with IDOE fiscal practices, penalties will be assessed if LEAs miss deadlines on draw down procedures.

If notified that IDOE's TIF application will be funded, IDOE will work with CELL to convene a TAP Network, consisting of lead administrators from each TAP corporation, principals from each TAP school, IDOE's TIF Director and Principal Investigator, IDOE policy staff, RCMTs, relevant NIET staff, and other relevant CELL staff. At the same time, IDOE may contract with a partner to provide service as an external evaluator. In that case, the evaluator would also be included in the TAP network as needed.

The TAP Network will meet quarterly as a whole group, and smaller groups will meet via phone as needed between formal meetings. Quarterly meetings will consist of assistance to ensure schools are progressing through the planning and implementation process as smoothly as possible, and will provide a consistent group of colleagues with whom to share successes, challenges and solutions. Potential topics can include any element of TAP in addition to assessment, growth model, accountability, program sustainability, and recruitment and retention strategies. Each TIF LEA will be encouraged to have its own weekly or monthly TAP meetings to work through smaller, corporation-specific issues.

IDOE believes the management plan presented above will ensure that grant objectives are achieved on time and within budget. Having CELL as a partner, paid on a reimbursement basis, will ensure that work with TAP schools occurs in a timely and responsive manner. As stated

above, IDOE will hold ultimate responsibility for grant implementation, through fiscal control, as well as contractual relationships with Indiana's TAP partner and evaluation partner. IDOE will require quarterly written reports on grant progress from the TAP partner, with more frequent phone updates or in-person meetings as needed. The chart below outlines the grant activities and timelines. Regular review of the timelines in cooperation between IDOE and the TAP partner will ensure that any alterations are made as soon as necessary.

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<b>TIF Implementation Timeline</b>													
<b>Activity/Related Objective</b>	<b>Person(s) Responsible</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEARS 3-5</b>			
		<b>Quarter</b>				<b>Quarter</b>				<b>Quarter</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Hire the TAP Director and provide them with essential training	IDOE, NIET	X											
TIF implementation presentations and site visits (1,2)	TIF Director (TIF D) and TAP Director (TAP D)	X	X										
TAP Network Organizational Meeting (1,2,3)	TIF D, TAP D, Team	X											
Training with the Instructional Rubric (2)	TAP D, Staff	X	X	X									
Interview/hire Master and Mentor Teachers (2,3)	Districts, schools	X	X			X				X			
TAP Network Meeting – Program Implementation (1,2)	TIF D, TAP D, Team			X			X				X		
Recruit successful and promising new teachers (3)	Districts, TAP D	X	X			X	X			X	X		
Annual TIF Report to US Department of Education (1,2,3,4,5,6)	TIF D				X				X				X
TAP Network Meeting- Master/Mentor Teacher Performance (2)	TIF D, TAP D		X			X				X			
Advertising via the media for recruitment (3,4)	Districts, PD		X			X				X			
ISTEP+ (March and May) (1,2)	Schools		X	X		X	X			X	X		
Student achievement goal setting (1,2)	Schools			X			X				X		
Report to NIET on school’s recruiting and retention (1,3)	TAP D				X				X				X
TAP Network Meeting – Recruitment/Retention results and plan (3,5)	TIF D, TAP D				X				X				X
TAP Network Meeting – State Report card data, AYP and value-added data (1,5,6)	TIF D, TAP D					X				X			
Job Performance meetings with Master Teachers (1,2)	TAP D					X				X			
Summer training for Master and Mentor Teachers (1,2)	TAP D and Staff			X			X				X		
Report to NIET on recruiting and retention compared to other TAP schools and control groups (3,5)	TIF D, TAP D					X				X			
Report to NIET on student achievement progress (2)	TAP D					X				X			
AYP data and value-added calculations (1,2,6)	PD				X				X			X	X
Teacher bonus checks awarded (1,4)	LEAs, schools				X				X				X

**(III)(2) Key Personnel:** IDOE and CELL will work with NIET to hire a TAP Director and staff, ensuring that NIET's expertise in implementing TAP in numerous states and districts helps Indiana choose a candidate with the appropriate knowledge and skill set.

Indiana's TIF Director will be Jeff Barber. If Indiana is awarded a TIF grant, Mr. Barber will spend 50% of his time on the TIF grant and 50% on Title II. Since Title II has such close alignment to TAP, it will be a seamless fit. In fact, IDOE plans to utilize Title II state activities funds to support the TIF grant. More information regarding Title II support is presented in Item 4 of this section. Mr. Barber is well-versed in federal grants management and is an exceptionally competent employee. He has managed the \$3.9 million Title IV, Part A-Safe and Drug-Free Schools program for ten years, including the application review/approval and funding allocation processes. His experience with that grant includes providing statewide training and technical assistance for district Safe and Drug-Free Schools coordinators. He developed and implemented state-level Safe and Drug-Free Schools initiatives. In addition to fiscal management of the grant, Mr. Barber will coordinate the creation of an Indiana TIF/TAP website to provide information about TIF and TAP to Hoosier educators, parents and the public. The website can also serve as a central resource for support documents, videos, podcasts, and other materials for schools implementing TAP as well as a recruiting resource for TAP schools. Other examples of responsibilities of the TIF Director include coordinating work with CELL and helping to ensure all parties work within the grant timeline, in addition to overall fiscal management of the TIF grant.

Patrick Mapes will serve as the Principal Investigator for the TIF grant. He previously worked in school administration as a school superintendent and assistant superintendent for six years and was a principal, assistant principal and teacher for fourteen years. Mr. Mapes will assist in

management of the grant, ensuring IDOE senior staff are made aware of any issues so they can be resolved quickly and efficiently. Mr. Mapes will allocate up to 10% of his time as needed to TIF management. In addition, Marcie Brown, who serves as Chief Policy Advisor to Superintendent Bennett and as a member of his senior staff, will also be available to assist with grant management, as well as to help manage IDOE's relationship with the state's TAP partner. Ms. Brown is familiar with TAP and also works closely with other school reform models that IDOE supports. She previously served as Governor Daniels' Education Policy Advisor and has also worked in the U.S. Department of Education's Office of Innovation and Improvement, where she originally became familiar with TAP. Ms. Brown will allocate up to 10% of her time to TIF and TAP as needed. Amy Miller works as a policy analyst at IDOE and can also be available to work with Mr. Barber, Mr. Mapes or Ms. Brown any time extra help is needed with TIF or TAP at IDOE. Resumes for all relevant IDOE staff are attached in Appendix C, page 24.

Although the TIF grant will end in 2015, IDOE will build broad and enduring support for TAP across the state by partnering with an organization that has expertise in growing and managing school reform models. The goal is to ensure TAP is baked into the culture of participating LEAs and schools – so that TAP continues regardless of shifts in political climate or attitude.

Indiana has partnered with CELL to employ the TAP Director, TAP program specialist, administrative assistant and five RCMTs. CELL's past work makes it uniquely qualified as a partner with which to implement TAP. Established in 2001, CELL is highly regarded as the preeminent Indiana non-profit organization engaged in innovative programs and transformational models for K-12 education. Specifically, Indiana has utilized CELL's expertise and management support with past reform model implementation with great success. CELL has demonstrated the ability to sustain and grow reforms even beyond the state's ability to fund them.

In particular, Indiana applied for and won an NGA Honor States grant in 2005 with the goal of spreading high school reform models including New Tech High School and Early College High School. Governor Daniels' office served as the fiscal agent for the grant but outsourced to CELL the day-to-day management of the model development, including coordinating site visits, stakeholder meetings, model network gatherings, implementation troubleshooting, and development of interest in the models from schools across the state. CELL has continued playing this role with great effectiveness despite the fact that the NGA grant expired in 2007. The CELL partnership has resulted in the fastest growing network of schools deploying the New Tech High school model in the nation.

In addition, CELL and IDOE have been engaged for some time in the development of a performance-based teacher and principal compensation system in Indiana. CELL staff attended the annual TAP System conference in Washington, D. C. in 2010 and participated in an NGA Center for Best Practices "Policy Academy on Creating New Models of Teacher Compensation that Enhance Teacher Effectiveness" in New Orleans, Louisiana in May 2010. In addition, CELL hosted a TAP workshop for Indiana educators in May 2010. That workshop attracted over 150 participants and featured Jason Culbertson, Senior Vice President for NIET. Attendance at that workshop has resulted in the great majority of districts and schools who have joined in this TIF grant. CELL also hosts an annual conference regularly attended by over 700 educators and civic leaders from around the state. CELL's 2010 Indiana's Future conference will prominently feature TAP and other sessions related to PBCSs.

CELL's Executive Director, David Dresslar, led or facilitated the above mentioned activities. Mr. Dresslar has been involved in every level of education for over forty years. He started as a classroom teacher and has also worked as an assistant superintendent, superintendent and adjunct

professor in Indianapolis. Mr. Dresslar will continue to manage CELL's initiatives and will work with IDOE to oversee TAP staff employed by CELL.

Jennifer Oliver, CELL Fellow for Strategic Initiatives, has also been intimately involved in CELL's TAP-related work and will fill the role of TAP Director. Her knowledge of TAP and work with Indiana schools help ensure CELL's commitment to TAP in Indiana. Ms. Oliver has extensive experience in education in Indiana. She was a classroom teacher for a decade, working in a variety of schools, teaching a variety of courses, and specializing in high school English including AP and IB courses. Ms. Oliver is also an expert in assessment, having worked at Indiana University's Center for Innovation in Assessment as well as the IDOE's assessment division. Since 2008, she has worked at CELL, leading numerous initiatives including the statewide High School to College Transition Project. She holds a Master's degree in Educational Leadership and is well-respected by the education community throughout Indiana. Mr. Dresslar and Ms. Oliver's resumes are also attached in Appendix C.

Examples of the responsibilities of the TAP Director include the following:

- Convening the TAP Network and working with schools through all implementation challenges
- Supervising Regional Coordinating Master Teachers, program specialist and administrative assistant
- Providing on-site technical assistance
- Leading TAP site visits during the planning year
- Assisting in generating a list of teachers who qualify for incentive bonuses

- Assisting TAP schools to develop financial sustainability plans through the use of redirected federal funds and other financial resources

The TAP Director will be assisted by a TAP program specialist and an administrative assistant.

Responsibilities of these TAP staff include the following:

- Providing initial and continuing training for school-based master and mentor teachers
- Providing Cognitive Coaching training for Regional Coordinating Master Teachers
- Conducting classroom observations using the Cognitive Coaching
- Attending employment fairs and content conferences to recruit highly effective teachers to TIF schools
- Working with TAP schools to help them attract highly qualified and effective teachers
- Providing administrative, clerical and fiscal support
- Preparing minutes from TAP network meetings

Regional Coordinating Master Teachers (RCMTs): Five RCMTs will be hired as part of this grant. Each RCMT will devote 100% of his or her time to the TIF grant work and will be responsible for working with approximately ten schools. The RCMTs are responsible for day-to-day implementation of TAP in each of their schools, which will be in as close geographical proximity to each other as possible. RCMTs will attend TAP trainings and will seek to build the capability and capacity of all TAP master and mentor teachers in each of their schools. Each RCMT will be paid a comparable salary to a school principal. At least four years of teaching experience is preferred for the RCMTs, as is a Master's degree. Leadership experience is strongly preferred.

The TAP Director will be responsible for recruiting potential candidates for the RCMT positions. She will lead interviews along with other state TAP and TIF staff. Other duties of RCMTs include the following:

- Evaluating and supporting career, mentor and master teachers
- Assisting in school-level data analysis, goal setting and cluster groups
- Assisting the TAP Director in providing training sessions
- Participating in the TAP Network meetings and any other meetings or phone calls necessary with the TIF and TAP Directors.
- Assisting Principals in recruiting, interviewing, choosing and training master and mentor teachers.

Upon receiving notification of receiving a TIF grant, IDOE will seek to contract with an external evaluation partner. This evaluator will conduct an independent evaluation of TAP in Indiana schools, as outlined in the Quality of Local Evaluation portion of this application.

**(III)(3) Support with Other Funds:** IDOE will support the TIF grant by reallocating department funds, time, benefits and other in-kind resources. IDOE's TIF Director's salary will be provided in-kind through Title II funds. Mr. Mapes, Ms. Brown and Ms. Miller's salaries are paid through a variety of state sources, and Ms. Brown's salary is also paid partially through the 21<sup>st</sup> Century Community Learning Centers federal grant fund.

As stated in the first section of this application, Indiana received an NGA grant to support the state's development of a pay-for contribution model. IDOE will also work with NGA staff to amend the budget to use the balance of those grant funds (approximately \$18,000) to support the work of implementing TAP. These funds can potentially serve as a kick-start to fund initial

meetings of the TAP Network as it prepares for the work on the grant. It can also potentially fund travel for site visits so TIF schools can visit TAP schools and see the model implemented.

IDOE also plans to utilize its Title II, Part A state activities funds to sustain TAP as the TIF grant moves toward completion. In accordance with Absolute Priority 2, IDOE will use Title II Part A funds to provide an increasing share of support for TIF schools’ performance-based compensation throughout the grant period. IDOE will provide the following, increasing amounts of funding each year of the grant:

Grant Year	Amount of Title II, Part A Funds	% of Total Performance-Based Compensation Budgeted
Planning Year		
Year 2		
Year 3		
Year 4		
Year 5		

CELL has also provided in-kind support in the pursuit of TAP implementation in Indiana. CELL sponsored and paid for the above-mentioned TAP workshop for over 150 educators, totaling [REDACTED]. CELL will also support TAP activities at its annual Indiana’s Future conferences as an in-kind contribution. This support will be ongoing throughout the grant period and beyond.

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

Budget projections for this grant come from NIET recommendations. IDOE has relied on these figures because of NIET's extensive experience in implementing and refining TAP.

### Staffing

Personnel costs associated with this grant are laid out to ensure the schools included in IDOE's application will receive every bit of support needed in order to implement TAP with fidelity. The TIF Director's salary will be \$ [REDACTED] and, with fringe benefits, will be an in-kind contribution covered by Title II funds. The Principal Investigator, who oversees the TIF Director, will also contribute up to 10% of his time to the grant. This represents an in-kind contribution of up to [REDACTED]. These positions are primarily responsible for fiscal grant management. Other IDOE staff who assist in any way with TIF grant management will also make an in-kind contribution of their time. The TAP Director, housed at IDOE's partner institution CELL, will be paid [REDACTED]. That amount will be paid through the TIF grant. The TAP program specialist and administrative assistant, with salaries of [REDACTED] and [REDACTED] respectively, will be paid from the TIF grant. RCMTs will each be paid [REDACTED] from the TIF grant. All of these positions will have fringe benefits calculated at 30% of salary.

There will be 44 master teachers supporting Indiana's TAP schools. Salaries will be based on the salary schedule of the LEA in which each works. For their extra work and responsibilities, they will each annually receive a \$ [REDACTED] addendum through the TIF grant. The 176 mentor teachers hired by participating schools will each receive a [REDACTED] salary augmentation each year.

### Travel

Travel costs are an essential expense for this grant. The TAP Director must travel throughout the state to visit each RCMT's region an average of twice a month. These visits will be primarily for

the purpose of providing technical assistance to the RCMTs and schools. It is possible there will be occasional overnight stays included. Travel is important to the RCMTs' jobs. They will be on the road within their regions on a regular, if not daily, basis, visiting each of their schools and working on day-to-day TAP implementation issues.

All participating corporations and charter schools will also be invited on organized trips so they may visit veteran TAP schools. These trips will necessarily be out-of-state since no TAP schools currently exist within Indiana. There will also be travel involved for TAP Network meetings, as well as TAP training workshops and the annual NIET TAP Conference. All of this travel serves an essential purpose for TAP staff and TAP schools, particularly in the planning year and first year of implementation. Repeated technical assistance and training will ensure better implementation. Travel costs will decline in years three through five of the grant.

### Supplies and Partnerships

Equipment and supplies will be provided as an in-kind contribution from IDOE for the TIF Director, Principal Investigator, as well as any other IDOE staff who assist with the grant. IDOE will contribute computer hardware and software as an in-kind contribution for the RCMTs. Similarly, TAP staff housed at CELL will be provided with office supplies and equipment as an in-kind contribution from CELL.

Adopting TAP as Indiana's chosen PBCS will require a budget for contractual services with NIET. Specifically, the TIF grant will pay for development meetings, startup training, technical assistance, access to the TAP training portal and use of the NIET school review process as well as some data and grant management services. Contractual expenses will be higher in the

planning year of the grant, as part of a quick ramp up of TAP in participating schools. Years two through five, again, will see lower costs for contracted services from NIET.

IDOE also plans to contract with an evaluation partner. IDOE will work with the evaluator to implement an evaluation of the state's TIF grant, as outlined in the Quality of Local Evaluation section of this application. IDOE has budgeted \$ [REDACTED] per year of the grant for evaluation services.

IDOE has also budgeted for contracted services to complete the work needed to develop a statistically valid high school growth model. As explained in the Project Design and Support for the Proposed Project sections, IDOE plans to require all 10<sup>th</sup> grade students in TIF schools to take the PSAT. From PSAT scores, IDOE will utilize AP Potential data to project which high school diploma a student is likely to earn upon graduation (the basic diploma, Core 40 diploma, or Core 40 with Academic or Technical honors diploma).

#### Performance Bonus

Other grant costs include a number of items. The largest and most important of those is performance bonuses for teachers - \$ [REDACTED] per teacher to be set aside in a bonus pool each year. IDOE expects that number to include approximately 1,500 career teachers, 176 mentor teachers and 44 master teachers. Additionally, as explained in the Project Design and to meet the requirements of Competitive Preference Priority 5, IDOE's TIF grant will offer additional bonuses of [REDACTED] to attract and retain teachers in hard-to-staff subjects. Those augmentations will be awarded at the same time as performance bonuses, at the end of the school year. This budget category also includes a performance bonus pool for principals and assistant principals and allocates \$ [REDACTED] to each school. Through each year of the grant, IDOE will contribute an

increasing share of this total bonus amount per year, as outlined above in section 3. Those funds will be granted to TIF schools each year to increasingly cover the cost of performance bonuses.

Only teachers and principals in TIF schools whose students achieve at least one year of academic growth per year will receive a bonus; therefore it is possible that the entire bonus pool will not be exhausted each year if not enough teachers in a given school are effective at achieving that growth. In that case, IDOE will ask the school to use any carryover amount to redistribute to its school's highest-performing teachers. Since that money is set aside for performance bonuses, IDOE believes it should be kept to that purpose.

Other expenses also include registration fees to startup workshops, Indiana TAP Summer Institutes and the National TAP conference.

#### **IV. Quality of Local Evaluation**

**(IV)(1) Performance Objectives:** Indiana has set forth a number of goals it expects to achieve through this TIF grant, outlined in section (1) of the Support for the Proposed Project. IDOE will measure, during each year of the grant, whether those goals have been achieved. To reiterate, IDOE's project goals are as follows:

1. **By late summer 2012, provide substantial financial incentives, defined as at least 5% of base salary, for teachers and principals who are improving student achievement or taking on additional responsibilities with additional compensation.** The evaluation will determine whether substantial financial incentives are indeed being awarded to teachers and principals who are achieving gains in student growth of at least one year or for master teachers who are performing additional job responsibilities and

duties. Data for this metric will come from both IDOE and each TIF school. IDOE will calculate student growth per teacher for each academic year and will share that data with schools so they may make performance awards. IDOE will follow up with each school each year to monitor whether bonuses are commensurate with the size of the student growth they produced. The same will be done for TIF principals. TIF schools will also report to IDOE the number of mentor and master teacher positions in each building, along with compensation amounts.

**2. By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in observations, evaluations, and qualitative surveys.**

The state will work with our evaluation partner to design surveys of all TIF schools that will help IDOE measure one of our grant goals: to increase the efficacy of teachers in participating schools. Potential qualitative data includes observations of classrooms and cluster groups as well as interviews of TAP Leadership Teams and career teachers. These surveys should also capture data about IDOE and NIET's support of their implementation as well as teacher, principal, Superintendent, parent and student satisfaction with their schools and TAP. For comparison purposes, the state will survey a similar number of non-TIF schools. The state will rely heavily on our evaluation partner to design these annual surveys. These surveys will take place each year of the grant, including the planning year to provide solid baseline and progress data from which to measure future gains and successes.

**3. By August 2012, TAP schools will begin the school year with 100% of certified positions filled with highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent**

**years of the grant.** Further, IDOE will measure whether 100% of such positions are filled by teachers and principals who, on average, are achieving at least one academic year of growth with their students or school, respectively. IDOE already tracks which schools hire teachers in each licensure area under an emergency permit, and the state will also begin to track effectiveness data on the staff at each TIF school.

**4. By May 2013, improve student achievement in each TAP school in which all teachers demonstrate, on average, at least 1 year of academic growth with their students.** IDOE will measure student growth gains in each TIF school, beginning in the spring of 2012. The goal is for each teacher in each TIF school to demonstrate on average at least one year of academic growth for their students, based on the Indiana growth model, explained in section (1) of the Project Design. Indiana's student growth model meets the requirement of value-added data as outlined in Competitive Priority 4. This data will be released each year by IDOE, as a result of ISTEP+ scores each spring for elementary and middle schools. As explained in the Project Design, IDOE will utilize the planning year to complete development and validation of a growth model for participating high schools, using PSAT and AP Potential data, compared to diploma type obtained. As with all evaluation data, it will be collected for the planning year as well as subsequent grant years so IDOE and each school will have a baseline for future performance.

**5. By 2014, TIF schools will retain effective teachers at higher rates than matched control schools.** IDOE will track retention of teachers and principals in each TIF school, with the goal that teachers and principals achieving on average at least one year of growth with their students or school, respectively, will be retained at higher rates than in

comparable schools with at least 50% free and reduced lunch enrollments. IDOE can track the retention of effective teachers by comparing the database of certified teachers employed at each school, with each teacher's student growth data.

**6. By the end of the 2014-15 school year, all participating schools will have completed planning to continuously appropriate funds to sustain TAP past the end of the grant period.** IDOE will work with TAP schools throughout the grant period with the goal that each school will allocate funds to continue TAP beyond the end of the grant period. The TIF Director and CELL will be primarily responsible for working with each individual TIF school to achieve this goal and will record all information regarding each school's progress toward meeting this metric each year of the grant. IDOE will provide information on how much each TAP school is allocated in terms of Title I, Title II, 1003g School Improvement grants as well as other potentially complementary funds. While each participating school may not be a Title I or 1003g school, many are, and all have access to Title II funding along with a full complement of state resources that can easily be applied to TAP expenses.

**(IV)(2) Evaluation Data:** IDOE's TIF evaluation will measure all of the quantitative data explained in section (1) above in addition to the qualitative survey and observation data collected by schools. Beyond goals for the schools involved in the grant, IDOE will seek to understand how the academic performance, growth, hiring and retention of TIF schools compares to non-TIF schools that also have 50% or higher free/reduced enrollment. IDOE will compare ISTEP+ passing percent, performance on Indiana's school accountability system, known as P.L. 221, as well as academic growth performance between these two groups of schools. Indiana will work with the evaluation partner to design the study so it yields the most useful information possible.

IDOE will share all relevant information on student growth, school demographic, hiring and retention data with the evaluation partner in furtherance of this work.

**(IV)(3) Ensuring Feedback and Improvement:** The TIF Director, along with the Principal Investigator and other IDOE staff will work with the evaluation partner throughout the grant period, collecting regular summary reports. The TIF Director will work with CELL to ensure that all new data gathered is presented to the TAP Network and is carefully considered so any needed changes to grant administration can be made quickly. The data will guide IDOE to determine which schools need additional support, where the support is needed and how much scaffolding to provide. The TAP Network will be particularly helpful in ensuring that schools with similar implementation challenges are able to work together to share potential solutions. A summary of the TIF evaluation metrics and goals can be found in Appendix C, page 38.

## **Conclusion**

Indiana is ready for significant reform and the performance-based compensation systems called for in TIF. The principles of this competition completely align with the IDOE's reform initiatives and with Dr. Bennett's aggressive agenda. TIF presents an extraordinary opportunity in terms of the scope and pace of the agenda, which focuses on the importance of supporting human capital. In response, Indiana has presented and will deliver on this ambitious implementation strategy that relies on broad stakeholder engagement, dramatically increases teacher and principal effectiveness, and produces improved and enduring student achievement in high-need schools.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **Appendix A High-Need Schools Documentation** Pages: 4 Uploaded File: **H:\Grants information\Teacher Incentive Fund grant information\Submission documents\Appendix A High-Need Schools Documentation.pdf**

### Appendix A: High-Need Schools Documentation

<b>SCHOOL</b>	<b>SCHOOL ENROLLMENT</b>	<b>TOTAL OF F/R LUNCH STUDENTS</b>	<b>% OF F/R LUNCH STUDENTS</b>	<b>TOTAL OF FREE LUNCH STUDENTS</b>	<b>% OF FREE LUNCH STUDENTS</b>	<b>TOTAL OF REDUCED LUNCH STUDENTS</b>	<b>% OF REDUCED LUNCH STUDENTS</b>
Allen Elementary School	444	361	<b>81</b>	339	76	22	5
Data for the old school that will be ADI in the Fall	125	122	<b>98</b>	112	90	10	8
Data for the old schools that will be ADI East in the Fall	158	124	<b>78</b>	92	58	32	20
Beech Grove Middle School	411	231	<b>56</b>	181	44	50	12
Bendix School	356	211	<b>59</b>	196	55	15	4
Calumet High School	627	453	<b>73</b>	368	59	85	14
Central Elementary School	365	233	<b>64</b>	187	51	46	13
Chamberlain Elementary School	337	296	<b>87</b>	261	77	35	10
Chandler Elementary School	439	324	<b>74</b>	286	65	38	9
Clarksville Middle School	343	204	<b>59</b>	162	47	42	12
Clarksville Senior High School	486	243	<b>50</b>	170	35	73	15
Delaware Elementary School	471	446	<b>95</b>	405	86	41	9
Donald E Gavit Middle/High School	1591	1202	<b>75</b>	1009	63	193	12
Frances Slocum Elementary School	348	283	<b>81</b>	269	77	14	4
George Rogers Clark Middle/High School	1554	1223	<b>79</b>	1082	70	141	9

<b>SCHOOL</b>	<b>SCHOOL ENROLLMENT</b>	<b>TOTAL OF F/R LUNCH STUDENTS</b>	<b>% OF F/R LUNCH STUDENTS</b>	<b>TOTAL OF FREE LUNCH STUDENTS</b>	<b>% OF FREE LUNCH STUDENTS</b>	<b>TOTAL OF REDUCED LUNCH STUDENTS</b>	<b>% OF REDUCED LUNCH STUDENTS</b>
Gold Academy	500	321	64	237	47	84	17
Goshen High School	1707	939	55	751	44	188	11
Goshen Middle School	1380	935	68	781	57	154	11
Greenacres Elementary School	366	202	55	147	40	55	15
Grissom Elementary School	318	288	91	272	86	16	5
Hammond High School	1063	883	83	820	77	63	6
Hornet Park Elementary School	398	258	65	213	54	45	11
Hosford Park Elementary School	288	249	87	221	77	28	10
Howard Roosa Elementary School	309	295	95	269	87	26	8
Indianapolis Metropolitan High School	344	285	83	252	73	33	10
John L McCulloch Middle Sch	392	277	71	249	64	28	7
John W Kendall Elementary School	470	304	65	266	57	38	8
Justice Thurgood Marshall Middle School	582	333	57	288	49	45	8
KIPP Indianapolis College Preparatory	207	122	59	114	55	8	4

<b>SCHOOL</b>	<b>SCHOOL ENROLLMENT</b>	<b>TOTAL OF F/R LUNCH STUDENTS</b>	<b>% OF F/R LUNCH STUDENTS</b>	<b>TOTAL OF FREE LUNCH STUDENTS</b>	<b>% OF FREE LUNCH STUDENTS</b>	<b>TOTAL OF REDUCED LUNCH STUDENTS</b>	<b>% OF REDUCED LUNCH STUDENTS</b>
Lake Ridge Middle School	490	402	<b>82</b>	338	69	64	13
Lincoln Elementary School	295	237	<b>80</b>	221	75	16	5
Longfellow Elementary School	405	337	<b>83</b>	300	74	37	9
Marion High School	1336	676	<b>50</b>	581	43	95	7
McGary Middle School	393	339	<b>86</b>	290	74	49	12
Model Elementary School	520	362	<b>69</b>	309	59	53	10
Morton Senior High School	1164	686	<b>59</b>	524	45	162	14
North Side Elementary School	463	303	<b>66</b>	253	55	50	11
Oregon-Davis Elementary School	349	196	<b>56</b>	175	50	21	6
Parkside Elementary School	433	300	<b>69</b>	259	60	41	9
Prairie View Elementary School	451	281	<b>63</b>	228	51	53	12
South Grove Intermediate School	520	332	<b>64</b>	265	51	67	13
The Challenge Foundation Academy	420	337	<b>80</b>	260	62	77	18
Waterford Elementary School	462	331	<b>72</b>	291	63	40	9
West Goshen Elementary School	370	300	<b>82</b>	272	74	28	8
West Side Middle School	219	126	<b>58</b>	109	50	17	8



# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Appendix B Union, Teacher, Principal Commitment Letters and MOUs** Pages: **137** Uploaded File:  
**H:\Grants information\Teacher Incentive Fund grant information\Submission documents\Appendix B Union, Teacher, Principal Commitment Letters and MOUs.pdf**



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

June 23, 2010

Arne Duncan, U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave, S.W.  
Washington D.C. 20202

Secretary Duncan:

I write with enthusiastic support for Indiana's Teacher Incentive Fund (TIF) grant application. As Superintendent of Public Instruction and Chair of the Indiana State Board of Education, I am so pleased Hoosier schools will have the opportunity to adopt and implement TAP: The System for Teacher and Student Advancement (TAP) with TIF's assistance.

TIF will allow Indiana to adopt a performance-based compensation system for our schools, which is one of the goals my department has laid out in our state's reform plan for education. We are committed to this reform element and are thankful TIF will allow us the chance to begin adopting TAP this year.

I attended the TAP National Conference in 2009 and was highly impressed by the integrated reform model TAP represents. TAP includes four essential elements: multiple career paths for teachers (allowing them to advance in responsibility while still impacting the classroom); ongoing, applied professional growth (also known as job-embedded professional development); instructionally-focused accountability (including rigorous, frequent classroom evaluations by certified evaluators, along with use of student growth data); and performance-based compensation (salary bonuses for high-performing teachers and principals). The elements work together to create a seamless entire-school reform model.

Indiana's outstanding teachers and principals deserve to be recognized and rewarded for their fantastic efforts in classrooms around the state. With this TIF grant and the adoption of TAP, we are closer to that reality than ever before. Thank you for considering Indiana's TIF Application.

Sincerely,

Dr. Tony Bennett  
Superintendent of Public Instruction



STATE OF INDIANA  
OFFICE OF THE GOVERNOR  
State House, Second Floor  
Indianapolis, Indiana 46204

---

Mitchell E. Daniels, Jr.  
*Governor*

June 23, 2010

Dr. Tony Bennett, Superintendent of Public Instruction  
Indiana Department of Education  
200 W. Washington St. Statehouse Room 228  
Indianapolis, IN 46204

Dr. Bennett:

I write to share my support for the Indiana Department of Education's Teacher Incentive Fund (TIF) grant. I am pleased that Indiana will partner in the grant with TAP: The System for Teacher and Student Advancement. I invited TAP to share their approach of school reform and performance-based compensation for teachers and principals with the Indiana Education Roundtable in 2007, and have been impressed with their system ever since. It is high time that Indiana schools begin to adopt performance-based compensation systems, and this grant offers Indiana the opportunity to support bold, reform-minded schools that are ready to do so.

Beyond the performance-based compensation that is at TAP's core, its other three elements of multiple career paths for teachers, ongoing and job-embedded professional growth, and instructionally-focused accountability consisting of rigorous and regular classroom evaluations make TAP a system around which schools can center all reform efforts. However, basing performance bonuses on student growth is the essential element that ensures TAP has my full endorsement.

I support the department in this grant and salute the schools that have committed to implementing TAP with TIF's assistance. Thank you for your strong consideration of Indiana's TIF application.

Sincerely,

*Mitch Daniels*



Indiana  
State  
Teachers  
Association

150 West Market Street  
Suite 900  
Indianapolis, IN 46204-2875

(317) 263-3400  
(800) 382-4037  
FAX: (317) 655-3700  
(800) 777-6128

[www.ista-in.org](http://www.ista-in.org)

Nathan Schnellenberger, President  
Dr. Brenda Pike, Ed.D, Executive Director

June 22, 2010

Dr. Tony Bennett  
Indiana Superintendent of Public Instruction  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, Indiana 46204

Dear Dr. Bennett,

Please accept this letter of support from the Indiana State Teachers Association for the Teacher Incentive Fund grant being submitted by the Indiana Department of Education to the Office of Elementary and Secondary Education of the United States Department of Education. ISTA supports this grant application intended to utilize potential federal resources in order to implement the TAP System for the teachers and principals in Indiana schools.

We feel that the TAP System, as it is intended to be implemented, reflects ISTA values and goals in that it provides for authentic teacher evaluation leading to improved instructional practice, professional development tied to demonstrated teacher professional needs, career advancement for teachers and adequate compensation. In addition, we realize the great potential of the TAP System to improve student achievement and to attract and retain teachers in difficult to staff schools and subjects areas.

We are most encouraged that the TAP System intentionally recognizes the value of collaboration between teachers and administrators to achieve success through the collective bargaining process.

For these reasons, ISTA endorses Indiana's efforts to bring the TAP System to Hoosier schools and has communicated our support for the TIF grant application to our local association leaders so that they can assist in encouraging Indiana schools to commit to considering the TAP System as a part of the TIF application. Please do not hesitate to ask if we can be of further assistance in your pursuit of the Teacher Incentive Fund grant.

Sincerely,



Nate Schnellenberger  
President

An Affiliate Of The National Education Association



The System for Teacher  
and Student Advancement

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 the Indiana Department of Education and the National Institute for Excellence in Teaching (NIET) in the submission of a Teacher Incentive Fund (TIF) proposal. The cornerstone of IN Department of Education'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 IN Department of Education's inclusion of this comprehensive reform in their TIF project.

The underlying premise of the IN Department of Education's TIF proposal is the development and sustainability of the TAP system across the Indiana. 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.

NIET has explored the expansion of TAP in Indiana for many years, and we see TIF as a wonderful catalyst to push state-wide reform. We are looking forward to the opportunity to bring these ideas to fruition through the TIF project.

Sincerely,

Gary Stark  
President, National Institute for Excellence in Teaching

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street - Santa Monica - CA 90401-1366  
office: (310) 570-4860 - fax: (310) 570-4863



[www.tapsystem.org](http://www.tapsystem.org)



1400 East Hanna Avenue | (317) 788-3777  
Indianapolis, Indiana 46227 | (317) 791-5925 fax  
<http://cell.uindy.edu>

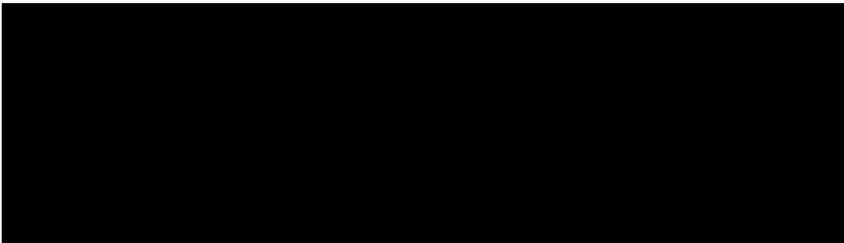
Dr. Tony Bennett  
Indiana Superintendent of Public Instruction  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, Indiana 46204

Dear Dr. Bennett,  
Please accept this letter as confirmation that the Center of Excellence in Leadership of Learning is fully prepared to partner with the Indiana Department of Education in the performance of the tasks outlined in the Teacher Incentive Fund application being submitted to the U. S. Department of Education. As you are aware, CELL Fellow, Jen Oliver and I have been closely connected with the efforts of your Chief Policy Advisor, Marcie Brown in the consideration and promotion of the TAP System for Indiana and the composition of the TIF grant application.

Throughout this process, we have consistently been positively impressed by the level of support from your department, Indiana school leaders and teachers as well as teacher's union officials from across Indiana. We have recently increased our capacity at CELL by adding six staff members made possible by our new four-year grant from Lilly Endowment. In addition to our increased organizational capacity, we are totally committed to providing the best resources, housing the TIF funded staff to implementing the TAP system and to represent the IDOE in the best tradition of our continued collaboration in bringing program innovation and transformational models to Indiana schools.

CELL looks forward to the possibility of partnering with your department in bringing performance-based compensation along with improved teacher evaluation, professional development and career advancement to the teachers and principals of Indiana schools.

Sincerely,



**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and ADI, Inc. (hereafter referred to as “the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By spring 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or additional responsibilities with additional pay
- By May 2012, improve student achievement such in each TAP school, all teachers demonstrate, on average, at least 1 year of academic growth with all students.
- By August 2012, TAP schools will begin the school year with 100% of certified positions filled with highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By 2013, at least 10 additional schools outside of the TIF grant will implement TAP, or a similar system.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;
7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/8/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/29/10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/8/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date

ADI East  
4050 East 38<sup>th</sup> Street  
Indianapolis, Indiana 46218

Date: June 28, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

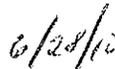
Please accept this letter to indicate ADI East Charter School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.



School Principal



Date

ADI East Charter School  
4050 East 38<sup>th</sup> Street  
Indianapolis, Indiana 46218

Date: June 28, 2010

RE: Support of the ADI East Charter School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at ADI East Charter School in the ADI Charter Schools, Inc.. I teach first grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to [school] being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

Mrs. Diana Williams

ADI West  
349 N. Warman Avenue  
Indianapolis, In 46222

June 28, 2010

RE: Letter of Intent to Implement the TAP system

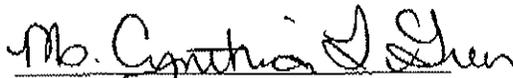
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate ADI West's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent having participated in the TAP program for the past four years when we were operating as Saint Anthony Catholic School. This is already a component of our charter application. We will commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
School Principal  
Ms. Cynthia L. Greer

6/28/10  
Date

Note: Please note that since we are closing as Saint Anthony on the 30<sup>th</sup> of June and opening as a charter school on July 1<sup>st</sup>, we are in the process of hiring teachers. Therefore, no teacher letter is included with this application. The school, now noted as ADI West, will also have a new name pending approval of the ADI Charter School, Inc. Board of Trustees.

**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Beech Grove City Schools (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;
7. Work in collaboration with NIET on all grant activities;

8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

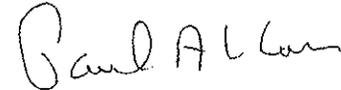
**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6-14-10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

6/30/10  
Date

# Beech Grove City Schools

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date June 18, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Central Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
Craig Buckler

\_\_\_\_\_  
School Principal

6-18-10

\_\_\_\_\_  
Date

**"Building a Culture of Excellence"**

# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date: June 18, 2010

RE: Support of Central Elementary School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

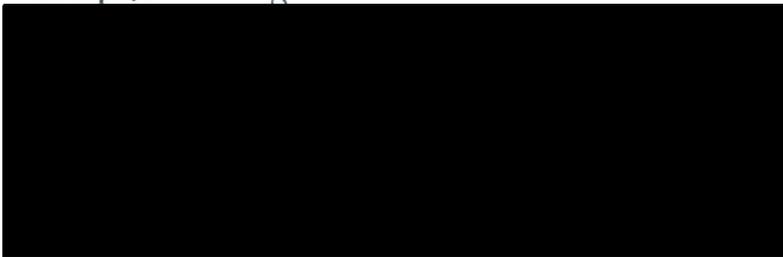
Ms. Brown:

I am a teacher at Central Elementary School in Beech Grove City Schools. I teach grades 2 and 3. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

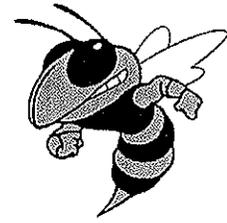
I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Central Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



# Beech Grove City Schools



5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
[www.bgs.k12.in.us](http://www.bgs.k12.in.us)

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Date June 18, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Hornet Park Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

6/18/10  
\_\_\_\_\_  
Date

“Building a Culture of Excellence”

# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date: June 18, 2010

RE: Support of Hornet Park Elementary School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

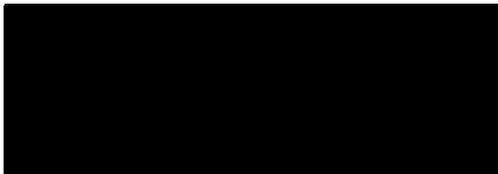
Ms. Brown:

I am a teacher at Hornet Park Elementary School in Beech Grove City Schools. I teach Kindergarten and Grade One. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Hornet Park Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



**"Building a Culture of Excellence"**

# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date: June 18, 2010

RE: Support of Hornet Park Elementary School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

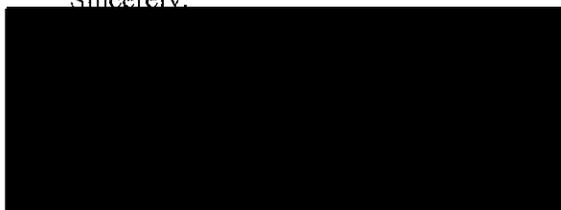
Ms. Brown:

I am a teacher at Hornet Park Elementary School in Beech Grove City Schools. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Hornet Park Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



**"Building a Culture of Excellence"**

# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date June 18, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

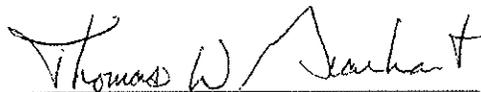
Ms. Brown:

Please accept this letter to indicate Beech Grove Middle School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

6/18/10  
Date

“Building a Culture of Excellence”

# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date: June 18, 2010

RE: Support of Beech Grove Middle School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

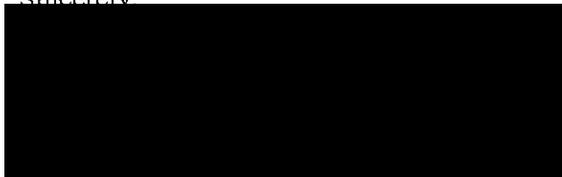
Ms. Brown:

I am a teacher at Beech Grove Middle School in Beech Grove City Schools. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Beech Grove Middle School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
[www.bgcs.k12.in.us](http://www.bgcs.k12.in.us)



---

Date June 18,2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate South Grove Intermediate School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Jouya Reid  
School Principal

June 18, 2010  
Date

**"Building a Culture of Excellence"**

# ***Beech Grove City Schools***

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
[www.bgcs.k12.in.us](http://www.bgcs.k12.in.us)



---

Date: June 18, 2010

RE: Support of South Grove Intermediate School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at South Grove Intermediate School in Beech Grove City Schools. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

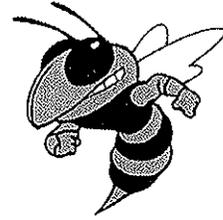
I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to South Grove Intermediate School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

# *Beech Grove City Schools*

5334 Hornet Avenue  
Beech Grove, IN 46107-2306  
Phone (317) 788-4481  
Fax (317) 782-4065  
www.bgcs.k12.in.us



---

Date: June 29, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46201

Ms. Brown:

Please accept this letter to indicate Beech Grove City School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our schools are chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

I am president of the Beech Grove Classroom Teachers' Association. Please accept this letter to indicate my support in and commitment to implement the TAP System for Teach and Student Advancement. I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our schools.

I look forward to Beech Grove City Schools being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

Kevin Banks  
President, Beech Grove Classroom Teachers' Association

**"Building a Culture of Excellence"**



**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Challenge Foundation Academy (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office: (310) 570-4860 • fax: (310) 570-4863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader NAME)

6/14/2010

\_\_\_\_\_  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

6/30/10  
Date



**Challenge Foundation Academy**

June 14, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

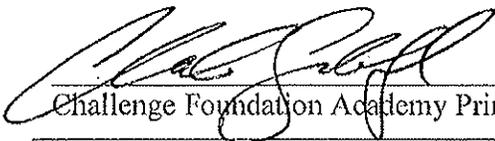
Ms. Brown:

Please accept this letter to indicate Challenge Foundation Academy's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
Challenge Foundation Academy Principal

  
Date



Challenge Foundation Academy

Date: June 18, 2010

RE: Support of Challenge Foundation Academy's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

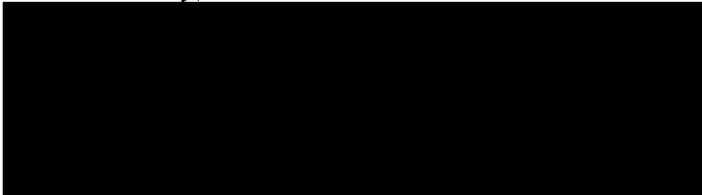
Ms. Brown:

I am a teacher at the Challenge Foundation Academy, a charter schools in Indianapolis. I teach Physical Education. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Challenge Foundation Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





Challenge Foundation Academy

Date: June 18, 2010

RE: Support of Challenge Foundation Academy's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at the Challenge Foundation Academy, a charter schools in Indianapolis. I teach 4th Reading Intervention. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Challenge Foundation Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A large black rectangular box redacts the signature of the sender.



**Challenge Foundation Academy**

Date: June 18, 2010

RE: Support of Challenge Foundation Academy's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at the Challenge Foundation Academy, a charter schools in Indianapolis. I am the READING SPECIALIST. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Challenge Foundation Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A large black rectangular redaction box covers the signature area of the letter.



Challenge Foundation Academy

Date: June 18, 2010

RE: Support of Challenge Foundation Academy's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

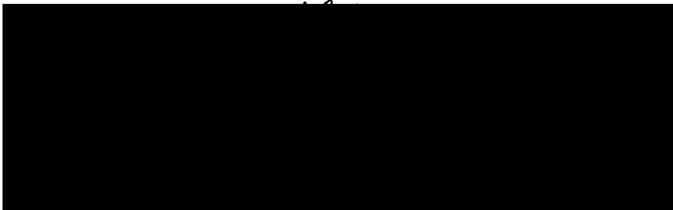
Ms. Brown:

I am a teacher at the Challenge Foundation Academy, a charter schools in Indianapolis. I teach Kindergarten. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Challenge Foundation Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





Challenge Foundation Academy

Date: June 18, 2010

RE: Support of Challenge Foundation Academy's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

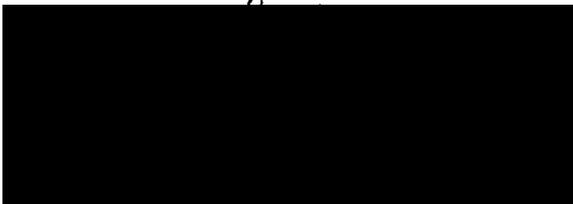
Ms. Brown:

I am a teacher at the Challenge Foundation Academy, a charter schools in Indianapolis. I teach Kindergarten. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Challenge Foundation Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





Challenge Foundation Academy

Date: June 18, 2010

RE: Support of Challenge Foundation Academy's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

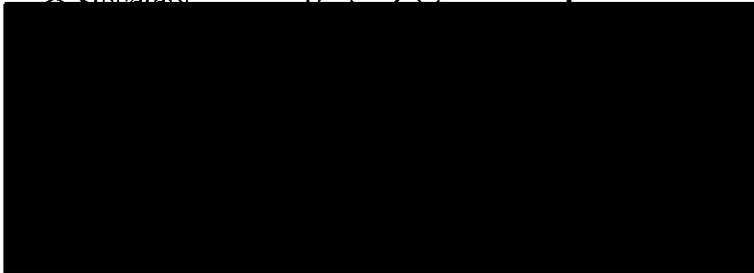
Ms. Brown:

I am a teacher at the Challenge Foundation Academy, a charter schools in Indianapolis. I teach 2<sup>nd</sup> grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Challenge Foundation Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





## CLARKSVILLE COMMUNITY SCHOOL CORPORATION

Office of the Superintendent • 200 Ettels Lane • Clarksville, IN 47129-1898  
(812) 282-7753 • FAX (812) 282-7754

### Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Clarksville Community School Corporation (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;
7. Work in collaboration with NIET on all grant activities;

*Our Mission – Maximize each student's achievement!*

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# CLARKSVILLE COMMUNITY SCHOOL CORPORATION

Office of the Superintendent • 200 Ettels Lane • Clarksville, IN 47129-1898  
(812) 282-7753 • FAX (812) 282-7754

- 8. Give priority to accomplishing the activities in collaboration with NIET;
- 9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
- 10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

- 1. Assign specific staff to serve as a liaison to partner LEA;
- 2. Promote and participate in the specific activities listed in the TIF grant;
- 3. Work in collaboration with partner LEA on all activities;
- 4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6-11-10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

6/30/10  
Date

*Our Mission – Maximize each student's achievement!*



## Clarksville High School

800 Dr. Dot Lewis Drive • Clarksville, IN 47129 • (812) 282-8231 • (812) 282-8234 (FAX)

*"Cognoscite Bene. Vivite Bene."  
"Learn Well. Live Well."*



June 14, 2010

RE: Letter of Intent to Implement the TAP system

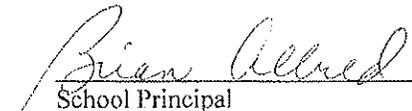
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

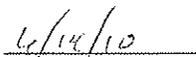
Ms. Brown:

Please accept this letter to indicate Clarksville High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

  
\_\_\_\_\_  
Date

*Our vision is that all graduates of Clarksville High School will have the necessary skills to live full and productive lives.*



## Clarksville High School

800 Dr. Dot Lewis Drive • Clarksville, IN 47129 • (812) 282-8231 • (812) 282-8234 (FAX)

*"Cognoscite Bene. Vivite Bene."  
"Learn Well. Live Well."*



June 14, 2010

RE: Support of Clarksville High School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

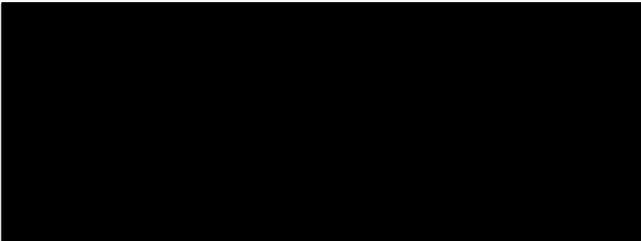
Ms. Brown:

I am a teacher at Clarksville High School in Clarksville Community School Corporation. I teach Special Needs grades 9 – 12. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

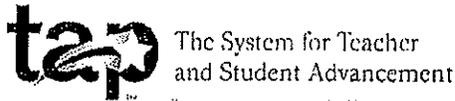
I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Clarksville High School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



*Our vision is that all graduates of Clarksville High School will have the necessary skills to live full and productive lives.*



**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and MSD of Decatur Township (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-3366  
office: (310) 570-1860 • fax: (310) 570-1863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

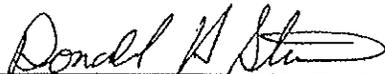
**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



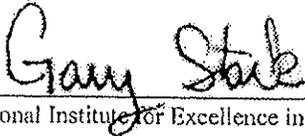
\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/14/10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date



Metropolitan School District  
of Decatur Township  
5275 Kentucky Avenue  
Indianapolis, IN 46221

(317) 856-5265  
(317) 856-2156 fax  
www.msddecatur.k12.in.us

Date June 14, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Gold Academy's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Nan Wiseman  
School Principal

6 - 16 - 10  
Date



Metropolitan School District  
of Decatur Township  
5275 Kentucky Avenue  
Indianapolis, IN 46221

(317) 856-5265  
(317) 856-2156 fax  
[www.msddecatur.k12.in.us](http://www.msddecatur.k12.in.us)

Date: June 14, 2010

RE: Support of Gold Academy Commitment to Implement the TAP system

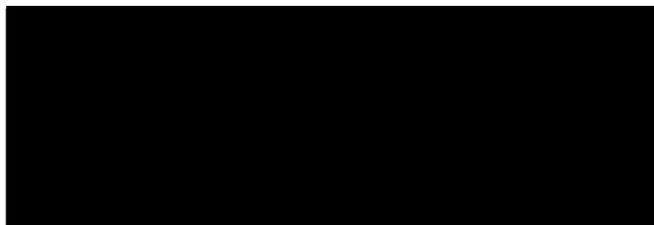
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at the Gold Academy in the MSD of Decatur Township and the Literacy Coach as well as Decatur Education Association (DEA) Co-President. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the Gold Academy being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.



*[Faint, illegible text, possibly a signature or stamp]*

### Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Evansville Vanderburgh School Corporation (hereafter referred to as “the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
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3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6-23-10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date



June 25, 2010

Dr. Vincent Bertram, Superintendent  
Evansville Vanderburgh School Corporation  
951 Walnut St.  
Evansville, IN 47713

Dear Vince:

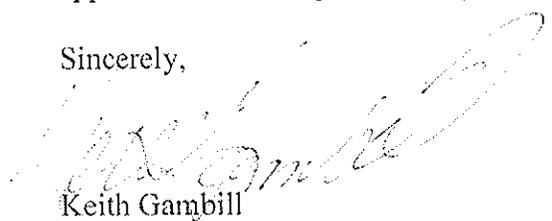
The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the Teacher Incentive Fund grant being submitted by the Indiana Department of Education to the Office of Elementary and Secondary Education of the United States Department of Education.

The TAP System intentionally recognizes the value of collaboration between teachers and administrators to achieve success through the collective bargaining process. This type of process is one that the ETA and the EVSC have successfully achieved. Collective bargaining has not been an obstacle, but has instead produced greater commitment to our practice. We remain confident that our current practice of collective bargaining will continue.

Student achievement through attracting and retaining teachers in difficult to staff schools and subjects areas is at the forefront of the TAP System. Additionally, the program provides for authentic teacher evaluation leading to improved instructional practice, professional development tied to demonstrated teacher professional needs, career advancement for teachers and adequate compensation.

The collaborative effort of the ETA and the EVSC in the development of the Equity Schools Model and our 1003g grant reflects the nature in which we conduct business. The ETA believes the spirit of the TAP System mirrors our local efforts. We are pleased to lend our support to this application at the highest level possible.

Sincerely,



Keith Gambill

June 17, 2010

RE: Letter of Intent to Implement the TAP system

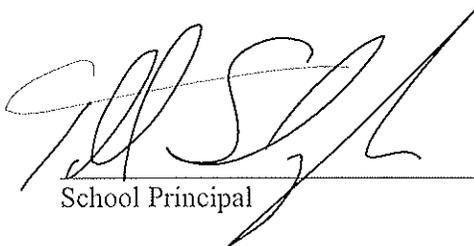
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Delaware Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

June 17, 2010  
Date

June 17, 2010

RE: Letter of Intent to Implement the TAP system

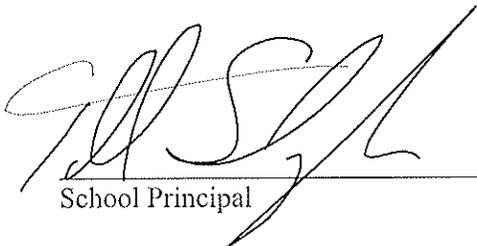
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Delaware Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

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\_\_\_\_\_  
School Principal

June 17, 2010  
Date

June 25, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Glenwood Leadership Academy (School's) intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

 \_\_\_\_\_

6/26/10

June 23, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate McGary Middle School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

June 17, 2010  
Date

June 23, 2010

RE: Letter of Intent to Implement the TAP system

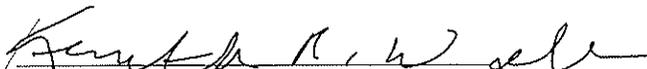
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate McGary Middle School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

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Assistant Principal

June 17, 2010



**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and GOSHEN COMMUNITY SCHOOLS (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The *Partner* agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office: (310) 570-4860 • fax: (310) 570-4863

6. Promote and participate in the specific activities listed in the TIF grant;
7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

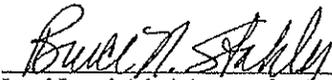
**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)  
Bruce N. Stahly, Superintendent of Goshen Community Schools

6/15/10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute of Excellence in Teaching, President

06/30/10  
Date

MEMORANDUM OF AGREEMENT

**Parties:** Board of School Trustees of Goshen Community Schools  
Goshen Education Association

**Date of Agreement:** June 28<sup>th</sup>, 2010

**Subject:** Teacher Advancement Programs (TAP) / TIF (Teacher Incentive Fund)

The Goshen Education Association is committed to working with the Administration of the Goshen Community Schools on the implementation of the Teacher Advancement Program (TAP) funded by the Teacher Incentive Fund (TIF). The parties mutually agree that the success of the program depends upon the cooperation of the parties involved.

Both Parties agree that the TAP/TIF programs make use of techniques and procedures that require discussion and/or negotiations under Indiana Public Law 217. The Parties agree that this discussion and/or negotiations will take place whenever necessary prior to implementation of the program to be considered.

Furthermore, the parties agree that in order to begin this program, the school administration shall obtain, prior to implementation, at least 75% buy-in from the certified teachers assigned to the building.

This agreement shall remain in effect for the duration of the TAP/TIF grant. Either Party may, however, withdraw from this agreement if any part of this agreement is breached or if 75% of the certified teachers participating in the building program fail to support the implementation.

This Memorandum of Agreement is an addendum to the Collective Bargaining Agreement and shall be enforced by the grievance procedure set forth in the aforementioned agreement.

This Memorandum of Agreement entered into and signed this 28th day of June, 2010.

GOSHEN COMMUNITY  
SCHOOL DISTRICT

By: Bruce Stahly  
Dr. Bruce Stahly, Superintendent

Date: 6/28/10

GOSHEN EDUCATION  
ASSOCIATION

By: [Redacted]  
Mary Kay I

Date: 6/28/10

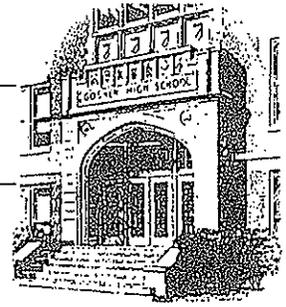
By: [Redacted]  
Chad Collins, Co-President, GEA

Date: 6/28/10

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# GOSHEN HIGH SCHOOL

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Date

RE: Letter of Intent to Implement the TAP system

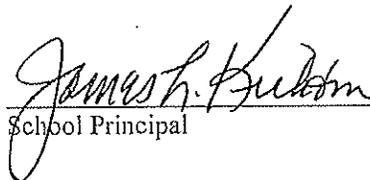
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Goshen High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

6-17-10  
Date



# GOSHEN COMMUNITY SCHOOLS

"Ensuring all students acquire knowledge and apply skills --  
enhancing tomorrow's opportunities."

Goshen Community Schools  
613 East Purl Street  
Goshen, IN 46526-4044  
Ph: (574) 533-8631  
Fax: (574) 533-2505  
[www.goshenschools.org](http://www.goshenschools.org)

*Superintendent*  
Dr. Bruce N. Stahly

*Assistant Superintendent  
Educational Services*  
Dr. Diane Woodworth

*Executive Director  
Elementary Education*  
Mrs. Tamra K. Ummel Ed. S.

*Executive Director  
Secondary Education &  
Transportation*  
Dr. Barry Younghans Ed. S.

*Executive Director  
Personnel*  
Dr. Marceil Royer

Date: June 23, 2010

RE: Support of Goshen Community Schools' Commitment to Implement the TAP system

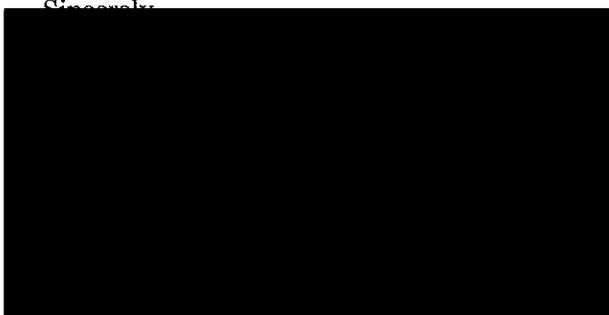
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am the District Literacy Coordinator for the Goshen Community School Corporation. I provide training, coaching, and support for classroom teachers as they implement our literacy framework. Please accept this letter indicating support of my school's interest in and commitment to the implementation the TAP System for Teacher and Student Advancement in the fall of 2011. I understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

The TAP approach, which includes multiple career paths, ongoing applied professional growth, and instructionally focused accountability, appears to be consistent with our vision for teaching and learning in order to support increased student success. I understand the fact that my colleagues and I will have the opportunity to learn more about the elements of the TAP System and to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

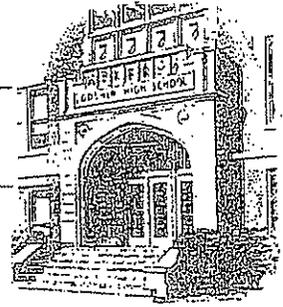
I look forward to Goshen Community Schools being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,  


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# GOSHEN HIGH SCHOOL

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June 28, 2010

To Whom It May Concern:

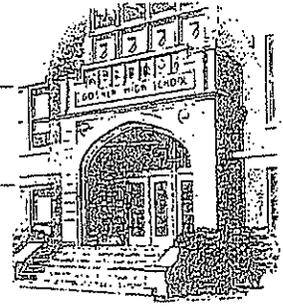
I am in complete support of studying and pursuing the TAP (The System for Teacher and Student Advancement). My initially understanding of TAP is very encouraging for teacher improvement by providing professional development and collaboration amongst teachers. This system also seems to evaluate teacher's performance much better than merit pay based on student's performances on standard tests.

I would love to participate on a committee to study if TAP could be implemented in Goshen Community Schools.

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# GOSHEN HIGH SCHOOL

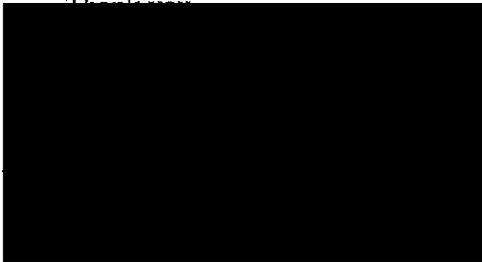
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Dr. Stahly,

I looked over the information [Principal] Jim Kirkton sent out to us at the high school about the TAP grant. I wanted to email you to let you know that I would be interested in GCS looking at this more. I cannot say if I would be in favor of implementing it at this time or not, but I do think it warrants a closer look because it shows some promise of positive changes we could make at Goshen Schools.

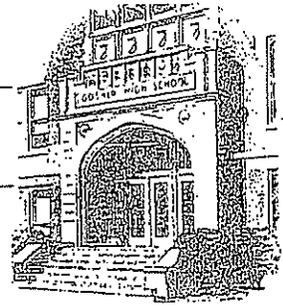
Thank you,



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# GOSHEN HIGH SCHOOL

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**From:** "Laura Correll" <lcorrell@goshenschools.org>  
**Date:** Sun, 27 Jun 2010 15:09:18 -0400  
**To:** Jim Kirkton <jkirkton@goshenschools.org>  
**Subject:** TAP

Jim,

This TAP system looks promising. I absolutely embrace the idea of on-going in-house professional development and the opportunity to "work up the ladder" of leadership responsibilities while still teaching in the classroom and without becoming an administrator. I love the idea that we are not threatened and penalized, but rather taught and rewarded for our performance in the classroom. I am in.

Laura



# GOSHEN MIDDLE SCHOOL

---

Ann Eaton, Ed.S  
Principal

Susan Mishler  
Asst. Principal  
6th Grade

Elroy Holsopple  
Asst. Principal  
7th Grade

Jan Baker  
Asst. Principal  
8th Grade

Date: June 17, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Goshen Middle School intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.



Ann Eaton  
School Principal  
Date: June 17, 2010

*By providing an engaging environment, Goshen Middle School ensures all students grow academically and socially so they thrive as responsible and productive citizens.*

---

1216 S Indiana Ave • Goshen, IN 46526 • Phone: 574-533-0391 • Fax: 574-534-3042  
gms.goshenschools.org

June 24, 2010

Ms. Marcie Brown  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, Indiana 46204

Dear Ms. Brown,

I am writing in support of the Teacher Incentive Fund grant that the Indiana Department of Education is submitting to the Office of Elementary and Secondary Education of the United States Department of Education. I support this application in order to utilize federal support to implement the TAPS System for teachers and principals in Indiana.

I have conducted my own research into this system and feel that it reflects the values and goals of my district and of the state of Indiana. In my opinion, the TAPS System will support the system of collaboration I already enjoy as a teacher at Goshen Middle School and enable me and my colleagues to continue to study and implement best practices in order to improve student achievement at all levels of ability.

I look forward to working together with my district and the IDOE to implement the TAPS System.

Sincerely,

*Ann Carboneau*

Ann Carboneau  
8<sup>th</sup> grade High Ability English & Basic English  
8<sup>th</sup> grade Lead Teacher  
Goshen Middle School  
1216 South Indiana Avenue  
Goshen, Indiana 46526  
(574)533-0391  
(574)536-8548 H

Phone: 574-534-2691  
Fax: 574-534-5918



Don Jantzi  
Principal

CHAMBERLAIN ELEMENTARY SCHOOL  
428 N. 5th Street • Goshen, IN 46528-2898

June 11, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Chamberlain Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

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Don Jantzi  
School Principal

A handwritten signature in black ink, appearing to read 'Don Jantzi', written over the printed name and title.

June 11, 2010  
Date

# CHANDLER ELEMENTARY SCHOOL

419 South Eighth Street · Goshen, IN 46526 · (574) 533-5085

June 10, 2010

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Chandler Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

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We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

*Ms. Lisa Lederer*

School Principal

*6.10.10*

Date

*"A Diverse Community with a Passion for Learning"*



# Model Elementary School

---

412 S. Greene Rd.  
Goshen, IN 46526

Phone: 574-533-7677  
Fax: 574-534-4220  
<http://model.goshenschools.org>

Principal: Sue Olinghouse

---

Date: June 10, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

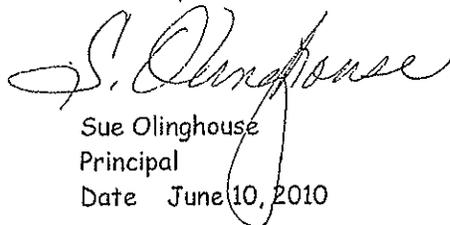
Ms. Brown:

Please accept this letter to indicate Model Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grand administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

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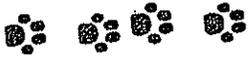
Sincerely,



Sue Olinghouse  
Principal  
Date June 10, 2010

# Parkside

Parkside Elementary School  
1202 S. 7th Street, Goshen, IN 46526  
Phone (574) 533-7765 Fax (574) 533-1648



Date: June 9, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

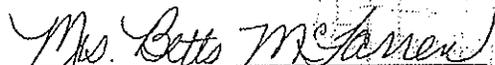
Ms. Brown:

Please accept this letter to indicate Parkside's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

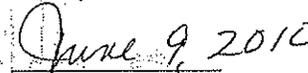
We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Mrs. Betts McFarren

  
School Principal

June 9, 2010

  
Date

## Our Mission

Parkside Elementary School...

- creates a positive learning atmosphere.
- addresses the needs of all students.
- encourages family and community involvement.

## Nuestra Mission

La Escuela Primaria de Parkside...

- crea una atmosfera de aprendizaje positivo
- se dirige a las necesidades de todos los estudiantes
- animamos a que se involucren las familias y la comunidad

# PRAIRIE VIEW ELEMENTARY SCHOOL

1730 Regent Street • Goshen, IN 46526

(574) 534-4710 • Fax (574) 534-4862

www.goshenschools.org



Date: June 10, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Prairie View Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

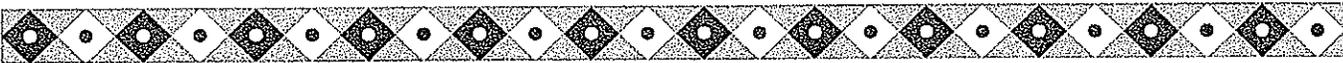
We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

A handwritten signature in black ink, appearing to read 'Ray G. Helmuth', written over a horizontal line.

Ray G. Helmuth  
School Principal

June 10, 2010

Date



# Waterford Elementary School

---

65560 SR 15  
Goshen, IN 46526

Phone: 574-533-6811  
Fax: 574-533-1408  
<http://waterford.goshenschools.org>

Principal: Kim Gallagher  
[kgallagher@goshenschools.org](mailto:kgallagher@goshenschools.org)

---

Date: June 9, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Waterford School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

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School Principal

6-10-10

Date

*Working with the school, home, and community to ensure all students acquire knowledge  
and apply skills – enhancing tomorrow's opportunities.*



# GOSHEN COMMUNITY SCHOOLS

Waterford Elementary School ☎ 68560 S.R. 15 - Goshen, IN 46526 ☎ Phone (574) 533-6811

Date: June 23, 2010

RE: Support of Waterford School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at Waterford Elementary School in Goshen Community Schools. I teach 4<sup>th</sup> Grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Waterford being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



*Working with the school, home, and community to ensure all students acquire knowledge and apply skills -- enhancing tomorrow's opportunities.*



# GOSHEN COMMUNITY SCHOOLS

Waterford Elementary School ☒ 65560 S.R. 15 - Goshen, IN 46526 ☒ Phone (574) 533-6811

Date: June 23, 2010

RE: Support of Waterford School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

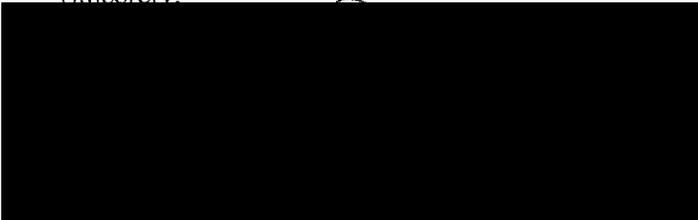
Ms. Brown:

I am a teacher at Waterford Elementary School in Goshen Community Schools. I teach first grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Waterford being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



*Working with the school, home, and community to ensure all students acquire knowledge and apply skills – enhancing tomorrow's opportunities.*



# GOSHEN COMMUNITY SCHOOLS

Waterford Elementary School ☒ 65569 S.R. 15 - Goshen, IN 46526 ☒ Phone (574) 633-6611

Date: June 23, 2010

RE: Support of Waterford School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at Waterford Elementary School in Goshen Community Schools. I teach 3<sup>rd</sup> Grade Math, Science, and Social Studies. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

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Sincerely,



*Working with the school, home, and community to ensure all students acquire knowledge and apply skills -- enhancing tomorrow's opportunities.*



# GOSHEN COMMUNITY SCHOOLS

Waterford Elementary School ☒ 65560 S.R. 15 - Goshen, IN 46526 ☒ Phone (574) 533-6911

Date: June 23, 2010

RE: Support of Waterford School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at Waterford Elementary School in Goshen Community Schools. I teach kindergarten. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

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Sincerely,

*Working with the school, home, and community to ensure all students acquire knowledge and apply skills – enhancing tomorrow's opportunities.*



# GOSHEN COMMUNITY SCHOOLS

Waterford Elementary School ☐ 65560 S.R. 15 - Goshen, IN 46526 ☐ Phone (574) 533-6811

Date: June 23, 2010

RE: Support of Waterford School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

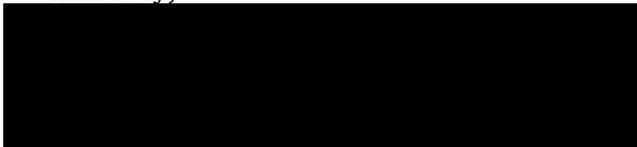
Ms. Brown:

I am a teacher at Waterford Elementary School in Goshen Community Schools. I teach 1<sup>st</sup> grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

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*Working with the school, home, and community to ensure all students acquire knowledge  
and apply skills -- enhancing tomorrow's opportunities.*

Goshen Community School Corporation

# West Goshen Elementary

215 Dewey Ave.  
Goshen, IN 46526  
Alan Metcalfe, Principal

Phone (574) 533-7855  
Fax (574) 533-1362

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June 9, 2010  
RE: Letter of Intent to Implement the TAP system

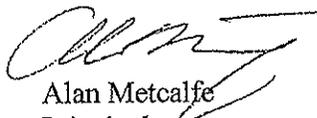
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate West Goshen Elementary's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

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Alan Metcalfe  
Principal

6/9/10  
Date

Goshen Community School Corporation

# West Goshen Elementary

215 Dewey Ave.  
Goshen, IN 46526  
Alan Metcalfe, Principal

Phone (574) 533-7855  
Fax (574) 533-1362

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Date: June 23, 2010

RE: Support of West Goshen Elementary's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

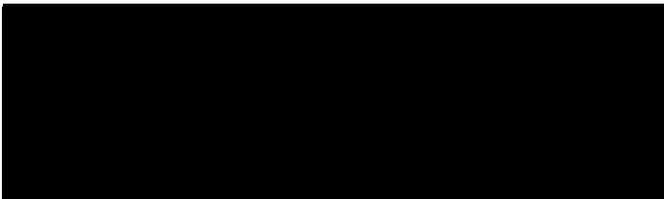
Ms. Brown:

I am a Fourth grade teacher at West Goshen Elementary in Goshen Community School Corporation. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to West Goshen Elementary being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Goshen Community School Corporation

# West Goshen Elementary

215 Dewey Ave.  
Goshen, IN 46526  
Alan Metcalfe, Principal

Phone (574) 533-7855  
Fax (574) 533-1362

---

Date: June 23, 2010

RE: Support of West Goshen Elementary's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

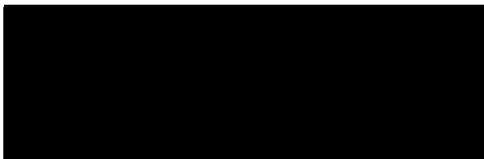
Ms. Brown:

I am an Intermediate ELL teacher at West Goshen Elementary in Goshen Community School Corporation. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to West Goshen Elementary being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Goshen Community School Corporation

# West Goshen Elementary

215 Dewey Ave.  
Goshen, IN 46526  
Alan Metcalfe, Principal

Phone (574) 533-7855  
Fax (574) 533-1362

---

Date: June 23, 2010

RE: Support of West Goshen Elementary's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

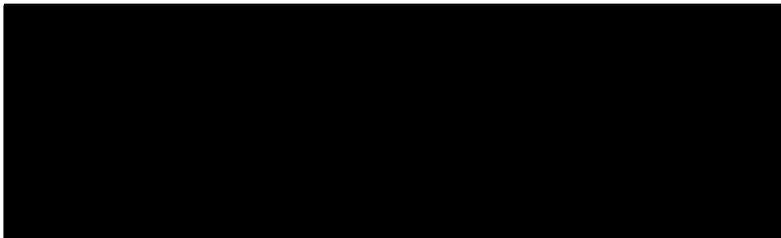
Ms. Brown:

I am an Art teacher at West Goshen Elementary in Goshen Community School Corporation. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to West Goshen Elementary being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Goshen Community School Corporation

# West Goshen Elementary

215 Dewey Ave.  
Goshen, IN 46526  
Alan Metcalfe, Principal

Phone (574) 533-7855  
Fax (574) 533-1362

---

Date: June 23, 2010

RE: Support of West Goshen Elementary's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

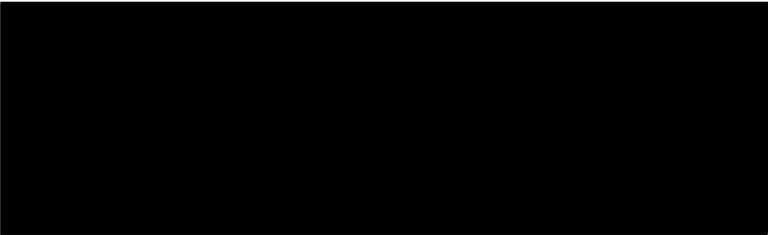
Ms. Brown:

I am a Second grade teacher at West Goshen Elementary in Goshen Community School Corporation. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

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I look forward to West Goshen Elementary being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Indianapolis Metropolitan High School (hereafter referred to as “the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



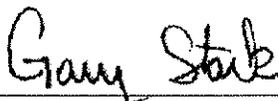
\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/11/2010  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date



*Relationships • Relevance • Rigor*

June 11, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Indianapolis Metropolitan High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

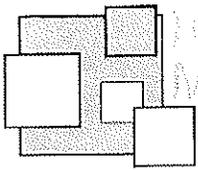
A handwritten signature in black ink, appearing to read "Dr. Coppin", is written over a horizontal line.

School Principal

6/11/10

Date

1635 W. Michigan St., Indianapolis, IN 46222 • (317) 524-4638 • fax: (317) 524-4001  
[www.indianapolismet.org](http://www.indianapolismet.org)



Indianapolis  
Metropolitan

*Relationships • Relevance • Rigor*

June 15, 2010

RE: Support of Indianapolis Metropolitan High School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at Indianapolis Metropolitan High School. I teach 10<sup>th</sup> graders and my licensed content area is mathematics. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe in this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Indianapolis Metropolitan High School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A handwritten signature in cursive script that reads "Chad Miller".

Chad Miller  
[chad.miller@indianapolismet.org](mailto:chad.miller@indianapolismet.org)  
317-524-4022

**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and KIPP Indianapolis College Preparatory (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office: (310) 570-4860 • fax: (310) 570-4863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/21/10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date



June 21, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate KIPP Indianapolis College Preparatory's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Leader

6/21/10  
\_\_\_\_\_  
Date



June 21, 2010

RE: Support of KIPP Indianapolis College Preparatory Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

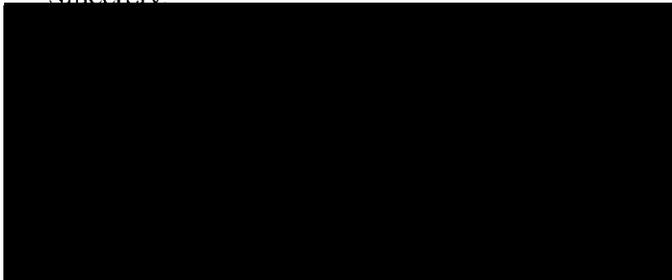
Ms. Brown:

I am a teacher at KIPP Indianapolis College Preparatory. I teach eighth grade reading. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to KIPP Indianapolis College Preparatory being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





June 21, 2010

RE: Support of KIPP Indianapolis College Preparatory Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

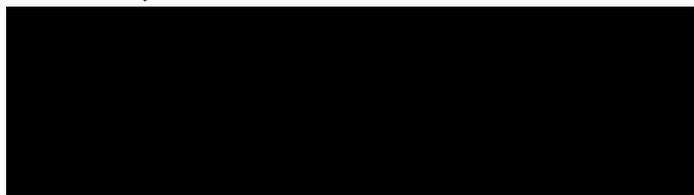
Ms. Brown:

I am a teacher at KIPP Indianapolis College Preparatory. I teach sixth grade reading. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to KIPP Indianapolis College Preparatory being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



  
*Igniting the fire within; illuminating the path of knowledge*

June 21, 2010

RE: Support of KIPP Indianapolis College Preparatory Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

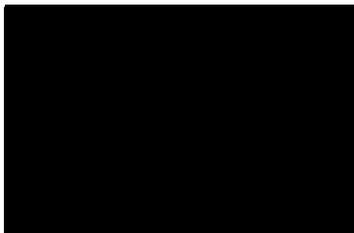
Ms. Brown:

I am a teacher at KIPP Indianapolis College Preparatory. I teach seventh grade reading. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

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I look forward to KIPP Indianapolis College Preparatory being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





The System for Teacher  
and Student Advancement

### Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and the Lake Ridge School Corporation (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

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8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

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**TERMS**

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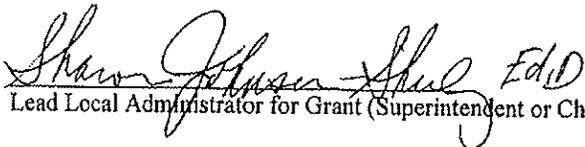
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\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6-16-10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

6/30/10  
Date

# Lake Ridge Schools

# Office of the Superintendent

**Mission Statement: To provide all students opportunities to achieve a quality education.**

6111 West Ridge Road, Gary, IN 46408

Phone: 219-838-1819  
Fax: 219-989-7802  
www.lakeridge.k12.in.us

June 16, 2010

RE: Letter of Intent to Implement the TAP System

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio Street  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Lake Ridge School District's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the Fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP system to the benefit of our school community.



Sharon Johnson-Shirley Ed. D.  
Superintendent

6-16-10

Date

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed. D.

ASSISTANT SUPERINTENDENT  
Janet Flores

BUSINESS MANAGER  
James Huddleston

BOARD OF SCHOOL TRUSTEES  
Mr. John Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

# Lake Ridge Schools

# Office of the Superintendent

*Mission Statement: To provide all students opportunities to achieve a quality education.*

6111 West Ridge Road, Gary, IN 46408

Phone: 219-838-1819  
Fax: 219-989-7802  
www.lakeridge.k12.in.us

June 17, 2010

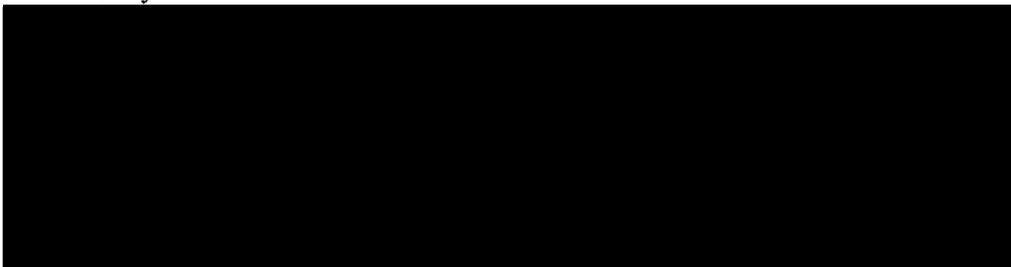
To Whom It May Concern:

I am writing to you as the President of Local 662, Lake Ridge Federation of Teachers and as a teacher at Calumet High School to tell you that I am interested in the TAP program. I am interested in any program that will assist teachers in becoming better educators. I am willing to assist in the process of helping teachers to be all that they can be.

I was present when our district went to Indianapolis for the TAP conference, and I was interested in what I saw and heard. I was also told that TAP is considered to be the kind of bold move that our high school needs to make. Dr. Sharon Johnson Shirley and I have discussed TAP. We are in agreement that TAP is a very interesting program, and we have agreed to discuss and work out the particulars for TAP if we are selected to participate in this program. We want to have the proper collaboration and coordination for TAP so that it can have an impact on the schools in our district.

I am endorsing our school system's application to participate in the TAP program. I am also looking forward to the collaboration and good will that TAP could bring to Lake Ridge Schools if implemented. I am also more than willing to sit down work things out for TAP if it will help teachers to become better educators through collaboration with experienced peer mentors and master teachers who our regular teachers trust and respect.

Sincerely



SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. John Evans  
Ms. Patricia Hernandez  
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# Lake Ridge Schools

## Office of the Superintendent

**Mission Statement: To provide all students opportunities to achieve a quality education.**

6111 West Ridge Road, Gary, IN 46408

Phone: 219-838-1819

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Web: [www.lakeridge.k12.in.us](http://www.lakeridge.k12.in.us)

June 16, 2010

RE: Letter of Intent to Implement the TAP System

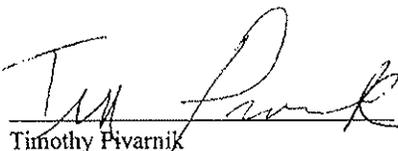
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio Street  
Indianapolis, IN 46204

Ms. Brown

Please accept this letter to indicate Calumet High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP system to the benefit of our school community.

  
Timothy Pivarnik  
Principal of Calumet High School

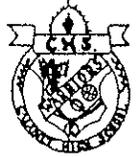
6-16-10  
Date

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. Jonathan Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

# CALUMET HIGH SCHOOL



3900 CALHOUN ST., GARY, IN 46408  
TELEPHONE: 219-838-6990  
FAX: 219-989-7849

TIMOTHY PIVARNIK, PRINCIPAL  
FRED SANCHEZ, ASSISTANT PRINCIPAL  
RALPH MUNDT, ATHLETIC DIRECTOR

---

June 16, 2010

To Whom it May Concern:

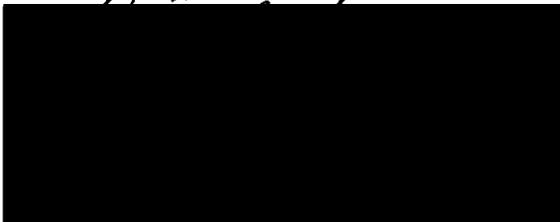
I have recently learned of the TAP teacher and student advancement program the ways that it can help our school improve learning. I am excited about the opportunity to be a part of this process.

As part of the TAP system, I am interested in classroom visits by outside educators and other professionals to help me improve my content delivery and student learning. I am highly interested in developing a Professional Growth Plan. I feel this is an exciting step in the teacher licensure process that will challenge me to develop skills that I might not have considered. If accepted into the TAP program, I look forward to assistance provided by TAP professionals.

As I have learned, collaboration is also a large part of the TAP commitment, which I feel is a vital growth component for teachers. My participation in the creation of a professional community where I can collaborate with peers on a weekly basis will be will be a new and welcomed opportunity. I trust in my peers for their evaluation and I am excited to receive opinions from varying levels of expertise. Together we will challenge each other to grow into educators ready to facilitate learning for 21st Century students.

Thank you for the opportunity to become part of your program as a Mentor Teacher.

Sincerely,



# CALUMET HIGH SCHOOL



3900 CALHOUN ST., GARY, IN 46408  
TELEPHONE: 219-838-6990  
FAX: 219-989-7849

TIMOTHY PIVARNIK, PRINCIPAL  
FRED SANCHEZ, ASSISTANT PRINCIPAL  
RALPH MUNDT, ATHLETIC DIRECTOR

---

June 16, 2010

To Whom it May Concern:

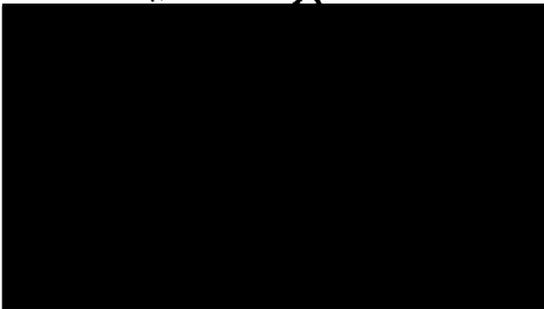
I have recently learned of the TAP teacher and student advancement program the ways that it can help our school improve learning. I am excited about the opportunity to be a part of this process.

As part of the TAP system, I am open to classroom visits by outside educators and other professionals who can help me see ways to improve my growth as a teacher and student learning. Developing a Professional Growth Plan is a new vital step in the teacher licensure process that will challenge me to develop skills that I might not have considered. If accepted into the TAP program, I look forward to assistance provided by TAP professionals.

Collaboration is also a large part of the TAP commitment. Creating a new environment where I can collaborate with peers on a weekly basis will be a new, and again, welcome, opportunity. I value the opinions and varying levels of expertise that my peers will bring to the discussion table. Together we will challenge each other to grow into educators ready to facilitate learning for 21st Century students.

Thank you for the opportunity to become part of your program as a Mentor Teacher.

Sincerely,



# CALUMET HIGH SCHOOL



3900 CALHOUN ST., GARY, IN 46408  
TELEPHONE: 219-838-6990  
FAX: 219-989-7849

TIMOTHY PIVARNIK, PRINCIPAL  
FRED SANCHEZ, ASSISTANT PRINCIPAL  
RALPH MUNDT, ATHLETIC DIRECTOR

June 16, 2010

To Whom it May Concern:

I recently became aware of the TAP teacher and student advancement program and am familiar with the ways that it can help our school improve learning. I welcome the opportunity to be a part of this process.

As part of the TAP system, I welcome classroom visits by outside educators and other professionals who can help me see ways to improve my content delivery and student learning. Developing a Professional Growth Plan is an exciting step forward in the teacher licensure process that will challenge me to develop skills that I might not have considered. If accepted into the TAP program, I look forward to assistance provided by TAP professionals.

Collaboration is also a large part of the TAP commitment. Creating a professional community where I can collaborate with peers on a weekly basis will be a new, and again, welcome, opportunity. I value the opinions and varying levels of expertise that my peers will bring to the discussion table. Together we will challenge each other to grow into educators ready to facilitate learning for 21st Century students.

Thank you for the opportunity to become part of your program as a Mentor Teacher.

Sincerely,

A large black rectangular redaction box covering the signature area. Above the box, there is a handwritten signature in blue ink that appears to be 'L. O. O.'.

# CALUMET HIGH SCHOOL



3900 CALHOUN ST., GARY, IN 46408  
TELEPHONE: 219-838-6990  
FAX: 219-989-7849

TIMOTHY PIVARNIK, PRINCIPAL  
FRED SANCHEZ, ASSISTANT PRINCIPAL  
RALPH MUNDT, ATHLETIC DIRECTOR

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June 16, 2010

To Whom it May Concern:

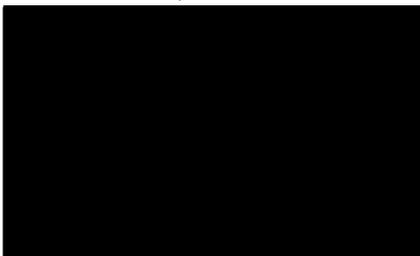
I recently became aware of the TAP teacher and student advancement program and am familiar with the ways that it can help our school improve the learning process for our students. I have read the accompanying test and am very interested in the process within. I openly welcome the opportunity to be a part of this process.

As part of the TAP system, I welcome classroom visits by outside educators and other professionals who can help me see ways to improve my content delivery and student learning. Developing a Professional Growth Plan is an exciting step forward in the teacher licensure process that will challenge me to develop skills that will further my improvement as a lifelong educator. If accepted into the TAP program, I look forward to assistance provided by TAP professionals.

Collaboration is also a large part of the TAP commitment, and is an ever-growing aspect of the culture here at Calumet High School. Creating a professional community where I can collaborate with peers on a weekly basis will be a new, and again, welcome, opportunity. I value the opinions and varying levels of expertise that my peers will bring to the discussion table. I look forward to a fresh perspective to help me better serve my students to facilitate their development. Together we will challenge each other to grow into educators ready to facilitate learning for 21st Century students.

Thank you for the opportunity to become part of your program as a Mentor Teacher.

Sincerely,



# Lake Ridge Schools

# Office of the Superintendent

**Mission Statement: To provide all students opportunities to achieve a quality education.**

6111 West Ridge Road, Gary, IN 46408

Phone: 219-838-1819

Fax: 219-989-7802

Web: [www.lakeridge.k12.in.us](http://www.lakeridge.k12.in.us)

June 16, 2010

RE: Letter of Intent to Implement the TAP System

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio Street  
Indianapolis, IN 46204

Ms. Brown

Please accept this letter to indicate Lake Ridge Middle School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP system to the benefit of our school community.

  
Renee Pluchinsky  
Principal of Lake Ridge Middle School

Date

6-17-10

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. Jonathan Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

# Lake Ridge Schools

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6111 West Ridge Road, Gary, IN 46408

Phone: 219-838-1819  
Fax: 219-989-7802  
Web: www.lakeridge.k12.in.us

Date: June 17, 2010

RE: Support of Lake Ridge Middle School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

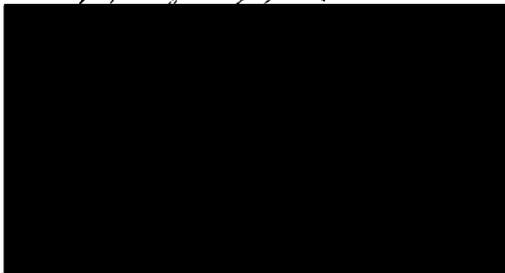
Ms. Brown:

I am a teacher at Lake Ridge Middle School in the Lake Ridge School Corporation. I teach 7<sup>th</sup> grade Reading. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Lake Ridge Middle School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Beatrice Rice  
Mrs. Annette Wells

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Date: June 17, 2010

RE: Support of Lake Ridge Middle School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

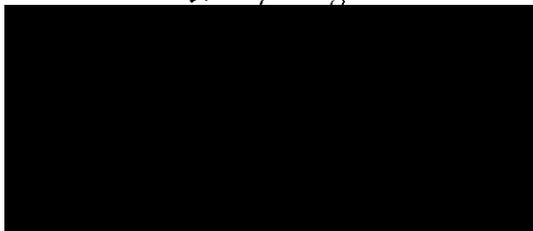
Ms. Brown:

I am a teacher at Lake Ridge Middle School in the Lake Ridge School Corporation. I teach 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Reading. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Lake Ridge Middle School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



SUPERINTENDENT

Sharon Johnson-Shirley, Ed.D.

ASSISTANT SUPERINTENDENT

Janet Flores

ADMINISTRATOR

James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES

Ms. Patricia Hernandez

Mrs. Estelle Keck-Becke

Mr. Richard Lowe

Mrs. Beatrice Rice

Mrs. Annette Wells

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Phone: 219-838-1819  
Fax: 219-989-7802  
www.lakeridge.k12.in.us

June 16, 2010

RE: Letter of Intent to Implement the TAP System

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio Street  
Indianapolis, IN 46204

Ms. Brown:

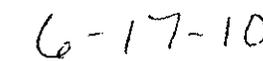
Please accept this letter to indicate Longfellow Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the Fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a stall vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP system to the benefit of our school community.



Deborah Carlson  
Principal of Longfellow Elementary School



Date

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed. D.

BUSINESS MANAGER  
James Huddleston

BOARD OF SCHOOL TRUSTEES  
Mr. John Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

ASSISTANT SUPERINTENDENT  
Janet Flores

# Lake Ridge Schools

## Office of the Superintendent

*Mission Statement: To provide all students opportunities to achieve a quality education.*

---

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Fax: 219-989-7802

Web: [www.lakeridge.k12.in.us](http://www.lakeridge.k12.in.us)

Date: June 17, 2010

RE: Support of Longfellow Elementary School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

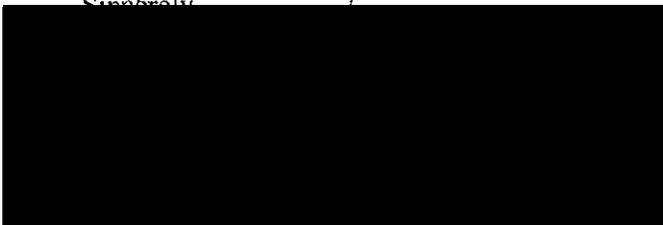
Ms. Brown:

I am a teacher at Longfellow Elementary School in the Lake Ridge School Corporation. I teach 1<sup>st</sup> grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Longfellow Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



---

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. Jonathan Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

# Lake Ridge Schools

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Fax: 219-989-7802

Web: [www.lakeridge.k12.in.us](http://www.lakeridge.k12.in.us)

June 16, 2010

RE: Letter of Intent to Implement the TAP System

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio Street  
Indianapolis, IN 46204

Ms. Brown

Please accept this letter to indicate Hosford Park Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP system to the benefit of our school community.



Eric Worthington

Date

10-17-10

Principal of Hosford Park Elementary School

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. Jonathan Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

# Lake Ridge Schools

## Office of the Superintendent

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---

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Fax: 219-989-7802

Web: [www.lakeridge.k12.in.us](http://www.lakeridge.k12.in.us)

Date: June 17, 2010

RE: Support of Hosford Park Elementary School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

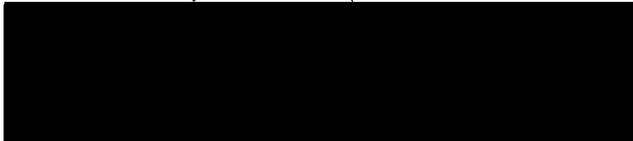
Ms. Brown:

I am a teacher at Hosford Park Elementary School in the Lake Ridge School Corporation. I teach 1<sup>st</sup> grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Hosford Park Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Teacher

---

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. Jonathan Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

# Lake Ridge Schools

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June 16, 2010

RE: Letter of Intent to Implement the TAP System

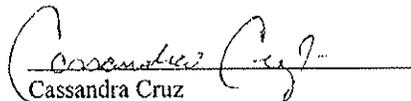
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio Street  
Indianapolis, IN 46204

Ms. Brown

Please accept this letter to indicate Grissom Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP system to the benefit of our school community.

  
Cassandra Cruz  
Principal of Grissom Elementary School

Date

06-17-10

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Mr. Jonathan Evans  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Annette Wells

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Fax: 219-989-7802  
Web: [www.lakeridge.k12.in.us](http://www.lakeridge.k12.in.us)

Date: June 17, 2010

RE: Support of Grissom Elementary School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

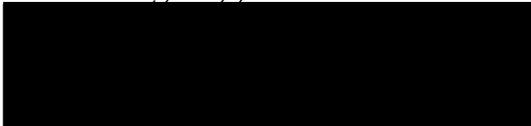
Ms. Brown:

I am a teacher at Grissom Elementary School in the Lake Ridge School Corporation. I teach 5<sup>th</sup> grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Grissom Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely, 



Grissom Elementary School  
Teacher

SUPERINTENDENT  
Sharon Johnson-Shirley, Ed.D.  
ASSISTANT SUPERINTENDENT  
Janet Flores

ADMINISTRATOR  
James Huddleston, Business Manager

BOARD OF SCHOOL TRUSTEES  
Ms. Patricia Hernandez  
Mrs. Estelle Keck-Becke  
Mr. Richard Lowe  
Mrs. Beatrice Rice  
Mrs. Annette Wells



The System for Teacher  
and Student Advancement

**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Marion Community Schools (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office: (310) 570-4860 • fax: (310) 570-4363

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

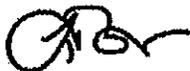
1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

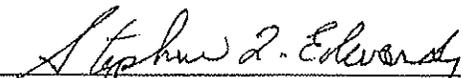
**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/25/10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date



1240 South Adams Street  
Marion, IN 46953  
Phone: 765-662-2546  
Fax: 765-651-2043

# Marion Community Schools

*Raising the bar of excellence in education*

June 25, 2010

Dr. Tony Bennett  
Indiana Superintendent of Public Instruction  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, Indiana 46204

Dear Dr. Bennett,

Please accept this letter of support from the Marion Teachers Association for the Teacher Incentive Fund grant being submitted by the Indiana Department of Education to the Office of Elementary and Secondary Education of the United States Department of Education. The MTA supports this grant application intended to utilize potential federal resources in order to implement the TAP System for the teachers and principals in Indiana schools.

We feel that the TAP System, meets with the goals of Marion Community Schools in that it provides for authentic teacher evaluation leading to improved instructional practice, professional development tied to demonstrated teacher professional needs, career advancement for teachers and adequate compensation. In addition, we realize the great potential of the TAP System to improve student achievement and to attract and retain teachers in our school district.

We are most encouraged that the TAP System intentionally recognizes the value of collaboration between teachers and administrators to achieve success through the collective bargaining process.

For these reasons, MTA endorses Indiana's efforts to bring the TAP System to Hoosier schools. We are excited for the opportunity given our school district to participate in this grant opportunity and the TAP program.

Sincerely,

John Clayborn  
President  
Marion Teachers Association

Mr. Stephen Edwards  
Superintendent



Ginger Stuebaker -Bollinger, Ph.D  
Assistant Superintendent  
1240 South Adams Street  
Marion, IN 46953  
Phone: 765-662-2546  
Fax: 765-651-2043

# Marion Community Schools

*Raising the bar of excellence in education*

June 28, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Riverview Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Handwritten signature of Michelle Lochner in cursive.

Michelle Lochner  
Principal  
Riverview Elementary School

6-25-10  
Date

Mr. Stephen Edwards  
Superintendent



Ginger Studebaker-Bolinger, Ph.D  
Assistant Superintendent  
1240 South Adams Street  
Marion, IN 46953  
Phone: 765-662-2546  
Fax: 765-651-2043

# Marion Community Schools

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*Raising the bar of excellence in education*

June 28, 2010

RE: Letter of Intent to Implement the TAP system

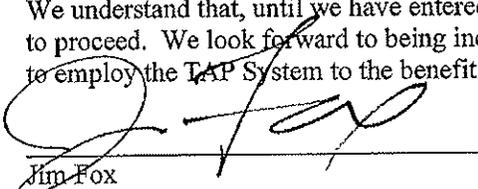
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate McCulloch Junior High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
Jim Fox  
Principal  
McCulloch Junior High School

Date

6/25/10

Mr. Stephen Edwards  
Superintendent



Ginger Studebaker-Bolinger, Ph.D  
Assistant Superintendent  
1240 South Adams Street  
Marion, IN 46953  
Phone: 765-662-2546  
Fax: 765-651-2043

# Marion Community Schools

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*Raising the bar of excellence in education*

June 28, 2010

RE: Letter of Intent to Implement the TAP system

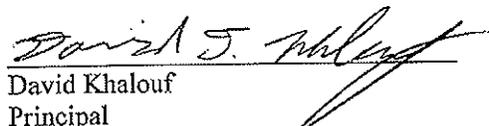
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Kendall Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
David Khalouf  
Principal  
Kendall Elementary School

*June 25, 2010*  
\_\_\_\_\_  
Date

Stephen L. Edwards  
Superintendent



James Bragg  
Principal, Marion High School

# Marion Community Schools

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*Raising the bar of excellence in education*

June 25, 2010

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Dear Ms. Brown:

Please accept this letter to indicate Marion High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A handwritten signature in dark ink, appearing to read 'J Bragg', is written over a light-colored background. The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

James Bragg, Principal  
Marion High School

Mr. Stephen Edwards  
Superintendent



Ginger Studebaker-Bolinger, Ph.D  
Assistant Superintendent  
1240 South Adams Street  
Marion, IN

46953

Phone: 765-662-2546  
Fax: 765-651-2043

## Marion Community Schools

*Raising the bar of excellence in education*

June 28, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

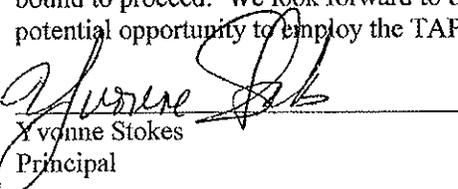
Ms. Brown:

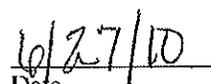
Please accept this letter to indicate Frances Slocum's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
Yvonne Stokes  
Principal

  
Date

Mr. Stephen Edwards  
Superintendent



Ginger Studebaker -Bolinger, Ph.D  
Assistant Superintendent  
1240 South Adams Street  
Marion, IN 46953  
Phone: 765-662-2546  
Fax: 765-651-2043

# Marion Community Schools

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*Raising the bar of excellence in education*

June 28, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

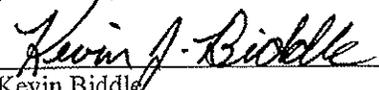
Ms. Brown:

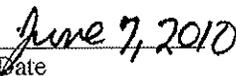
Please accept this letter to indicate Allen Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
Kevin Biddle  
Principal  
Allen Elementary School

  
Date

Mr. Stephen Edwards  
Superintendent



Ginger Studebaker –Bolinger, Ph.D  
Assistant Superintendent  
1240 South Adams Street  
Marion, IN 46953  
Phone: 765-662-2546  
Fax: 765-651-2043

## Marion Community Schools

*Raising the bar of excellence in education*

June 28, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

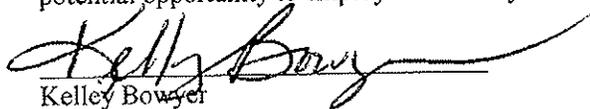
Ms. Brown:

Please accept this letter to indicate Justice Thurgood Marshall Intermediate School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

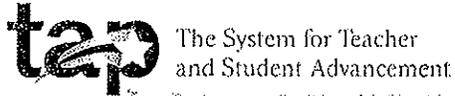
We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
Kelley Bowyer  
Principal  
Justice Thurgood Marshall Intermediate

6/25/10  
Date



### Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Oregon-Davis Elementary (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™; The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The Partner agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office: (310) 570-4860 • fax: (310) 570-4863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

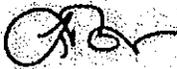
1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



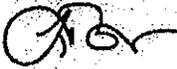
Tony Bennett, State Superintendent

6/9/10  
Date



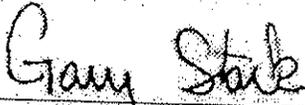
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/11/2010  
Date



Chair of State Board of Education

6/9/10  
Date



National Institute for Excellence in Teaching, President

6/30/10  
Date



## Elementary School

Phone (574) 867-2711 • Fax (574) 867-2721 • 5860 N. 750 E. • Hamlet, IN 46532

Date: June 28, 2010

RE: Support of Oregon-Davis Elementary School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

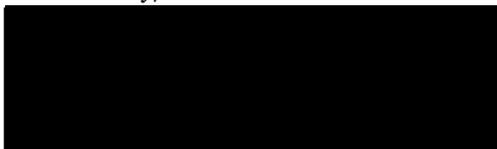
Ms. Brown:

As co-president of the Oregon-Davis Teacher's Association I am happy to say that recently I received a letter from Nathan Schnellenberger, President of the ISTA, in support of the TAP system. Therefore, please accept this letter to indicate ODCTA's support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

Nancy Dennie, my co-president, and I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. We understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and we hope we have the opportunity to implement it in our school.

I look forward to Oregon-Davis Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,





## Elementary School

Phone (574) 867-2711 • Fax (574) 867-2721 • 5860 N. 750 E. • Hamlet, IN 46532

June, 11 2010

RE: Letter of Intent to Implement the TAP system

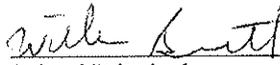
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Oregon-Davis Elementary School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

6/11/2010  
Date



## Elementary School

Phone (574) 867-2711 • Fax (574) 867-2721 • 5860 N. 750 E. • Hamlet, IN 46532

June 10, 2010

RE: Support of Oregon-Davis Elementary School Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at Oregon-Davis Elementary School in the Oregon-Davis School Corporation. I teach fourth grade. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Oregon-Davis Elementary School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

  
April J. Max



The System for Teacher  
and Student Advancement

### Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and the Randolph Eastern School Corporation (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The *Partner* agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office (310) 570-4850 • fax (310) 570-4863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date

*Brent Lehman, incoming Superintendent*  
*Cathy A. Stephen, Superintendent (retiring)*  
\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6-16-10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date

*Gary Stark*  
\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date

# NORTH SIDE ELEMENTARY SCHOOL

905 NORTH PLUM STREET  
UNION CITY, INDIANA 47390  
PHONE (765) 964-6430  
FAX (765) 964-3445

MARK WINKLE, PRINCIPAL

MELISSA HARTER, SECRETARY

Date

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate North Side Elementary's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

6-15-10  
Date

# NORTH SIDE ELEMENTARY SCHOOL

905 NORTH PLUM STREET  
UNION CITY, INDIANA 47390  
PHONE (765) 964-6430  
FAX (765) 964-3445

MARK WINKLE, PRINCIPAL

MELISSA HARTER, SECRETARY

June 16, 2010

RE: Support of Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am the school library media specialist at North Side Elementary School and West Side Middle School in the Randolph Eastern School Corporation. I am also a copresident for our local teacher's association. Please accept this letter to indicate my support of my schools' interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my schools' desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to North Side Elementary and West Side Middle School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Jennifer Vincent

# WEST SIDE MIDDLE SCHOOL

721 North Plum Street  
Union City, IN 47390  
Telephone: 765/964-4830  
FAX: 765/964-7344

June 15, 2010

RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

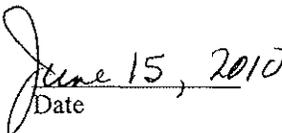
Ms. Brown:

Please accept this letter to indicate West Side Middle School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a consensus vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

  
\_\_\_\_\_  
Date

MEMBER OF NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

# WEST SIDE MIDDLE SCHOOL

721 North Plum Street  
Union City, IN 47390  
Telephone: 765/964-4830  
FAX: 765/964-7344

June 16, 2010

RE: Support of Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

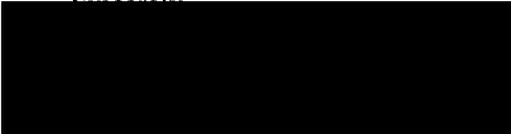
Ms. Brown:

I am a teacher at West Side Middle School in the Randolph Eastern School Corporation. I teach grade 6 Language Arts and Reading. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to West Side Middle School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Melissa Salmon

MEMBER OF NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

# WEST SIDE MIDDLE SCHOOL

721 North Plum Street  
Union City, IN 47390  
Telephone: 765/964-4830  
FAX: 765/964-7344

June 16, 2010

RE: Support of Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

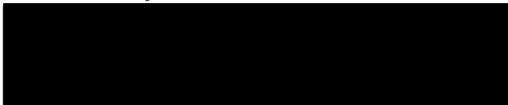
Ms. Brown:

I am the school library media specialist at North Side Elementary School and West Side Middle School in the Randolph Eastern School Corporation. I am also a copresident for our local teacher's association. Please accept this letter to indicate my support of my schools' interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my schools' desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to North Side Elementary and West Side Middle School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



Jennifer Vincent

MEMBER OF NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS



The System for Teacher  
and Student Advancement

### Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and School City of Hammond (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The Partner agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET.
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed-upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1230 Fourth Street • Santa Monica, CA 90401-3366  
Phone: (310) 570-4350 • Fax: (310) 570-4863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

**COSTS**

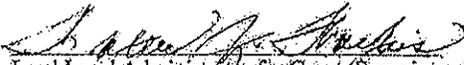
It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10

Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/17/10

Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10

Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

6/30/10

Date

# School City of Hammond

41 Williams Street • Hammond, IN 46320  
(219) 933-2400 • (219) 933-2495 FAX



Dr. Walter J. Watkins, Superintendent

Date: June 29, 2010

RE: Support of School City of Hammond Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am Patrick O'Rourke, President of the Teachers' Federation for the School City of Hammond. Please accept this letter to indicate my support of the School City of Hammond's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support the School City of Hammond's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to the School City of Hammond being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A large black rectangular redaction box covering the signature of Patrick O'Rourke.

Patrick O'Rourke  
President of the Hammond Teachers' Federation

*Board of School Trustees*

Albertine M. Dent  
Anna Mamala  
Cindy Murphy  
Rebecca Ward  
Deborah White

*Administration*

Ruth A. Mueller, *Chief Administrator for Academic Services*  
Eliza Vela, *Chief Administrator for Human Resource Services*  
Karen Wallisch, *Chief Administrator for Business Services*



Date: June 16, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate George Rogers Clark's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant.

We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

6-16-10  
Date

**Clark Middle/High School**  
1921 Davis Avenue · Whiting, IN 46394 · (219) 659-3522

---



Date: June 16, 2010

RE: Support of George Rogers Clark Middle/High School's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at George Rogers Clark Middle/High School in the School City of Hammond. I teach seventh and eighth grade social studies. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to George Rogers Clark Middle/High School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A large black rectangular redaction box covering the signature of Garry Graban.

Garry Graban



Date: June 16, 2010  
RE: Letter of Intent to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

Please accept this letter to indicate Donald E. Gavit Middle High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

A handwritten signature in black ink, appearing to read 'Steven R. Peterson'.

Steven R. Peterson  
School Principal

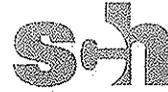
June 16, 2010  
Date

School City of Hammond

41 Williams Street • Hammond, IN 46320 • (219) 933-2400

# Gavit Middle/High School

1670 175<sup>th</sup> Street • Hammond, IN 46324 • (219) 989-7325



Date: June 16, 2010

RE: Support of Donald E. Gavit's Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

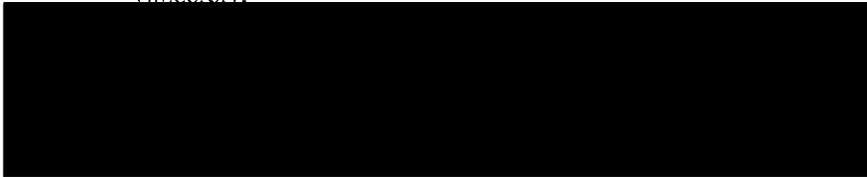
Ms. Brown:

I am a teacher at Gavit in School City of Hammond. I teach middle school language arts. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Gavit being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,



School City of Hammond

41 Williams Street • Hammond, IN 46320 • (219) 933-2400

# Morton High School

6915 Grand Avenue • Hammond, IN 46323 • (219) 989-7316



Date: June 11, 2010

RE: Letter of Intent to Implement the TAP system

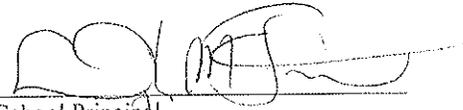
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

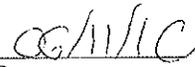
Ms. Brown:

Please accept this letter to indicate Hammond Morton High School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We express this intent after consulting with the various stakeholders of our school community including parents, teachers, union representatives and school administrators, and commit to holding a staff vote to implement TAP in the Fall of 2010. We fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

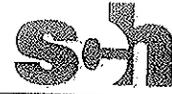
We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to commit the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
\_\_\_\_\_  
School Principal

  
\_\_\_\_\_  
Date

**School City of Hammond**

41 Williams Street • Hammond, IN 46320 • (219) 933-2400



Date: June 11, 2010

RE: Hammond Morton High School Commitment to Implement the TAP System

Ms. Marcie Brown

Indiana Department of Education

151 W. Ohio Street

Indianapolis, Indiana 46204

Ms. Brown:

I'm a teacher at Hammond Morton High School in Hammond, Indiana. I teach grades 9-12 and the subjects I teach are in the School City of Hammonds Academy for Performing Arts. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my schools desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Hammond Morton High School being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

A large black rectangular redaction box covering the signature of Melissa Brassard.

Melissa Brassard

**School City of Hammond**

41 Williams Street • Hammond, IN 46320 • (219)933-2400



Date: June 10, 2010  
RE: Support of Hammond High School  
Commitment to Implement the TAP system

Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Ms. Brown:

I am a teacher at Hammond High in School City of Hammond, I teach Spanish levels I, II, III, IV and AP for grades 9 to 12. Please accept this letter to indicate my support of my school's interest in and commitment to implement the TAP System for Teacher and Student Advancement in the fall of 2011. I also understand and support my school's desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program.

I have explored the TAP approach and believe this system, which includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation, is consistent with our vision for teaching and learning that will provide increased success for our students. I understand the elements of the TAP System, including the fact that my colleagues and I will have the opportunity to vote to accept the TAP System, and I hope we have the opportunity to implement it in our school.

I look forward to Hammond High being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

Sincerely,

  
Maritza Medina

School City of Hammond

41 Williams Street • Hammond, IN 46320 • (219)933-2400



**Teacher Incentive Fund Grant  
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and South Bend Community Schools (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

**The LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
6. Promote and participate in the specific activities listed in the TIF grant;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING  
1250 Fourth Street • Santa Monica • CA 90401-1366  
office: (310) 570-4860 • fax: (310) 570-4863

7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

**NIET agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

**TERMS**

This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

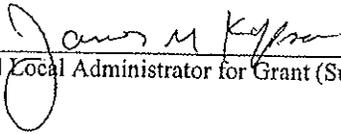
**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



\_\_\_\_\_  
Tony Bennett, State Superintendent

6/9/10  
Date



\_\_\_\_\_  
Lead Local Administrator for Grant (Superintendent or Charter Leader)

6/25/10  
Date



\_\_\_\_\_  
Chair of State Board of Education

6/9/10  
Date



\_\_\_\_\_  
National Institute for Excellence in Teaching, President

06/30/10  
Date



**SOUTH BEND COMMUNITY SCHOOL CORPORATION**  
215 S. St. Joseph Street  
South Bend, Indiana 46601  
(574) 283-8292 • Fax (574) 282-2266

**James M Kapsa**  
Superintendent

June 25, 2010

RE: Letter of Intent to Implement the TAP system

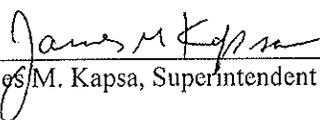
Ms. Marcie Brown  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

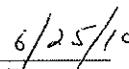
Ms. Brown:

Please accept this letter to indicate Bendix School's intent to pursue an agreement with the National Institute for Excellence in Teaching to implement the TAP System for Teacher and Student Advancement in the fall of 2010. In so doing, we desire to be included in the grant application to be submitted by the Indiana Department of Education under the federal Teacher Incentive Fund grant program. If the Indiana grant application is successful and our school is chosen to participate in the grant administration, it would be our desire to use the grant funds allocated to us for the training and implementation of the TAP System.

Bendix School will be implementing a school turnaround model referred to as the "transformation model" beginning with the 2010 – 11 school year. As part of the transformation model, Bendix will be hiring a new principal. Hence, I, the Superintendent, am committing to hiring a principal who will support the TAP approach. We have thoroughly explored the TAP approach and believe this system that includes multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation is consistent with our vision for teaching and learning that will provide increased success for our students. We commit to holding a staff vote to implement TAP in the Fall of 2010, and we fully understand the implications of the TAP System and intend to abide by all of the responsibilities and procedures as described in the TAP Implementation manual.

We know that planning is the key to a strong start and we are dedicated to implementing the TAP System with fidelity. Accordingly, we intend to commit the resources and time to fully support implementation and to provide on-going and dedicated leadership for program success. In addition, we agree to seek to secure the necessary fiscal resources in order to continue TAP implementation after the life of the TIF grant. We understand that, until we have entered into the Agreement with NIET, neither party is legally bound to proceed. We look forward to being included in the TIF grant application and the potential opportunity to employ the TAP System to the benefit of our school community.

  
James M. Kapsa, Superintendent

  
Date



**Indiana  
State  
Teachers  
Association**

Nathan Schnellenberger, President  
Brenda Pike, Executive Director

**UNISERV**

3000 Windsor Ct.  
Elkhart, IN 46514

(800) 638-7644  
FAX: (800) 250-3374  
E-mail: hmiller@ista-in.org

Heidi Miller  
UniServ Director, Unit 1-D

6/22/2010

To Whom It May Concern,

National Education Association-South Bend (NEA-SB) is committed to working with the South Bend Community School Corporation (SBCSC) on the implementation of the Transformation Model for Bendix School. We believe that there is tremendous merit in working with the TAP system. NEA-SB is currently working diligently with SBCSC to gain further information on the specifics of TAP. NEA-SB is excited about the opportunity to continue to work with SBCSC to discuss and bargain the implementation of TAP at Bendix School.

Sincerely,

  
Heidi G. Miller  
ISTA UniServ Director representing NEA-SB

**An Affiliate Of The National Education Association**

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Appendix C Other Attachments** Pages: **63** Uploaded File: **H:\Grants information\Teacher Incentive Fund grant information\Submission documents\Appendix C Other Attachments.pdf**

## Appendix C: Other Documents Table of Contents

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## Charter School Status



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

## MEMORANDUM

**TO:** Whom It May Concern

**FROM:** Kimb Stewart, Charter School Specialist

**DATE:** June 29, 2010

**SUBJECT:** Charter Schools as LEAs

In Indiana all charter schools are independent, autonomous entities that are considered to be their own Local Education Agencies (LEAs). They are not part of any other LEA. Indiana Code 20-24-8-1 confirms the charter school's ability to sue and be sued in its own name, acquire real and personal property, convey property, and enter into contracts in its own name. Further, IC 20-24-7-1 establishes the organizer of the charter school as the fiscal agent for the charter school with the ability to have "exclusive control of funds received by the charter school; and financial matters of the charter school." Distributions of state tuition support and the charter schools' commensurate share of federal funds are made directly to the charter school.

If you have further questions about the status of Indiana charter schools as LEAs, please do not hesitate to contact me at [kstewart@doe.in.gov](mailto:kstewart@doe.in.gov) or 317-234-2137.

### Emergency Permit and Transition to Teaching Licenses

LEA	Subject	T2T	EP
Clarksville Com School Corp	Library/Media	0	1
Goshen Community Schools	Communication Disorders	0	5
Goshen Community Schools	English as a New Language	1	0
Goshen Community Schools	Intense Intervention	0	3
Goshen Community Schools	Mild Intervention	0	1
Goshen Community Schools	Family And Consumer Sciences	0	2
Goshen Community Schools	School Counselor	0	1
Goshen Community Schools	Visual Arts	0	1
Marion Community Schools	Chemistry	0	1
Marion Community Schools	Director of Career and Tech Ed	0	1
Marion Community Schools	Life Science	0	1
Marion Community Schools	Mild Intervention	0	4
Marion Community Schools	Physical Science	0	1
Marion Community Schools	Visual Arts	0	1
Lake Ridge Schools	Mathematics	0	1
Lake Ridge Schools	School Counselor	0	1
Lake Ridge Schools	Technology Education	1	0
Lake Ridge Schools	Building Trades Technology	0	1
School City of Hammond	Building Level Administrator	0	1
School City of Hammond	Business Education	0	1
School City of Hammond	Chemistry	0	1
School City of Hammond	Earth/Space Science	0	1
School City of Hammond	Elementary/Intermediate Generalist	0	3
School City of Hammond	Elementary/Primary Generalist	0	3
School City of Hammond	French	0	1
School City of Hammond	Geographical Perspectives	1	0
School City of Hammond	Health	0	1
School City of Hammond	Historical Perspectives	1	0
School City of Hammond	Intense Intervention	0	2
School City of Hammond	Journalism	1	0
School City of Hammond	Language Arts	1	2
School City of Hammond	Life Science	0	2
School City of Hammond	Mathematics	0	4
School City of Hammond	Mild Intervention	0	15
School City of Hammond	Family And Consumer Sciences	0	1
School City of Hammond	Physical Education	0	4
School City of Hammond	Physical Science	0	1
School City of Hammond	School Counselor	0	1
School City of Hammond	Sociology	1	0
School City of Hammond	Spanish	0	2
M S D Decatur Township	Elementary/Primary Generalist	2	0
M S D Decatur Township	Mild Intervention	0	3
Beech Grove City Schools	Spanish	0	1
Randolph Eastern School Corp	Communication Disorders	0	1

LEA	Subject	T2T	EP
South Bend Community Sch Corp	Building Level Administrator	0	1
South Bend Community Sch Corp	Business Education	0	2
South Bend Community Sch Corp	Chinese	0	1
South Bend Community Sch Corp	Earth/Space Science	0	1
South Bend Community Sch Corp	Elementary/Intermediate Generalist	0	5
South Bend Community Sch Corp	Elementary/Primary Generalist	0	4
South Bend Community Sch Corp	English as a New Language	0	1
South Bend Community Sch Corp	Geographical Perspectives	0	1
South Bend Community Sch Corp	Health	0	1
South Bend Community Sch Corp	Historical Perspectives	0	4
South Bend Community Sch Corp	Instrumental and General Music	0	3
South Bend Community Sch Corp	Language Arts	0	7
South Bend Community Sch Corp	Library/Media	0	1
South Bend Community Sch Corp	Life Science	0	3
South Bend Community Sch Corp	Mathematics	0	6
South Bend Community Sch Corp	Mild Intervention	0	20
South Bend Community Sch Corp	Family And Consumer Sciences	0	2
South Bend Community Sch Corp	Physical Education	0	4
South Bend Community Sch Corp	Preschool Generalist	0	1
South Bend Community Sch Corp	Reading	0	1
South Bend Community Sch Corp	Spanish	0	4
South Bend Community Sch Corp	Technology Education	0	1
South Bend Community Sch Corp	Visual Arts	0	1
South Bend Community Sch Corp	Vocal and General Music	0	1
Oregon-Davis School Corp	Business Education	0	1
Oregon-Davis School Corp	Chemistry	0	1
Oregon-Davis School Corp	French	0	1
Oregon-Davis School Corp	Mathematics	0	1
Oregon-Davis School Corp	Physics	0	1
Oregon-Davis School Corp	Spanish	0	1
Evansville Vanderburgh Sch Corp	Building Level Administrator	0	7
Evansville Vanderburgh Sch Corp	Chemistry	0	1
Evansville Vanderburgh Sch Corp	Historical Perspectives	0	1
Evansville Vanderburgh Sch Corp	Journalism	0	1
Evansville Vanderburgh Sch Corp	Language Arts	0	5
Evansville Vanderburgh Sch Corp	Life Science	0	1
Evansville Vanderburgh Sch Corp	Mathematics	0	1
Evansville Vanderburgh Sch Corp	Family And Consumer Sciences	0	1
Evansville Vanderburgh Sch Corp	Reading	0	4
Evansville Vanderburgh Sch Corp	Spanish	0	1
Evansville Vanderburgh Sch Corp	Technology Education	0	3

LEA	Subject	T2T	EP
KIPP Indpls. College Preparatory	Government and Citizenship	1	0
KIPP Indpls. College Preparatory	Historical Perspectives	1	0
KIPP Indpls. College Preparatory	Language Arts	2	0
KIPP Indpls. College Preparatory	Life Science	0	2
KIPP Indpls. College Preparatory	Mathematics	2	0
KIPP Indpls. College Preparatory	Mild Intervention	1	0
KIPP Indpls. College Preparatory	Physical Science	1	0
KIPP Indpls. College Preparatory	Reading	2	0
KIPP Indpls. College Preparatory	Spanish	1	0
Challenge Foundation Academy	Elementary/Intermediate Generalist	1	2
Challenge Foundation Academy	Elementary/Primary Generalist	1	0
Indianapolis Metropolitan High School	Business Education	0	1
Indianapolis Metropolitan High School	Mathematics	0	2
Indianapolis Metropolitan High School	Mild Intervention	2	2

## Teacher Retention Information

School	# Teachers 07-08	# Remaining in 08-09	% retained	# Teachers 08-09	# Remaining in 09-10	% retained
Allen Elementary School	22	12	0.55	18	15	0.83
Beech Grove Middle School	24	22	0.92	23	20	0.87
Bendix School	11	10	0.91	16	3	0.19
Calumet High School	32	28	0.88	33	31	0.94
Central Elementary School	19	14	0.74	21	18	0.86
Chamberlain Elementary School	25	21	0.84	24	22	0.92
Chandler Elementary School	33	23	0.70	29	24	0.83
Clarksville Senior High Sch	30	27	0.90	31	25	0.81
Delaware Elementary School	38	32	0.84	37	28	0.76
Donald E Gavit Mdl/High Sch	90	68	0.76	88	74	0.84
Frances Slocum Elem School	25	15	0.60	19	12	0.63
George Rogers Clark Md/HS	85	75	0.88	87	76	0.87
Glenwood Middle School	25	23	0.92	24	14	0.58
Gold Academy	29	27	0.93	28	23	0.82
Goshen High School	94	87	0.93	101	97	0.96
Goshen Middle School	86	70	0.81	87	77	0.89
Grissom Elementary School	17	13	0.76	19	16	0.84
Hammond High School	54	44	0.81	57	43	0.75
Hornet Park Elementary School	21	21	1.00	22	19	0.86
Hosford Park Elementary	14	13	0.93	14	10	0.71
Howard Roosa Elementary Sch	32	27	0.84	29	27	0.93
Indianapolis Metropolitan High Sch	26	14	0.54	27	18	0.67
John L McCulloch Middle Sch	33	20	0.61	31	22	0.71
John W Kendall Elem School	25	19	0.76	19	18	0.95
Justice Thurgood Marshall Mdl Sch	38	30	0.79	34	26	0.76
KIPP Indpls College Preparatory	11	3	0.27	10	3	0.30
Lake Ridge Middle School	25	21	0.84	24	20	0.83
Lincoln Elementary School	20	12	0.60	17	12	0.71
Longfellow Elementary School	22	18	0.82	20	18	0.90
Marion High School	65	45	0.69	57	44	0.77
McGary Middle School	32	26	0.81	30	27	0.90
Model Elementary School	31	28	0.90	29	25	0.86
Morton Senior High School	60	46	0.77	57	52	0.91

<b>School</b>	<b># Teachers 07-08</b>	<b># Remaining in 08-09</b>	<b>% retained</b>	<b># Teachers 08-09</b>	<b># Remaining in 09-10</b>	<b>% retained</b>
North Side Elementary School	32	30	0.94	32	32	1.00
Oregon-Davis Elementary Sch	25	22	0.88	24	22	0.92
Parkside Elementary School	25	21	0.84	24	24	1.00
Prairie View Elementary School	34	27	0.79	32	29	0.91
South Grove Intermediate School	30	29	0.97	31	28	0.90
The Challenge Foundation Academy	19	14	0.74	19	13	0.68
Waterford Elementary School	22	18	0.82	26	20	0.77
West Goshen Elementary School	31	25	0.81	26	25	0.96
West Side Middle School	12	10	0.83	11	10	0.91

**Principal Retention Information**

<b>CORP #</b>	<b>SCHL #</b>	<b>School</b>	<b>New principal in 2009-10</b>	<b>New Principal in 2008-09</b>
9200	C610	ADI East	no	no
9200	C615	ADI West	no	no
2865	2369	Allen Elementary School	no	yes
5380	5453	Beech Grove Middle School	no	no
7205	7534	Bendix School	no	no
4650	3869	Calumet High School	yes	yes
5380	5457	Central Elementary School	no	no
2315	1829	Chamberlain Elementary School	no	no
2315	1833	Chandler Elementary School	no	no
1000	0833	Clarksville Senior High School	yes	yes
7995	8285	Delaware Elementary School	yes	yes
4710	4413	Donald E Gavit Mdl/High Sch	no	yes
2865	2409	Frances Slocum Elem School	no	no
4710	4411	George Rogers Clark Md/HS	no	no
7995	8301	Glenwood Middle School	yes	yes
5300	5178	Gold Academy	no	no
2315	1821	Goshen High School	no	no
2315	1629	Goshen Middle School	no	no
4650	3881	Grissom Elementary School	yes	yes
4710	4415	Hammond High School	no	yes
5380	5463	Hornet Park Elementary School	no	no
4650	3889	Hosford Park Elementary	no	no
7995	8353	Howard Roosa Elementary Sch	no	no
9670	5664	Indianapolis Metropolitan High Sch	no	no
2865	2357	John L McCulloch Middle Sch	no	no
2865	2393	John W Kendall Elem School	yes	yes
2865	2350	Justice Thurgood Marshall Mdl Sch	no	no
9400	5860	KIPP Indpls College Preparatory	no	no
4650	3893	Lake Ridge Middle School	no	no
2865	2401	Lincoln Elementary School	no	yes
4650	3885	Longfellow Elementary School	no	yes
2865	2351	Marion High School	no	yes
7995	8339	McGary Middle School	yes	yes
2315	1633	Model Elementary School	no	no
4710	4417	Morton Senior High School	no	no

<b>CORP #</b>	<b>SCHL #</b>	<b>School</b>	<b>New principal in 2009-10</b>	<b>New Principal in 2008-09</b>
6835	7164	North Side Elementary School	no	no
7495	7818	Oregon-Davis Elementary	yes	no
2315	1843	Parkside Elementary School	no	no
2315	1847	Prairie View Elementary School	no	no
5380	5461	South Grove Intermediate School	yes	yes
9645	5716	The Challenge Foundation Academy	no	no
2315	1641	Waterford Elementary School	no	no
2315	1849	West Goshen Elementary School	no	no
6835	7165	West Side Middle School	no	no

### TIF Comparable Schools

School	District	Level	F/R Lunch %	Enrollment	E/LA % Pass	Math % Pass	Both % Pass
Clarksville High School	Clarksville Comm School Corp	High	42	486	66	60	52
North Knox High School	North Knox School Corp	High	37	407	67	66	55
Whiting High School	Whiting School City	High	44	354	90	69	58
Calumet High School	Lake Ridge Schools	High	69	627	55	42	38
River Forest Jr-Sr High	River Forest Community School Corp	High	73	665	57	61	46
Paul Harding High School	East Allen County Schools	High	68	671	36	40	29
Grissom Elementary School	Lake Ridge Schools	Elem	94	318	58	54	46
Washington Elementary School	Fort Wayne Community Schools	Elem	90	254	77	82	70
Francis W Parker Elem School	Indianapolis Public Schools	Elem	91	349	77	71	64
Longfellow Elementary School	Lake Ridge Schools	Elem	77	405	61	70	53
Indian Village Elementary School	Fort Wayne Community Schools	Elem	79	456	67	66	58
Lindley Elementary School	Fort Wayne Community Schools	Elem	72	420	67	67	57
Hosford Park Elementary	Lake Ridge Schools	Elem	86	288	64	59	51
Study Elementary School	Fort Wayne Community Schools	Elem	84	330	63	73	57
Washington Elementary School	Fort Wayne Community Schools	Elem	90	254	77	82	70
Lake Ridge Middle School	Lake Ridge Schools	Middle	81	490	48	51	38
Greene Intermediate Center	South Bend Community School Corp	Middle	81	405	48	51	38
Chauncey Rose Middle School	Vigo County School Corp	Middle	82	393	48	53	39
George Rogers Clark Mdl/HS	School City of Hammond	6+	67	1554	49	52	40
Washington High School	South Bend Community School Corp	High	69	1412	61	57	49
Elmhurst High School	Fort Wayne Community Schools	High	63	911	50	49	41
Donald E Gavit Mdl/High Sch	School City of Hammond	6+	66	1591	56	54	44
Washington High School	South Bend Community School Corp	High	69	1412	61	57	49
North Side High School	Fort Wayne Community Schools	High	67	1629	47	44	36
South Side High School	Fort Wayne Community Schools	High	68	1578	53	43	38
Hammond High School	School City of Hammond	High	77	1063	40	26	21
Broad Ripple Mgmt HS for Prfm Arts	Indianapolis Public Schools	High	74	1055	57	48	41
Crispus Attucks Medical Magnet	Indianapolis Public Schools	High	81	812	65	67	53
Morton Senior High School	School City of Hammond	High	51	1164	48	46	35
Elkhart Central High School	Elkhart Community Schools	High	52	1844	56	54	47
William Henry Harrison High School	Evansville Vanderburgh Comm Schools	High	49	1460	63	58	51
Justice Thurgood Marshall Mdl Sch	Marion Community Schools	Middle	57	582	60	60	49
Columbia Middle School	Logansport Community School Corp	Middle	52	468	57	64	49
Barker Middle School	Michigan City Area Schools	Middle	54	381	67	75	62
Memorial Park Middle School	Fort Wayne Community Schools	Middle	56	634	47	51	42
North Side Middle School	Elkhart Community Schools	Middle	61	625	63	67	56
Marion High School	Marion Community Schools	High	50	1336	57	57	46
Riley High School	South Bend Community School Corp	High	55	1379	57	57	48
Richmond High School	Richmond Community Schools	High	54	1481	61	56	50
Clay High School	South Bend Community School Corp	High	54	1419	56	53	46

School	District	Level	F/R Lunch %	Enrollment	E/LA % Pass	Math % Pass	Both % Pass
John L McCulloch Middle School	Marion Community Schools	Middle	71	392	52	60	44
Francis M Price Middle School	Fort Wayne Community Schools	Elem	66	450	67	68	57
Bon Air Middle School	Kokomo-Center Twp Con School Corp	Middle	70	300	58	65	51
Allen Elementary School	Marion Community Schools	Elem	81	444	57	53	44
Indian Village Elementary School	Fort Wayne Community Schools	Elem	79	456	67	66	57
Daly Elementary School	Elkhart Community Schools	Elem	78	472	62	68	56
John W Kendall Elem School	Marion Community Schools	Elem	65	470	75	76	67
Sycamore Elementary School	Kokomo-Center Twp Con School Corp	Elem	62	560	82	87	79
Frazee Elementary School	Fayette County School Corp	Elem	62	366	80	79	70
Lincoln Elementary School	Marion Community Schools	Elem	80	295	62	60	50
Study Elementary School	Fort Wayne Community Schools	Elem	84	330	63	73	57
Wilbur Wright Elementary School	New Castle Community School Corp	Elem	78	279	68	71	60
Frances Slocum Elem School	Marion Community Schools	Elem	81	348	48	53	37
Maplewood Elementary School	Fort Wayne Community Schools	Elem	77	453	54	50	40
Southwick Elementary School	East Allen County Schools	Elem	80	371	51	52	42
Goshen Middle School	Goshen Community Schools	Middle	68	1380	54	66	50
Lafayette Tecumseh Jr High School	Lafayette School Corp	Middle	65	986	61	67	53
West Noble Middle School	West Noble School Corp	Middle	66	794	60	73	55
Model Elementary School	Goshen Community Schools	Elem	69	520	60	63	52
Northaven Elementary School	Greater Clark County Schools	Elem	66	408	67	59	51
Francis M Price Elementary School	Fort Wayne Community Schools	Elem	66	450	67	68	57
Waterford Elementary School	Goshen Community Schools	Elem	72	462	62	67	53
Lindley Elementary School	Fort Wayne Community Schools	Elem	72	420	67	67	57
Helen Griffith Elementary School	Washington Community Schools	Elem	69	432	73	77	65
Goshen High School	Goshen Community Schools	High	55	1707	58	67	52
West Side Leadership Academy	Gary Community School Corp	High	55	1798	26	20	13
Adams High School	South Bend Community School Corp	High	56	1709	55	56	48
Chamberlain Elementary School	Goshen Community Schools	Elem	87	337	55	54	43
Lena Dunn Elementary School	Washington Community Schools	Elem	83	358	68	73	60
Cedar Hall Elementary School	Evansville Vanderburgh Comm Schools	Elem	91	321	57	58	46
Chandler Elementary School	Goshen Community Schools	Elem	74	439	62	59	51
Indian Village Elementary School	Fort Wayne Community Schools	Elem	79	456	67	66	58
Lindley Elementary School	Fort Wayne Community Schools	Elem	72	420	67	67	57
Parkside Elementary School	Goshen Community Schools	Elem	69	433	66	63	54
Francis M Price Elementary School	Fort Wayne Community Schools	Elem	66	450	67	68	57
Lindley Elementary School	Fort Wayne Community Schools	Elem	72	420	67	67	57
Prairie View Elementary School	Goshen Community Schools	Elem	63	451	66	64	55
Northwest Elementary School	North Adams Community Schools	Elem	59	295	72	78	63
North View Elementary School	Muncie Community Schools	Elem	67	332	70	65	55
Brush Creek Elementary School	Jennings County Schools	Elem	61	415	76	79	68
West Goshen Elementary School	Goshen Community Schools	Elem	82	370	53	59	42
Indian Village Elementary School	Fort Wayne Community Schools	Elem	79	456	67	66	58
Lena Dunn Elementary School	Washington Community Schools	Elem	83	358	68	73	60

School	District	Level	F/R Lunch %	Enrollment	E/LA % Pass	Math % Pass	Both % Pass
Gold Academy	M S D Decatur Township	5 and 6	64	500	61	69	55
Julia E Test School	Richmond Community Schools	Middle	59	425	68	70	60
Central Middle School	Kokomo-Center Twp Con School Corp	Middle	60	433	62	63	53
Lane Middle School	Fort Wayne Community Schools	Middle	64	620	56	60	49
Martin T. Krueger Middle School	Michigan City Area Schools	Middle	67	408	51	56	43
Beech Grove Middle School	Beech Grove	Middle	56	411	69	76	63
Barker Middle School	Michigan City Area Schools	Middle	54	381	68	75	62
Knox Community Middle School	Knox Community School Corp	Middle	55	465	68	77	63
Washington Junior High School	Washington Community Schools	Middle	55	399	65	77	61
West Vigo Middle School	Vigo County School Corp	Middle	55	434	66	66	55
Central Elementary School	Beech Grove City Schools	Elem	61	365	80	78	70
John S Irwin Elementary School	Fort Wayne Community Schools	Elem	58	306	82	78	73
Handley Elementary School	LaPorte Community School Corp	Elem	59	346	83	83	76
Lincoln Elementary School	Warsaw Community Schools	Elem	60	464	82	85	78
Riverview Elementary School	Elkhart Community Schools	Elem	64	345	54	61	43
South Grove Intermediate School	Beech Grove	4 to 6	64	520	78	79	70
Weisser Park Elementary	Fort Wayne Community Schools	Elem	61	542	82	80	74
Greenwood Northeast Elementary	Greenwood Community School Corp	Elem	61	558	65	65	54
Hornet Park Elementary School	Beech Grove City Schools	PK-01	65	398			
Westview Elementary School	Mississinewa Community School Corp	PK-01	61	432			
Pipe Creek Elementary School	Maconaquah School Corp	PK-01	59	383			
Blue Ridge Primary Elementary Schl	Community Schools of Frankfort	PK-02	67	561			
Whitney M Young Early Childhood	Fort Wayne Community Schools	PK-KG	62	253			
Oregon-Davis Elementary School	Oregon-Davis School Corp	Elem	56	349	69	75	61
John S Irwin Elementary School	Fort Wayne Community Schools	Elem	58	306	82	78	73
Handley Elementary School	LaPorte Community School Corp	Elem	59	346	83	83	76
North Side Elementary School	Randolph Eastern School Corp	Elem	66	463	74	81	70
Sycamore Elementary School	Kokomo-Center Twp Con School Corp	Elem	62	560	54	54	80
Paul Saylor Elementary School	Portage Township Schools	Elem	65	351	80	83	75
West Side Middle School	Randolph Eastern School Corp	Middle	58	219	74	78	68
John S Irwin Elementary School	Fort Wayne Community Schools	Elem	58	306	82	78	73
Handley Elementary School	LaPorte Community School Corp	Elem	59	346	83	83	76
Lincoln Elementary School	Warsaw Community Schools	Elem	60	464	82	85	78
Bendix School	South Bend Community School Corp	High	59	356	0	13	0
Adams High School	South Bend Community School Corp	High	56	1709	55	56	48
Clay High School	South Bend Community School Corp	High	54	1419	56	53	46
Riley High School	South Bend Community School Corp	High	55	1379	57	57	48
Washington High School	South Bend Community School Corp	High	69	1412	61	57	49
Delaware Elementary School	Evansville Vanderburgh Comm Schools	Elem	95	471	51	45	37
Anderson Elementary School	Anderson Community Schools	Elem	93	491	86	84	78
Arlington Woods Elementary School	Indianapolis Public Schools	Elem	94	541	51	57	40

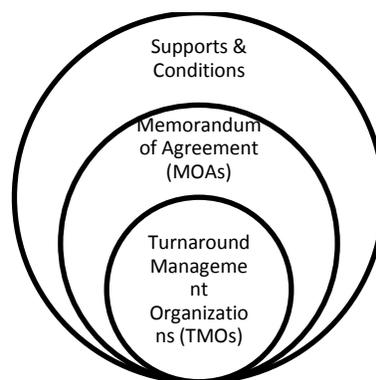
School	District	Level	F/R Lunch %	Enrollment	E/LA % Pass	Math % Pass	Both % Pass
Glenwood Middle School	Evansville Vanderburgh Comm Schools	Middle	91	171	34	32	23
Harwood Middle School	Evansville Vanderburgh Comm Schools	Middle	87	283	47	49	38
Joseph L Block Jr Middle School	School City of East Chicago	Middle	91	341	41	40	29
Willard J Gambold Middle School	Indianapolis Public Schools	Middle	86	342	40	52	33
Howard Roosa Elementary Sch	Evansville Vanderburgh Comm Schools	Elem	95	309	46	45	35
Anderson Elementary School	Anderson Community Schools	Elem	93	491	86	84	78
Cedar Hall Elementary School	Evansville Vanderburgh Comm Schools	Elem	91	321	57	58	46
McGary Middle School	Evansville Vanderburgh Comm Schools	Middle	86	393	43	44	32
Harwood Middle School	Evansville Vanderburgh Comm Schools	Middle	87	283	47	49	38
West Side Junior High	School City of East Chicago	Middle	94	412	50	46	36
KIPP Indpls College Preparatory	KIPP Indpls College Preparatory	5 thru 8	59	207	44	49	33
Clay Intermediate Center	South Bend Community School Corp	5 thru 8	57	587	65	66	57
Hazelwood Middle School	New Albany-Floyd Co Con Schools	5 thru 8	59	764	59	60	49
KIPP Lead Middle School	KIPP LEAD College Prep Charter	5 thru 8	84	310	43	48	32
The Challenge Foundation Academy	Challenge Foundation Academy	Elem	80	420	51	52	39
Indian Village Elementary School	Fort Wayne Community Schools	Elem	79	456	67	66	58
Lena Dunn Elementary School	Washington Community Schools	Elem	83	358	68	73	60
Indianapolis Metropolitan High Sch	Indianapolis Metropolitan High Sch	High	83	344	26	18	11
Thomas Carr Howe Comm	Indianapolis Public Schools	High	82	1131	34	39	24
Crispus Attucks Medical Magnet	Indianapolis Public Schools	High	81	812	65	67	53
John Marshall Community	Indianapolis Public Schools	High	79	534	23	32	17
ADI West (St. Anthony Catholic School)	ADI	PK-06	92	125	78	56	51
Washington Elementary School	Fort Wayne Community Schools	PK-05	90	254	77	82	70
Spring Hill Elementary School	Greater Clark County Schools	PK-05	88	261	73	78	65
ADI East (St. Andrew/St. Rita Catholic Acad)	ADI	PK-08	71	158	54	53	39
George W Julian School	Indianapolis Public Schools	K-06	73	285	63	66	52
John I Meister Elementary School	River Forest Community School Corp	K-05	71	268	77	81	70

## Detailed Explanation of School Turnaround Strategy

Indiana has developed a comprehensive school turnaround strategy as part of the state’s reform agenda, tied closely with the state’s school accountability program. Known as Public Law 221 (–P.L. 221”), the program outlines IDOE’s authority to annually place schools in one of five categories based on performance and improvement. P.L. 221 also outlines the timeline under which schools in the lowest category would face intervention and the possibility of state takeover. There are currently 23 Indiana schools on track to meet eligibility criteria for direct state takeover in 2011-12. A handful of these schools have chosen to participate in this grant, seeing that TAP is a promising way to improve human capital and successfully turnaround a failing school.

The state’s plan for school turnaround consists of three inter-related components, illustrated in Figure 1 and described below:

*Figure 1*



1. *Use a Nationally-Unique Turnaround Management Organization (“TMO”) Model to Drive Success in the Lowest-Achieving Schools* – Through a nationally unique partnership, Indiana will contract with carefully selected, high-capacity turnaround

partners, which will assume responsibility and gain wide authority for implementing and overseeing restarts and turnarounds in eligible schools.

2. *Execute Memoranda of Agreements (“MOAs”) with Schools at Risk of Takeover* – Indiana has initiated the development of rigorous MOAs with schools at risk of takeover to ensure key LEA decision-makers understand the urgency of fostering rapid improvement in identified schools and are committed to taking all necessary steps to avoid takeover by the state. The MOAs negotiated with each LEA will include terms such as a commitment to hire highly capable school leaders or operators and to provide new school leaders wide authority over school staff, budgets, and time.
3. *Ensure the Necessary Supports and Conditions Are In Place for Successful School Turnaround* – The third component of Indiana’s turnaround plan involves IDOE’s role in setting the table for dramatic school improvement. Broadly, these responsibilities break down into four areas: (1) operator supply, (2) talent pipelines, (3) community support, and (4) best practice sharing.

Indiana will leverage TIF to help meet the challenge of turning around the state’s lowest-performing schools. There is a profound urgency to attack this particular reform area. Superintendent Bennett is committed to a bold turnaround strategy to ensure that students in high-need schools have increased access to highly effective teachers and principals. Notably, TIF funding would provide schools the right incentives and targeted assistance to restructure their practice and revitalize the profession by creating learning communities that attract the most effective teachers to the neediest schools, turning the tide of low morale and high attrition that afflict too many of the state’s most distressed school communities. Moreover, IDOE recognizes

that turnaround can only be successful if the right set of supports and conditions are put into place. TIF will not only help participating schools establish the infrastructure for turnaround; it will establish statewide data and evidence other high-needs schools and districts could use as a model or systemic blueprint for turnaround.

In the critical area of increasing teacher and leader effectiveness, Indiana has moved swiftly along four fronts. First, IDOE has developed a standard teacher and principal evaluation tool that differentiates individual performance into four rating categories, with 50% of each individual's performance rating based on student growth data. In the spring of 2010, the evaluation tool was piloted in a number of schools and is currently being refined with assistance from The New Teacher Project. While Indiana will encourage LEAs to adopt this model evaluation, it is not inconsistent with TAP's evaluation tool, and will not be mandated in schools choosing to utilize TAP. Second, Indiana recently overhauled the state's educator licensing regulations, requiring secondary teachers to obtain a major in the subject they intend to teach. Indiana also plans to adopt genuine alternate routes to certification later this fall. Third, the state is in the process of redefining teacher standards in order to be the first state in the country to clearly align expectations for teachers with both Common Core and the state's academic standards. Finally, Indiana is on track to establish, by the 2010-11 school year, a data system that will allow for the evaluation of teacher preparation programs by linking institutions of higher education with the academic performance of students in schools taught or led by their graduates.

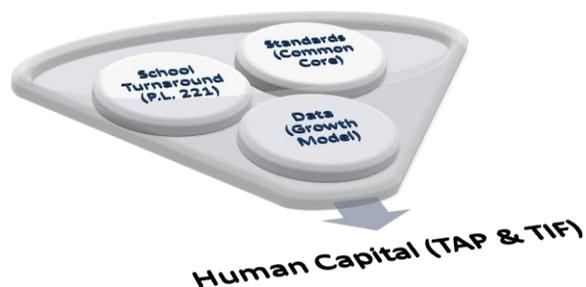
Sustaining these efforts will require an ongoing investment in developing robust human capital pipelines. Indiana has established partnerships with several well-regarded talent organizations. These include Teach For America in Indianapolis and Gary, The New Teacher Project's

Indianapolis Teaching Fellows, and the Woodrow Wilson Teaching Fellows in Indianapolis, Muncie, and other key locales throughout the state.

An essential element of Indiana’s education reform agenda is the implementation of a performance-based compensation system. Indiana has been committed to developing a PBCS since being awarded a National Governor’s Association (–NGA”) grant in early 2009 to plan a statewide pay for contribution strategy. TIF affords the state the means through which to implement such a system. After careful research and consideration of varied avenues for establishing PBCS, Indiana has determined that using a TIF grant to implement TAP would be an effective way to broadly reform teacher and principal compensation practices. Indiana is proud to partner with NIET in the submission of this grant application and is confident in TAP’s alignment with the priorities of TIF.

Indiana’s proposal to use TAP aligns with the state’s ambitious reform agenda. As shown in Figure 2, the initiatives currently underway all funnel towards human capital – recognizing its importance as a key lever for raising educator quality and effectiveness, and ultimately transforming the state’s high-need schools.

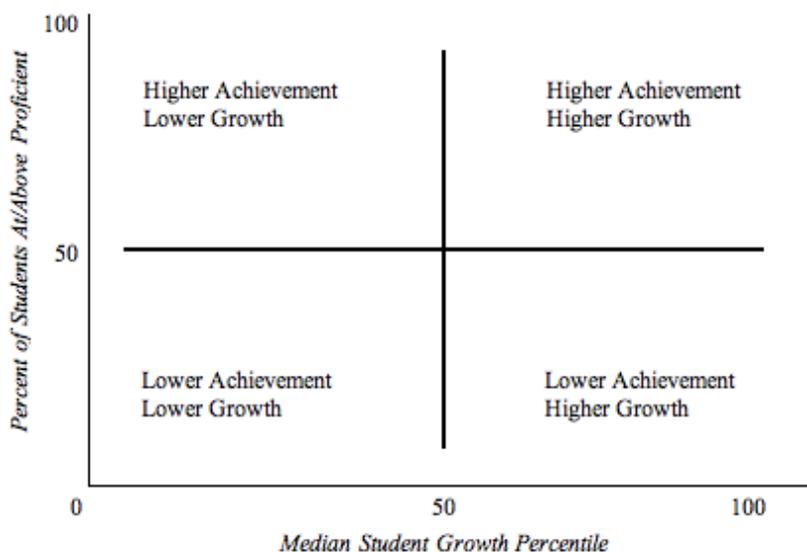
*Figure 2*



### Detailed Explanation of Indiana’s Student Growth Model

Developed in partnership with the National Center for the Improvement of Education Assessment (NCIEA) and the Colorado Department of Education, the user-friendly and interactive display consists of a four-quadrant report that relates normative information about student progress. The graph below shows Indiana’s model for academic growth.

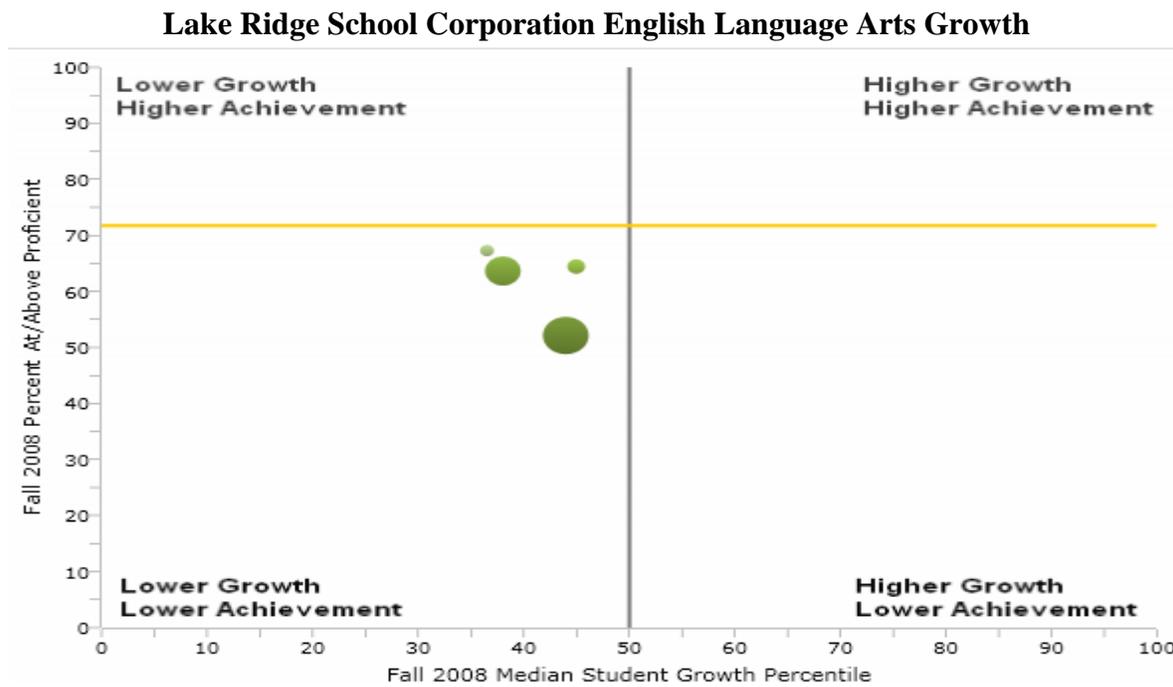
#### Student Academic Growth Model



The student growth percentiles were developed by Dr. Damien Betebenner of NCIEA. It is well researched and documented as a reliable and valid measure of student growth. The growth percentiles are used extensively in Colorado and are a centerpiece of Colorado’s recent groundbreaking teacher accountability legislation.

The Indiana growth model focuses attention on which teachers and principals are promoting the strongest growth in student achievement. Last fall, schools and LEAs were given access to their summary growth data as IDOE began a multistep rollout of growth data to wider and wider audiences. This will culminate in August 2010 when teachers will be able to have secure access

the growth of their students from the most recent school year (2009-2010). Below is a screenshot of what English language arts looks like at the LEA level. Each dot represents one school in the LEA. Larger dots indicate schools with larger enrollments. Online, users mouse over each school dot to see the school name and achievement level and median growth. Clicking on a school activates a menu that allows users to drill into the data to see the growth results for groups of students (gender, lunch status, race, etc.).



Indiana has a very sophisticated student unit record data system that collects and tracks all required state reporting at the student level. IDOE added the collection of “real time” enrollment to our system last winter. This addition means that in a matter of one or two days after a student transfers from one Indiana school to another, the receiving school and teachers have access to the student’s data history. This data system has been in place since 2002-2003. Indiana was one of the first states capable of reporting the NGA 4-year cohort graduation rate beginning in 2006.

### Communication Plan Summary

<b>Type</b>	<b>Audience</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Topics</b>
<b>Newsletters to participating schools</b>	Principals, teachers, other administrators and instructional staff	IN TAP team	Monthly	Updates in program details; relevant information; best instructional practice
<b>Growth Model Training</b>	Teachers, principals, other members of staff	IDOE, IN TAP team	Yearly (before beginning of school year)	Provide training on using growth model for instruction purposes and how the data affects performance bonuses
<b>Reports to ED and other funders</b>	USDE grant monitor, foundations, community organizations	IN TAP team	Quarterly	Financial reports
<b>Conferences and presentations on system</b>	Conference attendees, invited stakeholders, teachers, principals and other administrators from non-participating schools	CELL, IN TAP Team	Annually	General information on TAP and its components
<b>WebEx Question and Answer sessions</b>	Participating schools	IN TAP team; IDOE staff	Quarterly	Allow participants to ask questions on the program and provide feedback
<b>TAP Network Meetings</b>	Participating schools	TIF and TAP staff	Quarterly	Share practices, solve common problems and address policy questions together
<b>State conference</b>	Participating schools	IN TAP team	Annually	Updates on system; spotlights on schools/teachers/principals
<b>Press releases and media availability</b>	Local news media; education	IDOE, IN TAP Team	As needed	Accomplishments of participating schools

	reporters			
<b>Website</b>	All schools, media, statewide stakeholders, public	IN TAP Team, IDOE	As needed	Information on TAP, participating schools, TIF; resource center for participating schools
<b>Learning Connection</b>	All TAP schools' teachers and leadership teams	IDOE, all TAP staff and participants	As needed	Dialog about TAP issues and upcoming trainings, events, etc. Can also share documents and other information among all TAP schools

## **TAP System CORE Trainings**

**Part One: Overview of TAP:** Participants learn about the four TAP elements: Multiple career paths, Ongoing applied professional development, Instructionally focused accountability, and Performance-based compensation. Participants also experience the TAP rubrics for the first time and included with this is an explanation of the evaluation process, and an introduction to the leadership team.

**Part Two: TAP Rubrics/Evaluation Process Part 1:** The second part of the TAP core training is the first portion of the TAP Evaluation process Part 1. This is a two-day training which encompasses the first half of the Evaluation trainings. Participants receive in depth examination on the use of the TAP Instructional rubric as it applies to the evaluation process. Also included in this training are explanations, outlines, and videos that assist in the illustration of the pre-conference and the post-conference processes as they relate to TAP evaluations. In this training, participants have ample opportunities to practice watching videos of lessons, scripting evidence from the lesson, categorizing the evidence by indicator on the Instructional rubric and assigning scores. Participants also have the opportunity to view pre and post-conferences and to engage in rich discussions with fellow participants about what they observed.

**Part Three: Data Driven Cluster Groups:** The third part of the TAP CORE training is a concentration on the ongoing applied professional development structure of TAP known as cluster groups, including the purpose of cluster meetings and documentation, how to plan and implement effective cluster meetings, and focusing a cluster meeting teaching an area of the Instruction Rubric at the beginning of the school year.

**Part Four: TAP Leadership Team:** Part four of the TAP System CORE training provides a training experience focused solely on the TAP Leadership team. The goals of the TAP

Leadership team training are for participants to develop an understanding of the roles and responsibilities of TAP Leadership Team members, of the purposes of leadership team meetings, and for how to plan and implement leadership team meetings.

**Part Five: TAP Rubrics/Evaluation Process Part 2:** The final part of the TAP System core training offers participants the opportunity to utilize the time that they have ideally spent practicing what they have learned from the previous evaluation training and applying it to this concluding portion of the evaluation process. This training offers participants the opportunity to review key elements that were taught in the previous evaluation training, to continue practicing with viewing of lesson videos, collecting evidence through scripting and observation, and categorizing evidence and scoring. As a final closure to this training, participants will take a test by watching a lesson video from which they will collect evidence, score and write a post-conference plan for the accompanying lesson to demonstrate that they are qualified to become a certified TAP evaluator. Upon successful completion of the certification test, participants are ready to begin the formal evaluation process at their schools.

**Resumes**

**Patrick W. Mapes**



**Career Objective**

To be an educational leader that champions opportunities for students.

**Personal Attributes**

\*enthusiastic \*honest \*organized \*self-motivated \*responsible  
\*people oriented \*dependable \*goal oriented \*perseverant \*outgoing

**Education**

Educational Specialist Degree  
Superintendent’s License, July 2004  
Ball State University, Muncie, Indiana

Master of Arts in Education  
Administration and Supervision, July 1993  
Ball State University, Muncie, Indiana

Bachelor of Science in Education  
Social Studies Grades 5-12, May 1988  
Ball State University

**Experience**

March 2009 – Present	Indiana Department of Education Director of Educator Licensing
2007- March 2009	Superintendent Delaware Community School Corporation
2004- 2007	Assistant Superintendent Delaware Community School Corporation
2000- 2004	Principal, Delta High School Muncie, Indiana
1997-2000	Principal, Delta Middle School Muncie, Indiana
1994-1997	Assistant Principal, Delta Middle School Muncie, Indiana
1993-1994	Assistant Principal, Boy’s Varsity Basketball Coach Knightstown Jr. Sr. High School

Knightstown, Indiana

1990-1993 Social Studies Teacher, Boy's Varsity Basketball Coach  
Cowan Jr. Sr. High School  
Muncie, Indiana

1988-1990 Social Studies Teacher, Boy's Varsity Basketball Coach  
Daleville Jr. Sr. High School  
Daleville, Indiana

**Professional Leadership Experience**

2008-2009 ENA Indiana Network Leadership Team Member  
2008- May 2009 Delaware County United Way Board Member  
2006-2009 Youth Opportunity Advisory Board  
2000- 2006 I.H.S.A.A. Board and Executive Committee Member  
2005-2006 I.H.S.A.A. Executive Committee Chairman  
2004-2005 I.H.S.A.A. Board of Directors President  
2003-2004 I.H.S.A.A. Executive Committee Vice-Chairman  
2002-2003 I.A.S.P. District VI President  
2000-2006 Delaware County Chamber of Commerce Business Education  
Partnership Committee Member  
1999 IASP District VI Membership Chairman

**Professional Memberships**

Indiana Association of Public School Superintendents  
American Association of School Administrators

**Awards and Recognition**

Indiana Association of School Principals (IASP) District VI School Principal of the Year 2004 High

Indiana Association of School Principals (IASP) District VI School Principal of the Year 1998 Middle

Edmund Ball Foundation, Education Issues in School Discipline Issues 1998



### **Professional Profile**

An adaptable health education professional with more than 15 years experience working with diverse groups and individuals at community and national levels. Excellent grants management skills with experience at all levels. A people oriented, hard worker, committed to gathering necessary data and perspectives to complete tasks and projects both as a team member and independently.

### **Professional Experience**

***Indiana Department of Education Indianapolis, IN 1998 – Present***

**Safe and Drug-Free Schools Program Coordinator (2000 – Present)**

Manage the \$3.9 million Title IV, Part A-Safe and Drug-Free Schools program including the application review/approval and funding allocation processes. Coordinate and provide statewide training and technical assistance for school district Safe and Drug-Free Schools coordinators. Develop and implement state-level Safe and Drug-Free Schools initiatives. Collaborate and participate with state agency projects focused on drug and violence prevention.

- Review, approve and process project period documentation over 300 applications annually.
- Increase overall quality of applications for Safe and Drug-Free Schools grants and improve prevention program planning and implementation by conducting annual technical assistance meetings throughout the state serving over 100 coordinators annually.
- Provided Intensive training and assistance to selected school districts in prevention program planning and implementation.
- Implemented, as a part of a team, a \$12 million drug prevention infrastructure project through the Division of Mental Health and Addiction.
- Act as a communication link and a resource for the Directors of the nine Indiana education service centers as **Education Service Center Liaison** (2003 – Present).
- Selected as Chair for the Indiana Department of Education’s cross-divisional team assisting with the development of a statewide system of support for schools identified as low-performing. **Technical Assistance Planning Team Chair** (2004 – Present).

**HIV/AIDS Education Consultant (1998 to 2000)**

Provided technical assistance and resources to agencies and organizations which serve out-of-school youth related to HIV/AIDS education. Coordinated trainings for teachers and community service providers. Provided additional support for projects related to the School HIV/AIDS Education Consultant position.

***Marion County Health Department Indianapolis, IN 1997 – 1998***

**Health Educator/School Health Promotion Specialist**

Conducted health education programs through the school-based clinic at Emmerich Manual High School.

- Planned and implemented one-on-one abstinence education sessions with clinic patients
- Conducted in-class presentations on various health topics, such as HIV and STD education
- Planned, coordinated and implemented an all school health fair for students
- Acted as a resource for students, faculty and staff
- Implemented health education programming in Marion County Township schools and in other community agencies.

***HealthNet, Inc. Indianapolis, IN 1990 – 1997***

**Health Promotion Educator (1990 – 1997)**

Conducted Life Planning Education, Sports Club programs for youth and weight control and smoking cessation programs for adults in communities served by HealthNet.

***Indiana University School of Nursing Indianapolis, IN 1989 – 1990***

**Research Assistant (1989 – 1990)**

**Education and Certification**

**Bachelor of Science in Community Health Education, Ball State University, Muncie, Indiana**

**Certified Health Education Specialist (C.H.E.S.), 1990 – Present**

**Activities**

**National Network for Safe and Drug-Free Schools and Communities 2000 – Present** Past

Chair, 2009-2010

Chair, 2006 – 2009

Executive Vice Chair, 2005 – 2006

Professional Development Committee Chair, 2002 - 2005

**Strategic Prevention Framework-State Incentive Grant 2006 – Present**

Governor's Committee Member

Executive Committee Member

Evaluation Workgroup Member

Chair, Grant Review Workgroup, April 2007 – July 2007

Chair, Strategic Plan Review Workgroup, March 2008 – Present

**Indiana Society for Public Health Educators 1992 – Present**

Past-President, January 2000 - December 2002

President, January 1998 - 2000

President-Elect January 1997 - December 1997

Secretary, January 1995 - December 1996

**Indiana Teacher of the Year Selection Committee 1998 to 2002**

**Indiana School Safety Specialist Academy Advisory Council 2000 – Present**

**Governor’s Commission for a Drug-Free Indiana 2002 – Present**

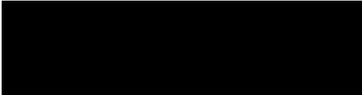
**Mothers Against Drunk Driving State Advisory Council 2005 –2008**  
Leadership Committee Chair, 2005 – 2007

**Awards**

1993 **Indiana Youth Investment Award**  
**Indiana Youth Institute**

1992 **Martin Luther King Day, Community Advocate Award**  
**Indianapolis Division of Housing**

# MARCIE ALENE BROWN



## EDUCATION

**Indiana University School of Law** - Bloomington, IN. J.D., May 2003.

**Indiana University** - Bloomington, IN. B.A. w/ Honors in History & Political Science, May, 2000.

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## PROFESSIONAL EXPERIENCE

### **Indiana Department of Education** – Chief Policy Advisor

- Advise Superintendent of Public Instruction Dr. Tony Bennett on numerous policy and legislative issues;
- Co-chair of DOE grants team, coordinating all department federal, state and foundation grants processes, as well as writing grants including NGA grants, Race to the Top, Teacher Incentive Fund, and Charter Schools Facilities Incentive Fund;
- Coordinate department teacher quality agenda, including teacher licensing, teacher standards, teacher induction and evaluation of education schools
- Manage key DOE priorities such as the implementation of new laws

### **Office of Governor Mitch Daniels** – Policy Director for Education.

- Develop Governor’s education-related legislation and usher it through the legislative process;
- Advise Governor on all education matters;
- Coordinate policy with Indiana Department of Education, Indiana State Board of Education, State Student Assistance Commission of Indiana, Indiana Education Employment Relations Board, Commission on Proprietary Education, Indiana School for the Blind and Visually Impaired, and Indiana School for the Deaf;
- Coordinate education-related initiatives such as —**M** and Miss Math and Science Awards,” agenda for Indiana’s Education Roundtable, administering Indiana’s NGA Honor States grant; and
- Liaison with education interest groups, such as Superintendents, charter schools, non-public schools, and other education stakeholders such as the Indiana Youth Institute, Educational Service Centers, and I-STEM Resource Network.

### **U.S. Department of Education**, Office of Innovation and Improvement – Chief of Staff and Senior Advisor to the Assistant Deputy Secretary.

- Work with OII staff to achieve program goals, and involve Assistant Deputy Secretary as needed;
- Represent OII in the Secretary and Deputy Secretary’s Office;
- Coordinate charter schools, non-public schools and educational privacy issues for OII; and
- Work with Supplemental Educational Services and Public School Choice provisions of No Child Left Behind Act.

### **U.S. Office of Management and Budget**

- OMB General Counsel's Office- Assisted with a wide variety of legal and policy issues ranging from environmental to Constitutional law, as well as executing Senate-issued demands for documents, and coordinated issuance of Executive Orders, Summer 2002;
- Office of Information and Regulatory Affairs- Coordinated approval of all federal information collections and new federal regulations in areas of higher education and Social Security, Summer 2001.

### **Redelman Consulting, Research Assistant**

- Education policy research and analysis, as well as assistance with lobbying efforts toward passage of a charter school law in the Indiana General Assembly, 2000, Indianapolis, IN.

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## **BOARDS & ACTIVITIES**

**Indianapolis Mayor's Charter School Advisory Board**, member

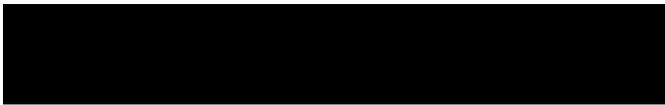
**IPS Education Foundation**, board member and grants committee chair

**Junior League of Indianapolis**

**Richard G. Lugar Excellence in Public Service Program - Class of 2000-2001**

# Amy J. Miller

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## Professional experience

October 2009 - Current      Indiana Department of Education      Indianapolis, IN

### Policy Analyst

- Work with policy team to implement department initiatives and reform plans
- Provide research and information on national education policy issues
- Collect and organize internal grant information.

August 2007-October 2009      Office of the Public Access Counselor      Indianapolis, IN

### Legal Assistant

- Provided guidance to members of the public, media and public employees and agencies about public records law and public meetings law
- Attended legislative hearings and monitor legislation affecting public access laws
- Created educational materials for distribution via the agency's website
- Reviewed and processed formal and informal complaints regarding alleged violations of public access laws by public agencies

February 2006 to July 2007      School Choice Indiana      Indianapolis, IN

### Program Director

- Worked with partner organizations in a variety of activities toward the effort to progress school choice in Indiana
- Maintained database of network of school choice supporters and direct mail contacts
- Updated website with the latest educational news and research information

## Education

August 2002 -May 2004      Franklin College      Franklin, IN

### Bachelor of Arts in Political Science

- History Minor
- Graduating GPA 3.4/4.0
- Member of Delta Delta Delta, Pre-Law Club, Rho Lambda, Model United Nations, IU Indianapolis Law School Mock Trial Participant, Dean's List

2000 to 2002      Manchester College      North Manchester, IN

### Political Science Major

- Transferred after sophomore year based on personal preference

**Community activities**

- Member, American Legion Auxiliary
- Member, Morristown United Methodist Church
- Member, Morristown UMC Angel Food Committee
- Alumni Administration and Financial Advisor, Delta Zeta chapter of Delta Delta Delta, 2004-2005
- Class Member, Richard G. Lugar Excellence in Public Service Series, 2007-08
- Outreach Initiatives Coordinator, Lugar Series, 2008
- Coach, Greenfield Central High School Junior Varsity Volleyball, 2009
- Provisional member of Junior League of Indianapolis, 2010-2011

**Volunteer experience**

- Volunteer, Ambassadors for Children, 1997 and 2005
- Counselor, Hoosier Girls State, 2001-Present
- Teacher, Vacation Bible School, 2003-2007, 2009
- Volunteer, Mitch Daniels for Governor campaign, 2004 and 2008
- Volunteer, Todd Rokita for Secretary of State campaign, 2004-2005
- Volunteer, NCAA Women's Basketball Final Four, 2005
- Volunteer, USA Gymnastics Championship, 2005
- Member, Susan G. Komen Race for the Cure Volunteer Committee, 2007-2009
- Volunteer, Jon Elrod for Congress campaign, 2008
- Volunteer, Youthlinks Charity Golf Tournament, 2008-2009
- Member, Susan G. Komen Pink Tie Ball Committee, 2008-2010
- Volunteer, NCAA Men's Basketball Final Four, 2010

David W. Dresslar



### **Professional Experience**

2008-2010: Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis

2004-2008: Senior Fellow, Center of Excellence in Leadership of Learning, University of Indianapolis

2003-2004: Adjunct Professor, Indiana University  
and Professional Coach, Indiana Principal Leadership Academy, Indiana Department of Education

1986-2003: Superintendent of Schools, Jenison Public Schools, Jenison, Michigan

1982-1986: Assistant Superintendent for Curriculum and Instruction, Metropolitan School District of Lawrence Township, Indianapolis, Indiana

1980-1982: Director of Special Services, Metropolitan School District of Lawrence Township, Indianapolis, Indiana

1978-1980: Director of Vocational-Career Education, Metropolitan School District of Lawrence Township, Indianapolis, Indiana

1976-1978: Dean of Students, Lawrence North High School, Metropolitan School District of Lawrence Township, Indianapolis, Indiana

1974-1976: Teacher, Lawrence Central High School, Metropolitan School District of Lawrence Township, Indianapolis, Indiana

1971-1974: Teacher, Anderson High School, Cincinnati, Ohio

1969-1971: Teacher, Greenwood High School, Greenwood, Indiana

### **Educational Preparation**

1986: Ed. D. Educational Administration, Indiana University

1982: Ed. S. Educational Administration, Indiana University

1972: M. S. Secondary Education, Indiana University

1969: B. S. Biological Sciences, Indiana University

### **Professional References**

Mr. David Shane  
President and Chief Executive Officer  
LDI Ltd.  
317-237-2279  
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Mr. Donald Stinson  
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Mr. David Harris  
President and Chief Executive Officer  
The Mind Trust  
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dharris@themindtrust.org

# Jennifer Oliver

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## Summary of Qualifications

Education professional with proven leadership abilities; Strong knowledge base of education-related issues and policies, particularly those related to curriculum and instruction, college preparation and completion, international/global education and programs serving at-risk youth; Extensive background in the area of English/language arts education and assessment; Excels at project development in a team-based environment; High-caliber communication skills, both verbal and written

## Professional Experience

**Center of Excellence in Leadership of Learning:** Indianapolis, Indiana (October, 2008 to present)

**Duties:** Leads High School-to-College Transition Project policy study which includes advocacy for state and institution-level policy changes for Advanced Placement, International Baccalaureate, and dual credit programs; coordinates publication of policy briefs and resources for education leaders; serves on state-level committees focused on college preparation; serves as local liaison to the national Alternative High School Initiative

**Indiana Department of Education:** Indianapolis, Indiana (May, 2007 to October, 2008)

**Duties:** Approved English/Language Arts assessments and ancillary materials for the Indiana Statewide Test for Educational Progress Plus, the Core 40 End-of-Course Assessments, and other statewide assessments; Coordinated implementation of K-2 reading and math diagnostic assessments; Lead training workshops for Indiana educators to disseminate information regarding program guidelines, legislative changes, technical interpretations, and other key information; Collaborated with other staff members to ensure effective implementation of statewide assessment system

**Lawrence North High School:** Indianapolis, Indiana (2003 to 2007)

**Duties:** Taught grades 11 and 12 Advanced Placement, International Baccalaureate English classes; served as International Baccalaureate, Advanced Placement and Dual College Programs Coordinator; Taught grades 9-11 English classes to students of varying ability levels

**Decatur Central High School:** Indianapolis, Indiana (1998 to 2003)

**Duties:** Taught grades 9-12 English classes to students of varying ability levels including ISTEP+ remediation classes; taught as a part of an interdisciplinary team; coordinated student-led parent conferences; served on school improvement committee

**St. Paul's Secondary School:** Oughterard, Ireland (October, 1997 to December, 1997)

**Duties:** Taught grades 8 and 9 English classes in accordance with the national curriculum of Ireland; worked closely with Irish educators to enhance their language arts curriculum

**Center for Innovation in Assessment:** Bloomington, Indiana (1995 to 2003)

**Duties:** Assisted in developing ISTEP+ remediation guides for educators and parents; assisted in developing language arts assessments for major textbook companies, the Indiana Department of Education and Indiana University; assisted with the editing and formatting of assessments and their distribution to various school systems; led training workshops for the scoring of Core 40 English/language arts assessments

## **Recent Conferences and Workshops**

- New Mexico Workforce and Education Strategy Academy—Presenter (May, 2010)
- National Governor’s Association Policy Academy on Creating New Models of Teacher Compensation (May, 2010)
- Teacher Advancement Program (TAP) Annual Conference (March, 2010)
- Indiana Science Summit (February, 2010)
- Indiana International Education Summit (December, 2009)
- Indiana Association of School Principals Annual Conference—Presenter (November, 2009)
- Education Commission of the States National Forum on Education Policy (July, 2009)
- National Alliance of Concurrent Enrollment Partnerships--Presenter (July, 2009)
- Indiana State Reading Association Annual Conference (February, 2008)
- CCSSO Regional Conference (September, 2007)
- Indiana High School Summit (June, 2007)
- Indiana Conference on Learning--ASAI/Lumina Foundation (January, 2007)
- Advance College Project Conference through Indiana University (June, 2006)
- College Board Regional Conference (February, 2006)

## **Volunteer Activities**

- United Way ReadUP tutor (2009-2010)
- Brooke’s Place children’s charity (2006-2007)

## **Education**

- Master’s degree, Educational Leadership, Indiana University (awarded in 2009)
- Bachelor’s degrees, English and Education, Indiana University (awarded in 1997)

**Summary of TIF Evaluation Metrics and Goals**

<b>Evaluation Measures</b>	<b>2010-11 Goals</b>	<b>2011-12 Goals</b>	<b>2012-13 Goals</b>	<b>2013-14 Goals</b>	<b>2014-15 Goals</b>
Substantial financial incentives awarded for teachers and principals achieving student growth gains of at least 1 year	0	100%	100%	100%	100%
Incentives awarded to Master and Mentor teachers who take on additional responsibilities	0	100%	100%	100%	100%
% of teachers in each TIF school achieving at least 1 year of student growth	50%	70%	90%	100%	100%
% of certified teaching positions in each TIF school filled by highly-qualified teachers	75%	90%	100%	100%	100%
% of teachers and principals retained by TIF schools who are achieving on average at least one year of student growth	100%	100%	100%	100%	100%
% of TIF schools have allocated funds to continue TAP beyond the end of the grant period.	10%	20%	40%	60%	100%*
% of TIF schools' whose achievement and growth is better than in comparable non-TIF schools	5%	75%	85%	95%	100%
% of TIF schools' whose hiring and retention of highly-qualified and effective teachers and principals is better than in comparable non-TIF schools	5%	75%	85%	95%	100%

## Budget Information

### BUDGET INFORMATION

#### Summary

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$ [REDACTED]
Supplies	\$ [REDACTED]
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Total Direct Costs	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Costs	\$ [REDACTED]

#### Federal Funds

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$0
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Federal Funds	\$ [REDACTED]

#### Other Funds

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ -
Equipment	\$ [REDACTED]
Supplies	\$ [REDACTED]
Contractual	\$ -
Construction	\$ -
Other	\$ -
Total Other Funds	\$ [REDACTED]

**BUDGET INFORMATION**

**Year One Summary**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$ [REDACTED]
Supplies	\$ [REDACTED]
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Total Direct Costs	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Costs	\$ [REDACTED]

**Federal Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$0
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Federal Funds	\$ [REDACTED]

**Other Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ -
Equipment	\$ [REDACTED]
Supplies	\$ [REDACTED]
Contractual	\$ -
Construction	\$ -
Other	\$ -
Total Other Funds	\$ [REDACTED]

**Program Information**

Number of Schools	Teachers per School	Career Teachers per School	Mentor Teachers per School	Master Teachers' Replacements per School
44	34	34	4	1

**BUDGET INFORMATION  
Year One**

<u>Personnel</u>			
	Units	Unit Cost	Year One Cost
<i>Teaching Staff</i>			
Master Teachers			
Replacement Teacher	0	\$ [REDACTED]	\$ -
Additional Days (20 per Master)	0	\$ [REDACTED]	\$ -
Salary Augmentation	0	\$ [REDACTED]	\$ -
Mentor Teachers			
Additional Days (10 per Mentor)	0	\$ [REDACTED]	\$ -
Salary Augmentation	0	\$ [REDACTED]	\$ -
Subject Specific Teacher Incentive	0	\$ [REDACTED]	\$ -
Substitute Time	0	\$ [REDACTED]	\$ -
<i>District and State TAP Staff</i>			
Program Specialist	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
Administrative Asst.	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
State TAP Director	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
Regional Coordinating Master Teachers' Replacements' Replacement	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
TIF Director	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
Principle Investigator	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]

IDOE Policy Staff		\$	\$
IDOE Policy Staff		\$	\$
<i>Performance Awards</i>			
Teacher Bonus	0	\$	\$
Principal Bonus	0	\$	\$
<b>Total Personnel Cost</b>		\$	

<u>Fringe</u>			
	Rate	Subject	Year One Cost
Master Teachers		\$	\$
Mentor Teachers		\$	\$
TAP Staff		\$	\$
Substitute Time		\$	\$
Performance Awards		\$	\$
<b>Total Fringe Cost</b>		\$	

<u>Travel</u>			
	Units	Unit Cost	Year One Cost
Startup Training 1		\$	\$
Startup Training 2		\$	\$
Startup Training 3		\$	\$
National TAP Conference		\$	\$
School Review	0	\$	\$
In-State Travel		\$	\$
Site Visits		\$	\$
School Development Visits		\$	\$

TIF Grantee Meeting		\$	\$
TIF Topical Meeting		\$	\$
<b>Total Travel Cost</b>		\$	

<u>Supplies</u>			
	Units	Unit Cost	Year One Cost
General Office Supplies		\$	\$
<b>Total Supplies Cost</b>		\$6,000	

<u>Equipment</u>			
	Units	Unit Cost	Year One Cost
Computers, printers, networks		\$	\$
<b>Total Equipment Cost</b>		\$24,000	

<u>Contractual</u>			
	Units	Unit Cost	Year One Cost
<i>Professional Development</i>			
Development Meetings		\$	\$
Startup Training		\$	\$
Technical Assistance		\$	\$
Annual access to TAP Training	0	\$	\$ -
School Review	0	\$	\$ -
<i>Data Management</i>			
Online Data Entry	0	\$	\$ -
High School Growth Model Development		\$	\$
<i>Grant Management</i>			
Grant Evaluation		\$	\$
<b>Total Contractual Cost</b>		\$	

<u>Construction</u>			
	Units	Unit Cost	Year One Cost
<b>Total Construction Cost</b>			<b>N/A</b>

<u>Other</u>			
	Units	Unit Cost	Year One Cost
Workshop Fees	█	\$ █	\$ █
Summer Institute	█	\$ █	\$ █
TAP Conference	0	\$ █	\$ -
Meeting Expenses	█	\$ █	\$ █
<b>Total Other Cost</b>		\$ █	

<u>Total Expenses</u>			
Total Direct			\$ █
Indirect Charge (█)			\$ █
<i>*No Indirect on Contractual</i>	\$ █		
<b>Total Project Cost</b>			\$ █

<u>Funding Sources</u>			
<i>In-Kind</i>			Total
Personnel			\$ █
Equipment			\$ █
Supplies			\$ █
Fringe			\$ █
<i>LEA Match</i>			
Fringe			\$ -
<i>Cost Share</i>			
0% of Bonuses			\$ -
<i>Federal Grant</i>			
<b>TIF Request</b>			\$ █

Year One Summary			
<b>Total Expenses</b>		\$\$\$	██████████
<b>Total Funding</b>		\$\$\$	██████████

**BUDGET INFORMATION**  
**Year Two Summary**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$\$\$ ██████████
Fringe Benefits	\$\$\$ ██████████
Travel	\$\$\$ ██████████
Equipment	\$0
Supplies	\$\$\$ ██████████
Contractual	\$\$\$ ██████████
Construction	\$0
Other	\$\$\$ ██████████
Total Direct Costs	\$\$\$ ██████████
Indirect Costs	\$\$\$ ██████████
Total Costs	\$\$\$ ██████████

**Federal Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$\$\$ ██████████
Fringe Benefits	\$\$\$ ██████████
Travel	\$\$\$ ██████████
Equipment	\$0
Supplies	\$0
Contractual	\$\$\$ ██████████
Construction	\$0
Other	\$\$\$ ██████████
Indirect Costs	\$\$\$ ██████████
<b>Total Federal Funds</b>	\$\$\$ ██████████

**Other Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ ██████████
Fringe Benefits	\$ ██████████
Travel	\$ -
Equipment	\$ -
Supplies	\$ ██████████
Contractual	\$ -
Construction	\$ -
Other	\$ -
<b>Total Other Funds</b>	\$ ██████████

**Program Information**

Number of Schools	Teachers per School	Career Teachers per School	Mentor Teachers per School	Master Teachers' Replacements per School
44	34	34	4	1

**BUDGET INFORMATION  
Year Two**

<u>Personnel</u>			
	Units	Unit Cost	Year Two Cost
<i>Teaching Staff</i>			
Master Teachers			
Replacement Teacher	█	\$ █	\$ █
Additional Days (█ per Master)	█	\$ █	\$ █
Salary Augmentation	█	\$ █	\$ █
Mentor Teachers			
Additional Days (█ per Mentor)	█	\$ █	\$ █
Salary Augmentation	█	\$ █	\$ █
Subject Specific Teacher Incentive	█	\$ █	\$ █
Substitute Time	█	\$ █	\$ █
<i>District and State TAP Staff</i>			
Program Specialist	█	\$ █	\$ █
Administrative Asst.	█	\$ █	\$ █
State TAP Director	█	\$ █	\$ █
Regional Coordinating Master Teachers' Replacements' Replacement	█	\$ █	\$ █
TIF Director	█	\$ █	\$ █
Principle Investigator	█	\$ █	\$ █
IDOE Policy Staff	█	\$ █	\$ █
IDOE Policy Staff	█	\$ █	\$ █

<i>Performance Awards</i>			
Teacher Bonus		\$	\$
Principal Bonus		\$	\$
<b>Total Personnel Cost</b>		\$	

<u>Fringe</u>			
	Rate	Subject	Year Two Cost
Master Teachers		\$	\$
Mentor Teachers		\$	\$
TAP Staff		\$	\$
Substitute Time		\$	\$
Performance Awards		\$	
<b>Total Fringe Cost</b>		\$	

<u>Travel</u>			
	Units	Unit Cost	Year Two Cost
Startup Training 1		\$	\$
Startup Training 2		\$	\$
Startup Training 3		\$	\$
National TAP Conference		\$	\$
School Review		\$	\$
In-State Travel		\$	\$
Site Visits		\$	-
School Development Visits		\$	-
TIF Grantee Meeting		\$	\$
TIF Topical Meeting		\$	\$
<b>Total Travel Cost</b>		\$	

<u>Supplies</u>			
	Units	Unit Cost	Year Two Cost
		\$	6,000
<b>Total Supplies Cost</b>		\$	

<u>Equipment</u>			
	Units	Unit Cost	Year Two Cost
Computers, printers, networks	0	\$	-
<b>Total Equipment Cost</b>		\$0	

<u>Contractual</u>			
	Units	Unit Cost	Year Two Cost
<i>Professional Development</i>			
Development Meetings	0	\$	-
Startup Training		\$	
Technical Assistance	0	\$	-
Annual access to TAP Training		\$	
School Review		\$	
<i>Data Management</i>			
Online Data Entry		\$	
High School Growth Model Development		\$	
<i>Grant Management</i>			
Grant Evaluation		\$	
<b>Total Contractual Cost</b>		\$	

<u>Construction</u>			
	Units	Unit Cost	Year Two Cost
<b>Total Construction Cost</b>		N/A	

<u>Other</u>			
	Units	Unit Cost	Year Two Cost
Workshop Fees		\$	
Summer Institute		\$	
TAP Conference		\$	
Meeting Expenses		\$	
<b>Total Other Cost</b>		\$	

Total Expenses			
Total Direct			\$ [REDACTED]
Indirect Charge (5.7%)			\$ [REDACTED]
*No Indirect on Contractual	\$ [REDACTED]		
<b>Total Project Cost</b>			\$ [REDACTED]

Funding Sources			
<i>In-Kind</i>			Total
Personnel			\$ [REDACTED]
Equipment			\$ -
Supplies			\$ [REDACTED]
Fringe			\$ [REDACTED]
<i>LEA Match</i>			
Fringe			\$ [REDACTED]
<i>Cost Share</i>			
[REDACTED] of Bonuses			\$ [REDACTED]
<i>Federal Grant</i>			
<b>TIF Request</b>			\$ [REDACTED]

Year Two Summary			
<b>Total Expenses</b>			\$ [REDACTED]
<b>Total Funding</b>			\$ [REDACTED]

**BUDGET INFORMATION**  
**Year Three Summary**

Budget Categories	Total
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$ [REDACTED]
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Total Direct Costs	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Costs	\$ [REDACTED]

**Federal Funds**

Budget Categories	Total
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$0
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Federal Funds	\$ [REDACTED]

**Other Funds**

Budget Categories	Total
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ -
Equipment	\$ -
Supplies	\$ [REDACTED]
Contractual	\$ -
Construction	\$ -
Other	\$ -
Total Other Funds	\$ [REDACTED]

**Program Information**

Number of Schools	Teachers per School	Career Teachers per School	Mentor Teachers per School	Master Teachers' Replacements per School
44	34	34	4	1

**BUDGET INFORMATION**  
**Year Three**

<u>Personnel</u>			
	Units	Unit Cost	Year Three Cost
<i>Teaching Staff</i>			
Master Teachers			
Replacement Teacher	█	█	█
Additional Days █ per Master)	█	█	█
Salary Augmentation	█	█	█
Mentor Teachers			
Additional Days █ per Mentor)	█	█	█
Salary Augmentation	█	█	█
Subject Specific Teacher Incentive	█	█	█
Substitute Time	█	█	-
<i>District and State TAP Staff</i>			
Program Specialist	█	█	█
Administrative Asst.	█	█	█
State TAP Director	█	█	█
Regional Coordinating Master Teachers' Replacements' Replacement	█	█	█
TIF Director	█	█	█
Principle Investigator	█	█	█
IDOE Policy Staff	█	█	█
IDOE Policy Staff	█	█	█
<i>Performance Awards</i>			
Teacher Bonus	█	█	█
Principal Bonus	█	█	█
<b>Total Personnel Cost</b>		\$ █	

<u>Fringe</u>			
	Rate	Subject	Year Three Cost
Master Teachers	█	█	█
Mentor Teachers	█	█	█
TAP Staff	█	█	█
Substitute Time	█	\$ -	\$ -
Performance Awards	█	█	█
<b>Total Fringe Cost</b>		\$ █	

<u>Travel</u>			
	Units	Unit Cost	Year Three Cost
Startup Training 1	█	█	█
Startup Training 2	█	█	█
Startup Training 3	█	█	█
National TAP Conference	█	█	█
School Review	█	█	█
In-State Travel	█	█	█
Site Visits	█	█	\$ -
School Development Visits	█	█	\$ -
TIF Grantee Meeting	█	█	█
TIF Topical Meeting	█	█ █	█
<b>Total Travel Cost</b>		\$ █	

<u>Supplies</u>			
	Units	Unit Cost	Year Three Cost
	█	█	█
<b>Total Supplies Cost</b>		\$ █	

<u>Equipment</u>			
	Units	Unit Cost	Year Three Cost
Computers, printers, networks	0	\$ [REDACTED]	\$ -
<b>Total Equipment Cost</b>		<b>\$0</b>	

<u>Contractual</u>			
	Units	Unit Cost	Year Three Cost
<i>Professional Development</i>			
Development Meetings	0	\$ [REDACTED]	\$ -
Startup Training	[REDACTED]	[REDACTED]	[REDACTED]
Technical Assistance	0	\$ [REDACTED]	\$ -
Annual access to TAP Training	[REDACTED]	\$ [REDACTED]	[REDACTED]
School Review	[REDACTED]	[REDACTED]	[REDACTED]
<i>Data Management</i>			
Online Data Entry	[REDACTED]	[REDACTED]	[REDACTED]
High School Growth Model Development	0	\$ [REDACTED]	\$ -
<i>Grant Management</i>			
Grant Evaluation	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Contractual Cost</b>		<b>\$ [REDACTED]</b>	

<u>Construction</u>			
	Units	Unit Cost	Year Three Cost
<b>Total Construction Cost</b>		<b>N/A</b>	

<u>Other</u>			
	Units	Unit Cost	Year Three Cost
Workshop Fees	[REDACTED]	[REDACTED]	[REDACTED]
Summer Institute	[REDACTED]	[REDACTED]	[REDACTED]
TAP Conference	[REDACTED]	[REDACTED]	[REDACTED]
Meeting Expenses	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Other Cost</b>		<b>\$ [REDACTED]</b>	

<u>Total Expenses</u>			
Total Direct			\$ [REDACTED]
Indirect Charge ([REDACTED])			\$ [REDACTED]
<i>*No Indirect on Contractual</i>	\$		

<b>Total Project Cost</b>			<b>\$ [REDACTED]</b>

<u>Funding Sources</u>			
<i>In-Kind</i>			Total
Personnel			\$ [REDACTED]
Equipment			\$ -
Supplies			\$ [REDACTED]
Fringe			\$ [REDACTED]
<i>LEA Match</i>			
Fringe			\$ [REDACTED]
<i>Cost Share</i>			
[REDACTED] of Bonuses			\$ [REDACTED]
<i>Federal Grant</i>			
<b>TIF Request</b>			<b>\$ [REDACTED]</b>

<u>Year Three Summary</u>			
<b>Total Expenses</b>			<b>\$ [REDACTED]</b>
<b>Total Funding</b>			<b>\$ [REDACTED]</b>

**BUDGET INFORMATION**  
**Year Four Summary**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$ [REDACTED]
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Total Direct Costs	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Costs	\$ [REDACTED]

**Federal Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$0
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Federal Funds	\$ [REDACTED]

**Other Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ -
Equipment	\$ -
Supplies	\$ [REDACTED]
Contractual	\$ -
Construction	\$ -
Other	\$ -
Total Other Funds	\$ [REDACTED]

**Program Information**

Number of Schools	Teachers per School	Career Teachers per School	Mentor Teachers per School	Master Teachers' Replacements per School
44	34	34	4	1

**BUDGET INFORMATION**  
**Year Four**

<u>Personnel</u>			
	Units	Unit Cost	Year Four Cost
<i>Teaching Staff</i>			
Master Teachers			
Replacement Teacher	█	█	█
Additional Days █ (per Master)	█	█	█
Salary Augmentation	█	█	█
Mentor Teachers			
Additional Days █ (per Mentor)	█	█	█
Salary Augmentation	█	█	█
Subject Specific Teacher Incentive	█	█	█
Substitute Time	0	\$ █	\$ -
<i>District and State TAP Staff</i>			
Program Specialist	█	█	█
Administrative Asst.	█	█	█
State TAP Director	█	█	█
Regional Coordinating Master Teachers' Replacements' Replacement	█	█	█
TIF Director	█	█	█
Principle Investigator	█	█	█
IDOE Policy Staff	█	█	█
IDOE Policy Staff	█	█	█
<i>Performance Awards</i>			
Teacher Bonus	█	█	█
Principal Bonus	█	█	█
<b>Total Personnel Cost</b>		\$ █	

<u>Fringe</u>			
	Rate	Subject	Year Four Cost
Master Teachers	█	█	█
Mentor Teachers	█	█	█
TAP Staff	█	█	█
Substitute Time	█	█	\$ -
Performance Awards	█	█	█
<b>Total Fringe Cost</b>		\$ █	

<u>Travel</u>			
	Units	Unit Cost	Year Four Cost
Startup Training 1	█	█	█
Startup Training 2	█	█	█
Startup Training 3	█	█	█
National TAP Conference	█	█	█
School Review	█	█	█
In-State Travel	█	█	█
Site Visits	0	\$ █	\$ -
School Development Visits	0	\$ █	\$ -
TIF Grantee Meeting	█	█	█
TIF Topical Meeting	█	█ █	█
<b>Total Travel Cost</b>		\$ █	

<u>Supplies</u>			
	Units	Unit Cost	Year Four Cost
	█	█	█
<b>Total Supplies Cost</b>		\$ █	

<u>Equipment</u>			
	Units	Unit Cost	Year Four Cost
Computers, printers, networks	0	\$ [REDACTED]	\$ -
<b>Total Equipment Cost</b>		<b>\$0</b>	

<u>Contractual</u>			
	Units	Unit Cost	Year Four Cost
<i>Professional Development</i>			
Development Meetings	0	\$ [REDACTED]	\$ -
Startup Training	[REDACTED]	[REDACTED]	[REDACTED]
Technical Assistance	0	\$ [REDACTED]	\$ -
Annual access to TAP Training	[REDACTED]	[REDACTED]	[REDACTED]
School Review	[REDACTED]	[REDACTED]	[REDACTED]
<i>Data Management</i>			
Online Data Entry	[REDACTED]	[REDACTED]	[REDACTED]
High School Growth Model Development	0	\$ [REDACTED]	\$ -
<i>Grant Management</i>			
Grant Evaluation	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Contractual Cost</b>		<b>\$ [REDACTED]</b>	

<u>Construction</u>			
	Units	Unit Cost	Year Four Cost
<b>Total Construction Cost</b>		<b>N/A</b>	

<u>Other</u>			
	Units	Unit Cost	Year Four Cost
Workshop Fees	[REDACTED]	[REDACTED]	[REDACTED]
Summer Institute	[REDACTED]	[REDACTED]	[REDACTED]
TAP Conference	[REDACTED]	[REDACTED]	[REDACTED]
Meeting Expenses	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Other Cost</b>		<b>\$ [REDACTED]</b>	

<u>Total Expenses</u>			
	Units	Unit Cost	Year Four Cost
Total Direct			\$ [REDACTED]
Indirect Charge [REDACTED]			\$ [REDACTED]
<i>*No Indirect on Contractual</i>	\$ [REDACTED]		

<b>Total Project Cost</b>	\$ [REDACTED]
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<b>Funding Sources</b>			
<i>In-Kind</i>			Total
Personnel			\$ [REDACTED]
Equipment			\$ -
Supplies			\$ [REDACTED]
Fringe			\$ [REDACTED]
<i>LEA Match</i>			
Fringe			\$ [REDACTED]
<i>Cost Share</i>			
25% of Bonuses			\$ [REDACTED]
<i>Federal Grant</i>			
<b>TIF Request</b>			\$ [REDACTED]

<b>Year Four Summary</b>			
<b>Total Expenses</b>		\$ [REDACTED]	
<b>Total Funding</b>		\$ [REDACTED]	

**BUDGET INFORMATION**

**Summary**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$ [REDACTED]
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Total Direct Costs	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Costs	\$ [REDACTED]

**Federal Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ [REDACTED]
Equipment	\$0
Supplies	\$0
Contractual	\$ [REDACTED]
Construction	\$0
Other	\$ [REDACTED]
Indirect Costs	\$ [REDACTED]
Total Federal Funds	\$ [REDACTED]

**Other Funds**

<u>Budget Categories</u>	<u>Total</u>
Personnel	\$ [REDACTED]
Fringe Benefits	\$ [REDACTED]
Travel	\$ -
Equipment	\$ -
Supplies	\$ [REDACTED]
Contractual	\$ -
Construction	\$ -
Other	\$ -
Total Other Funds	\$ [REDACTED]

**Program Information**

Number of Schools	Teachers per School	Career Teachers per School	Mentor Teachers per School	Master Teachers' Replacements per School
44	34	34	4	1

BUDGET INFORMATION  
Year Five

<u>Personnel</u>			
	Units	Unit Cost	Year Five Cost
<i>Teaching Staff</i>			
Master Teachers			
Replacement Teacher	█	█	█
Additional Days (█ per Master)	█	█	█
Salary Augmentation	█	█	█
Mentor Teachers			
Additional Days (█ per Mentor)	█	█	█
Salary Augmentation	█	█	█
Subject Specific Teacher Incentive	█	█	█
Substitute Time	0	\$ █	\$ -
<i>District and State TAP Staff</i>			
Program Specialist	█	█	█
Administrative Asst.	█	█	█
State TAP Director	█	█	█
Regional Coordinating Master Teachers' Replacements' Replacement	█	█	█
TIF Director	█	█	█
Principle Investigator	█	█	█
IDOE Policy Staff	█	█	█
IDOE Policy Staff	█	█	█
<i>Performance Awards</i>			
Teacher Bonus	█	█	█
Principal Bonus	█	█	█

<b>Total Personnel Cost</b>	\$ [REDACTED]
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<u>Fringe</u>			
	Rate	Subject	Year Five Cost
Master Teachers	[REDACTED]	[REDACTED]	[REDACTED]
Mentor Teachers	[REDACTED]	[REDACTED]	[REDACTED]
TAP Staff	[REDACTED]	[REDACTED]	[REDACTED]
Substitute Time	[REDACTED]	\$ -	\$ -
Performance Awards	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Fringe Cost</b>		\$ [REDACTED]	

<u>Travel</u>			
	Units	Unit Cost	Year Five Cost
Startup Training 1	[REDACTED]	[REDACTED]	[REDACTED]
Startup Training 2	[REDACTED]	[REDACTED]	[REDACTED]
Startup Training 3	[REDACTED]	[REDACTED]	[REDACTED]
National TAP Conference	[REDACTED]	[REDACTED]	[REDACTED]
School Review	[REDACTED]	[REDACTED]	[REDACTED]
In-State Travel	[REDACTED]	[REDACTED]	[REDACTED]
Site Visits	0	\$ [REDACTED]	\$ -
School Development Visits	0	\$ [REDACTED]	\$ -
TIF Grantee Meeting	[REDACTED]	[REDACTED]	[REDACTED]
TIF Topical Meeting	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Travel Cost</b>		\$ [REDACTED]	

<u>Supplies</u>			
	Units	Unit Cost	Year Five Cost
	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Supplies Cost</b>		\$ [REDACTED]	

<u>Equipment</u>			
	Units	Unit Cost	Year Five Cost
Computers, printers, networks	0	\$ [REDACTED]	\$ -
<b>Total Equipment Cost</b>		<b>\$0</b>	

<u>Contractual</u>			
	Units	Unit Cost	Year Five Cost
<i>Professional Development</i>			
Development Meetings	0	\$ [REDACTED]	\$ -
Startup Training	[REDACTED]	[REDACTED]	[REDACTED]
Technical Assistance	0	\$ [REDACTED]	\$ -
Annual access to TAP Training	[REDACTED]	[REDACTED]	[REDACTED]
School Review	[REDACTED]	[REDACTED]	[REDACTED]
<i>Data Management</i>			
Online Data Entry	[REDACTED]	[REDACTED]	[REDACTED]
High School Growth Model Development	0	\$ [REDACTED]	\$ -
<i>Grant Management</i>			
Grant Evaluation	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
<b>Total Contractual Cost</b>		<b>\$ [REDACTED]</b>	

<u>Construction</u>			
	Units	Unit Cost	Year Five Cost
<b>Total Construction Cost</b>		<b>N/A</b>	

<u>Other</u>			
	Units	Unit Cost	Year Five Cost
Workshop Fees	[REDACTED]	[REDACTED]	[REDACTED]
Summer Institute	[REDACTED]	[REDACTED]	[REDACTED]
TAP Conference	[REDACTED]	[REDACTED]	[REDACTED]
Meeting Expenses	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Other Cost</b>		<b>\$ [REDACTED]</b>	

Total Expenses			
Total Direct			\$ [REDACTED]
Indirect Charge ([REDACTED])			\$ [REDACTED]
<i>*No Indirect on Contractual</i>	\$ [REDACTED]		
<b>Total Project Cost</b>		\$ [REDACTED]	

Funding Sources			
<i>In-Kind</i>			Total
Personnel			\$ [REDACTED]
Equipment			\$ -
Supplies			\$ [REDACTED]
Fringe			\$ [REDACTED]
<i>LEA Match</i>			
Fringe			\$ [REDACTED]
<i>Cost Share</i>			
[REDACTED] of Bonuses			\$ [REDACTED]
<i>Federal Grant</i>			
<b>TIF Request</b>			\$ [REDACTED]

Year Five Summary			
<b>Total Expenses</b>		\$ [REDACTED]	
<b>Total Funding</b>		\$ [REDACTED]	

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **IN TIF Budget Narrative July 1** Pages: **49** Uploaded File: **H:\Grants information\Teacher Incentive Fund grant information\Submission documents\IN TIF Budget narrative july 1.pdf**

**SECTION C – BUDGET NARRATIVE (FORM 524)**

**PROJECT-YEAR BUDGET TABLES AND NARRATIVES**

**I) Introduction**

The Teacher Incentive Fund main grant competition represents an outstanding opportunity for Indiana to take a meaningful and significant step in state-wide educational reform. As evident throughout this application, there is a considerable number of students who both need and would benefit from higher quality educators who teach with a sense of urgency and purpose. Performance based compensation systems (PBCSs) have the potential to achieve the goal of bringing quality and committed teachers to classrooms to have an immediate, widespread, and positive impact on student achievement. With that goal in mind, Indiana has embraced the opportunity to partner with NIET to implement TAP in 44 schools across the Hoosier State. Such a large scale effort represents an opportunity for the biggest potential impact, as close to 1,500 teachers will be involved in raising student achievement for thousands of students in high-need schools.

The following narrative is an overview of the proposed budget required to meet the state’s ambitious yet attainable goals in a sustainable and efficient fashion. It first presents a breakdown of the five year grant period, specifying total project costs, as well as costs to be funded by the TIF grant and those to be funded through in-kind contributions, LEA matches, and state cost shares. Following the complete budget overview is a breakdown of each of the five project years. More detailed line item descriptions can be found in the Indiana TIF Budget in Appendix C, page 39.

**TIF GRANT FIVE YEAR BUDGET**

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

<b>Total Costs</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**TIF GRANT PLANNING YEAR**

<b>Budget Year Summary: Planning Year</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]
3. Travel	\$ [REDACTED]
4. Equipment	\$ [REDACTED]
5. Supplies	\$ [REDACTED]
6. Contractual	\$ [REDACTED]
7. Construction	\$0
8. Other	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]
11. Training Stipends	\$0
12. Total Costs (lines 9-11)	\$ [REDACTED]

<b>Year 1 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>TIF Grant Allocation</b>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**PROJECT-YEAR BUDGET NARRATIVE: PLANNING YEAR**

**1) Personnel**

During the TIF planning year, the most important first step is hiring all state-level TAP staff. That includes the TAP Director, Program Specialist, administrative assistant, and the Regional Coordinating Master Teachers (RCMTs).

Personnel costs associated with this grant are laid out to ensure that Indiana’s large cohort of schools will receive every bit of support needed in order to implement TAP with fidelity. The TIF Director’s salary will be [REDACTED] and will be an in-kind contribution, covered by Title II

funds. The Principal Investigator, who oversees the TIF Director, will also contribute up to [REDACTED] of his time, as needed, to the grant. This represents an in-kind contribution of up to \$ [REDACTED]. These positions are primarily responsible for fiscal grant management. All other IDOE staff who assist in any way with TIF grant management will also make an in-kind contribution of their time. The TAP Director, housed at IDOE's partner institution CELL, will be paid \$ [REDACTED]. That amount will be paid through the TIF grant. The same applies to the TAP program specialist and administrative assistant. Their salaries will be \$ [REDACTED] and \$ [REDACTED] respectively, and will be paid from the TIF grant. RCMTs will each be paid \$ [REDACTED].

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE%</b>	<b>Total Salary</b>	<b>TIF Grant Allocated Salary</b>
<p>TAP Director: holds ultimate responsibility for TAP implementation in Indiana. Paid approximate salary of a high school principal. Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Convening the TAP Network and working with schools through all implementation challenges</li> <li>• Supervising Regional Coordinating Master Teachers, program specialist and administrative assistant</li> <li>• Providing on-site technical assistance</li> <li>• Leading quarterly advisory board meetings</li> <li>• Assisting in generating a list of teachers who qualify for incentive bonuses</li> </ul>	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
<p>Program Specialist: assists the TAP Director in all TAP implementation. Also spends 100% of time on TIF activities. Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Providing initial and continuing training for school-based master and mentor teachers</li> </ul>	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]

<ul style="list-style-type: none"> <li>• Providing Cognitive Coaching training for Regional Coordinating Master Teachers</li> <li>• Conducting classroom observations using the Cognitive Coaching</li> <li>• Attending fairs and content conferences to recruit highly effective teachers to TIF schools</li> <li>• Working with TAP schools to help them attract highly qualified and effective teachers</li> </ul>			
<p>Administrative assistant: assists the TAP Director and program specialist in TAP implementation activities and spends 100% of time on TIF activities. Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Administrative, clerical and fiscal support</li> <li>• Preparing minutes from TAP network meetings</li> <li>• Scheduling and preparing materials for TAP Network meetings</li> </ul>	<p>██████</p>	<p>\$ ██████</p>	<p>\$ ██████</p>
<p>Regional Coordinating Master Teachers (5): Each RCMT will devote 100% of his or her time to TIF grant work and will work with around 10 local schools. RCMTs attend TAP trainings and build capacity of Master and Mentor teachers. RCMTs are paid a comparable salary to a school principal. Other duties include:</p> <ul style="list-style-type: none"> <li>• Evaluating and supporting career, mentor and master teachers</li> <li>• Assisting in school-level data analysis, goal setting and cluster groups</li> <li>• Assisting the TAP Director in providing training sessions</li> <li>• Participating in TAP Network and other meetings or phone calls necessary with TIF and</li> </ul>	<p>██████</p>	<p>\$ ██████</p>	<p>\$ ██████</p>

TAP Directors.			
TIF Director: TIF director will be paid in-kind with Title II funds. He is responsible for fiscal management of the TIF grant, as well as managing relationships with contractors and partners.	████	\$████	\$████
Principal Investigator: Will be paid in-kind with Indiana state budget funds. He is responsible for overseeing the TIF Director and the TIF grant management.	████	\$████	\$████
DOE Policy Staff: Two IDOE staff members will be available up to 5% of their time as needed as an in-kind contribution to work with contractors and partners and provide TIF grant oversight.	████ (████ staff members)	\$████ and \$████	\$████ and \$████
Totals:	<b>In-Kind:</b> \$████	<b>TIF Grant:</b> \$████	<b>Total Personnel Cost:</b> \$████

## 2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. █████ of each base salary in the personnel chart is used to calculate a total of \$████ in fringe benefits for the planning year.

Fringe benefit costs are further delineated to show amounts to be funded by the TIF Grant and amounts to be funded by in-kind contributions from the IDOE. The following table shows the personnel salaries as divided between TIF Grant allocations and in-kind contributions and the appropriate fringe benefit amounts for each source of funding.

In-Kind Contribution	TIF Allocation	Grant	Fringe Rate	In-Kind Fringe	TIF Fringe	Grant Fringe
████	████		████	████	████	
				<b>TOTAL:</b>	\$████	

## 3) Travel

Travel expenses during the planning year represent opportunities for project leaders to collaborate, obtain information, and share best practices. In addition, planning year travel costs include expenses to be incurred in the summer of 2011, which will involve teachers, principals, administrators, and project leaders attending beneficial training sessions and national TAP conferences.

Travel	Number of Trips	Cost per Trip	Total
NIET Startup Training 1: This 3 day/3 night training event is the first step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this service and sets the cost.	\$■■■■
NIET Startup training 2: This 3 day/3 night training is the second step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
NIET Startup training 3: This 2 day/2 night training is the final step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training	■■■	\$■■■■	\$■■■■■
In-State travel: Staff including the TAP Director and RCMTs must travel to TAP schools. The TAP Director will travel approximately 300-400 miles per week across the state and will need to do occasional overnight stays, if, for example, she needs to visit all TIF schools in northern Indiana over the course of two or three days. RCMTs will be based in	■	\$■■■■	\$■■■■■

their region and will be on the road every day, but will be making shorter trips with no overnight stays. Depending on the region, an RCMT may travel 100 miles per week.			
Site visits to existing TAP schools: School leadership teams will visit TAP schools already in operation in order to see TAP schools in action, prior to implementation of TAP in their own schools. These visits will be for 2 days and 1 night.	■	\$■	\$■
NIET School development visits: NIET staff will visit Indiana TAP schools to assist with implementation challenges. These trips will be for 3 days and 2 nights.	■	\$■	\$■
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$■	\$■
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$■	\$■
<b>Total:</b>			\$■

#### 4) Equipment

Equipment will be provided as an in-kind contribution from IDOE for the TIF Director and Principal Investigator, as well as any other IDOE staff who assist with the grant. IDOE will contribute computers as an in-kind contribution for the RCMTs. TAP staff housed at CELL will be provided with office supplies and equipment as an in-kind contribution from CELL.

Valuing computers at \$■ per computer, printers at \$■ per printer, and internet access and other technical equipment at \$■ per, total in-kind contributions for equipment from IDOE and CELL amount to \$■ as shown in the following table.

Item Description	Cost of Item	Number of Item	Total Amount
Computers	██████	█	██████
Printers	██████	█	██████
Other	\$██████	█	\$██████
<b>Total:</b>			\$██████

**5) Supplies**

It is necessary to include a budgetary line item for basic office supplies. Assuming an annual cost of \$██████ per person for the twelve individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$██████ IDOE will provide all office supplies to the TIF Director, Principal Investigator and policy staff during the planning year. CELL will provide all standard office supplies to the TAP Director, program specialist and administrative assistant as well. The budget breakdown for office supplies is summarized in the following table.

Item	Cost per Person	Total Amount	Total Cost
Supplies	\$██████	█	\$██████

**6) Contractual**

Contractual expenses represent those allowing for IDOE’s partnership with NIET. Training, technical support, data assessment, and research and development are benefits of this crucial partnership and are funded by contractual budgetary line items. These costs are not subject to indirect assessment. Contractual expenditures will also support the work of IDOE’s evaluation partner including cementing the evaluation design and collecting baseline data.

<b>Contractual</b>	<b>Timing of Costs</b>	<b>Total</b>
NIET Development meetings: IDOE will pay NIET to conduct development meetings with all TAP schools. School leadership teams attend 8 sessions and average 7 people per team. Meetings cost \$█ to operate.	Throughout fall of 2010	\$█
Startup workshop training: IDOE will contract with NIET to train staff in how to conduct annual startup workshops that will take place prior to the school year in all TAP schools. School leadership teams attend 8 sessions and average 7 people per team. Meetings cost \$625 to operate.	Throughout the planning year	\$█
█ Technical Assistance: IDOE will contract with NIET to provide technical assistance to state TAP staff and TAP schools to assist in smooth implementation. Fifteen technical assistance trips are planned at a rate of \$█ per event.	Throughout the planning year	\$█
High school growth model development: As described in the Project Design, IDOE will develop a new growth model for high school and will require assistance from statisticians to help calculate and validate the model.	Once at the beginning of the planning year.	\$█
Grant Evaluation: IDOE will contract with an experienced evaluator to design and carry out an evaluation of our TIF grant.	Throughout the planning year	\$█
<b>Total:</b>		\$█



**7) Training Stipends**

N/A

**8) Other**

Other costs for the project include important fees, expenses, and costs associated with attending workshops, hosting training sessions, and conducting efficient business throughout the course of the planning year.

<b>Item</b>	<b>Timing of Cost</b>	<b>Total Cost</b>
Startup Workshops Participation Fee: The Leadership teams in each TIF school will gather together for a TAP Startup workshop. All school leadership teams of 7 individuals attend at a rate of \$ [REDACTED] per person.	Winter, Spring, 2011	\$ [REDACTED]
Indiana TAP Summer Institute: Leadership teams from each school will gather each summer to receive TAP training and updates. Eight individuals from each school will attend at a rate of \$ [REDACTED] per person.	Summer 2011	\$ [REDACTED]
Meeting Expenses: primarily includes funds for quarterly TAP Network meetings, including room costs (if any). The Network will always utilize free space at IDOE or CELL if available. Costs in this line item will also include meeting materials, A/V equipment and other incidentals.	Spring 2011	\$ [REDACTED]
<b>TOTAL:</b>		\$ [REDACTED]

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is \$ [REDACTED]

**10) Indirect Costs**

An indirect rate of [REDACTED] is charged to all applicable costs. The amount of applicable costs is found by subtracting the contractual cost from the total direct cost. The amount of indirect costs equals \$ [REDACTED]

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the first year is \$ [REDACTED]. Of that amount, \$ [REDACTED] is paid for with in-kind contributions, resulting in TIF grant allocations for the first year of \$ [REDACTED]

<b>Year 1 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>TIF Grant Allocation</b>
\$ [REDACTED]	\$ [REDACTED]	\$0	\$ [REDACTED]

**TIF GRANT YEAR 2**

<b>Budget Year Summary: Year 2</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]
3. Travel	\$ [REDACTED]
4. Equipment	\$ [REDACTED]
5. Supplies	\$ [REDACTED]
6. Contractual	\$ [REDACTED]
7. Construction	\$ [REDACTED]
8. Other	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]
11. Training Stipends	\$ [REDACTED]
12. Total Costs (lines 9-11)	\$ [REDACTED]

<b>Year 2 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	[REDACTED]

**PROJECT-YEAR BUDGET NARRATIVE: YEAR 2**

**1) Personnel**

The second year of the project is the first year in which TAP will be implemented in full capacity in all participating schools. As such, it is also the first year in which a true PBCS will be used to directly benefit educators and have a significant impact on students' achievement.

Second year personnel costs include state level employees and project leadership described in the first year, as well as the costs associated with augmenting salaries, providing performance incentives, and extending teacher contracts.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE%</b>	<b>Base Salary or Per Unit Amount</b>	<b>Total</b>
TAP Director	████	████	████
Program Specialist	████	████	████
Administrative assistant	████	████	████
Regional Coordinating Master Teachers (████)	████	████	████
Master Teacher Replacement: Since Master teachers no longer have their own classroom, each TAP school will hire a teacher to replace the Master teacher.	████	████	████
20 Additional days for each Master teacher: Each Master teacher must work 20 additional days to fulfill expanded responsibilities.	████	████	████
Master Teacher Salary augmentation: Each Master teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	████	████
10 additional days for each Mentor teacher: Each mentor teacher must work 10 additional days in order to fulfill expanded responsibilities.	████	████	████
Mentor teacher salary augmentation: Each	████	████	████

mentor teacher earns \$[REDACTED] per year above their previous salary in return for additional job responsibilities.			
Substitute Time: Extra substitutes must be utilized by TAP schools in order to cover during additional trainings. This totals 15 days per year in each TAP school.	[REDACTED]	\$[REDACTED]	\$[REDACTED]
TIF Director	[REDACTED]	\$[REDACTED]	\$[REDACTED]
Principal Investigator	[REDACTED]	\$[REDACTED]	\$[REDACTED]
DOE Policy Staff	[REDACTED] ( [REDACTED] staff members)	\$[REDACTED] and \$[REDACTED]	\$[REDACTED] and \$[REDACTED]
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data.	End of the academic year	\$[REDACTED] per bonus, [REDACTED] planned bonuses	\$[REDACTED]
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data.	End of the academic year	\$[REDACTED] per bonus, [REDACTED] planned bonuses	\$[REDACTED]
Hard-to-Staff Subject Teacher Incentive	End of the academic year	\$[REDACTED] per incentive and [REDACTED] per school	\$[REDACTED]
<b>Total</b>			\$[REDACTED]

## 2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. [REDACTED] of each base salary in the personnel chart and ten percent of performance based bonuses is used to calculate a total of \$[REDACTED] in fringe benefits for the second year.

Fringe benefit costs are further delineated to show amounts to be funded by the TIF Grant and amounts to be funded by in-kind contributions from the IDOE. The following table shows the

personnel salaries as divided between TIF Grant allocations and in-kind contributions and the appropriate fringe benefit amounts for each source of funding.

In-Kind Contribution and Cost Share	TIF Grant Allocation	Fringe Rate	In-Kind Fringe	TIF Grant Fringe
\$ [REDACTED]	\$ [REDACTED]	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
			<b>TOTAL:</b>	\$ [REDACTED]

### 3) Travel

Travel expenses during the second year are similar to those of the first; training, conferences, and collaborations represent the bulk of the budget section.

Travel	Number of Trips	Cost per Trip	Total
NIET Startup Training 1: This 3 day/3 night training event is the first step toward a state's adoption of TAP.	1	\$ [REDACTED] NIET provides this service and sets the cost.	\$ [REDACTED]
NIET Startup training 2: This 3 day/3 night training is the second step toward a state's adoption of TAP.	1	\$ [REDACTED] NIET provides this training and sets the cost.	\$ [REDACTED]
NIET Startup training 3: This 2 day/2 night training is the final step toward a state's adoption of TAP.	1	\$ [REDACTED] NIET provides this training and sets the cost.	\$ [REDACTED]
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training	[REDACTED]	\$ [REDACTED]	\$ [REDACTED]
School Review: NIET staff must annually review each TAP school for fidelity and performance. No more than 2 schools can be	1	\$ [REDACTED]	\$ [REDACTED]

reviewed in one day, requiring 22 days of total travel to review 44 schools. Multiple TAP staff will review TAP schools across the state in the same week so that all schools will be reviewed at the same time.			
In-State travel: In-State travel: Staff including the TAP Director and RCMTs must travel to TAP schools. The TAP Director will travel approximately 300-400 miles per week across the state and will need to do occasional overnight stays, if, for example, she needs to visit all TIF schools in northern Indiana over the course of two or three days. RCMTs will be based in their region and will be on the road every day, but will be making shorter trips with no overnight stays. Depending on the region, an RCMT may travel 100 miles per week.	■	\$ [REDACTED]	\$ [REDACTED]
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$ [REDACTED]	\$ [REDACTED]
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$ [REDACTED]	\$ [REDACTED]
<b>Total</b>			\$ [REDACTED]

#### 4) Equipment

All equipment is provided to staff during the planning year for the duration of the grant period.

**5) Supplies**

It is necessary to include a budgetary line item for basic office supplies. Assuming an annual cost of \$ [REDACTED] per person for the twelve individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$ [REDACTED]. The Indiana Department of Education will provide all office supplies to the TIF Director, Principal Investigator and policy staff during the planning year. CELL will provide all standard office supplies to the TAP Director, program specialist and administrative assistant as well. The budget breakdown for office supplies is summarized in the following table.

<b>Item</b>	<b>Cost per Person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$ [REDACTED]	[REDACTED]	\$ [REDACTED]

**6) Contractual**

Contractual expenses represent those allowing for IDOE’s partnership with NIET. Training, technical support, data assessment, and research and development are benefits of this crucial partnership and are funded by contractual budgetary line items. These costs are not subject to indirect assessment. Contractual expenditures will also include the work of IDOE’s evaluation partner. During years 2 through 5 of the grant, the evaluation partner will carry out the evaluation.

<b>Contractual</b>	<b>Timing of Costs</b>	<b>Total</b>
Startup workshop training: IDOE will contract with NIET to train staff in how to conduct annual startup workshops that will take place prior to the school year in TAP schools that need assistance. Each training costs \$█ to conduct, and █ trainings will be needed to work with Indiana’s large number of schools.	Spring or Summer	\$█
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$█ per school.	Once at the beginning of the school year	\$█
NIET School Review Process: IDOE will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs \$█	Once for each TAP near the end of the school year	\$█
Comprehensive Online Data Entry: The CODE system provides valuable teacher evaluation data to TAP leadership teams. CODE data analysis is necessary to move schools forward in enhancing	Throughout the year	\$█

their professional learning communities.		
High school growth model development: As described in the Project Design, IDOE will develop a new growth model for high school and will require assistance from statisticians to help calculate and validate the model.	Once at the beginning of the year	\$ [REDACTED]
Grant Evaluation: IDOE will contract with an experienced evaluator to design and carry out an evaluation of our TIF grant.	Throughout the year	\$ [REDACTED]
<b>Total:</b>		\$ [REDACTED]

**7) Training Stipends**

N/A

**8) Other**

Other costs for the project include important fees, expenses, and costs associated with attending workshops, hosting training sessions, and conducting efficient business throughout the course of the planning year.

<b>Item</b>	<b>Timing of Cost</b>	<b>Total Cost</b>
Startup Workshops Participation Fee: The Leadership teams in each TIF school will gather together for a TAP Startup workshop.	Winter, Spring 2011	\$ [REDACTED]
Indiana TAP Summer Institute: Leadership teams from each school will gather each summer to receive TAP training and updates.	Summer 2011	\$ [REDACTED]
National TAP Conference	Spring 2011	\$ [REDACTED]
Meeting Expenses: primarily includes funds for quarterly TAP Network meetings, including room costs (if any). The Network will always utilize free space at IDOE or CELL if available. Costs in this line item will also	Throughout the year	\$ [REDACTED]

include meeting materials, A/V equipment and other incidentals.		
<b>Total:</b>		\$ [REDACTED]

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is \$ [REDACTED]

**10) Indirect Costs**

An indirect rate of [REDACTED] is charged to all applicable costs. The amount of applicable costs is found by subtracting the contractual cost from the total direct cost. The indirect cost for year 2 is \$ [REDACTED]

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the second year is \$ [REDACTED]. Of that amount, \$ [REDACTED] is paid for with in-kind contributions, \$ [REDACTED] is paid for with a cost share, and \$ [REDACTED] is paid for through a district match, resulting in TIF grant allocations for the first year of \$ [REDACTED]

<b>Year 2 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	

**TIF GRANT YEAR 3**

<b>Budget Year Summary: Year 3</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]
3. Travel	\$ [REDACTED]
4. Equipment	\$0
5. Supplies	\$ [REDACTED]
6. Contractual	\$ [REDACTED]
7. Construction	\$0
8. Other	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]
11. Training Stipends	\$0
12. Total Costs (lines 9-11)	\$ [REDACTED]

<b>Year 3 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	

**PROJECT-YEAR BUDGET NARRATIVE: YEAR 3**

**1) Personnel**

Third year personnel costs include state level employees and project leadership described in the first year, as well as the costs associated with augmenting salaries, providing performance incentives, and extending teacher contracts.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>%FTE</b>	<b>Base Salary or Per Unit Amount</b>	<b>Total</b>
TAP Director	████	\$████	\$████
Program Specialist	████	\$████	\$████
Administrative assistant	████	\$████	\$████
Regional Coordinating Master Teachers (5)	████	\$████	\$████
Master Teacher Replacement: Since Master teachers no longer have their own classroom, each TAP school will hire a teacher to replace the Master teacher.	████	\$████	\$████
20 Additional days for each Master teacher: Each Master teacher must work 20 additional days to fulfill expanded responsibilities.	████	\$████	\$████
Master Teacher Salary augmentation: Each Master teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	\$████	\$████
10 additional days for each Mentor teacher: each mentor teacher must work 10 additional days in order to fulfill expanded responsibilities.	████	\$████	\$████
Mentor teacher salary augmentation: each mentor teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	\$████	\$████
TIF Director	████	\$████	\$████
Principal Investigator	████	\$████	\$████

DOE Policy Staff	█ (2 staff members)	\$█ and \$█	\$█ and \$█
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data.	End of the academic year	\$█ per bonus, █ planned bonuses	\$█
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data.	End of the academic year	\$█ per bonus, 44 planned bonuses	\$█
Hard-to-Staff Subject Teacher Incentive	End of the academic year	\$█ per incentive, █ planned per school	\$█
<b>Total:</b>			\$█

## 2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. █ of each base salary in the personnel chart and ten percent of performance based bonuses is used to calculate a total of \$█ in fringe benefits for the third year.

Fringe benefit costs are further delineated to show amounts to be funded by the TIF Grant and amounts to be funded by in-kind contributions from the IDOE. The following table shows the personnel salaries as divided between TIF Grant allocations and in-kind contributions and the appropriate fringe benefit amounts for each source of funding.

In-Kind Contribution and Cost Share	TIF Grant Allocation	Fringe Rate	In-Kind Fringe	TIF Grant Fringe
\$█	\$█	█	\$█	\$█
			<b>TOTAL:</b>	\$█

### 3) Travel

Travel costs in years three through five are static and include costs incurred for training, state and national conferences, and general collaboration and review.

Travel	Number of Trips	Cost per Trip	Total
NIET Startup Training 1: This 3 day/3 night training event is the first step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this service and sets the cost.	\$■■■■
NIET Startup training 2: This 3 day/3 night training is the second step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
NIET Startup training 3: This 2 day/2 night training is the final step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training	■■■	\$■■■■	\$■■■■■
School Review: School Review: NIET staff must annually review each TAP school for fidelity and performance. No more than 2 schools can be reviewed in one day, requiring 22 days of total travel to review 44 schools. Multiple TAP staff will review TAP schools across the state in the same week so that all schools will be reviewed at the same	■	\$■■■■	\$■■■■

time.			
In-State travel: In-State travel: Staff including the TAP Director and RCMTs must travel to TAP schools. The TAP Director will travel approximately 300-400 miles per week across the state and will need to do occasional overnight stays, if, for example, she needs to visit all TIF schools in northern Indiana over the course of two or three days. RCMTs will be based in their region and will be on the road every day, but will be making shorter trips with no overnight stays. Depending on the region, an RCMT may travel 100 miles per week.	■	\$ ■■■■■	\$ ■■■■■
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$ ■■■	\$ ■■■
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$ ■■■	\$ ■■■
<b>Total:</b>			\$ ■■■■■

**4) Equipment**

All equipment is provided to staff during the planning year for the duration of the grant period.

**5) Supplies**

It is necessary to include a budgetary line item for basic office supplies. Assuming an annual cost of \$ ■■■ per person for the twelve individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$ ■■■■■ IDOE will provide all office

supplies to the TIF Director, Principal Investigator and policy staff during the planning year. CELL will provide all standard office supplies to the TAP Director, program specialist and administrative assistant as well. The budget breakdown for office supplies is summarized in the following table.

<b>Item</b>	<b>Cost per Person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$ [REDACTED]	[REDACTED]	\$ [REDACTED]

## 6) Contractual

Contractual expenses represent those allowing for IDOE’s partnership with NIET. Training, technical support, data assessment, and research and development are benefits of this crucial partnership and are funded by contractual budgetary line items. These costs are not subject to indirect assessment. Contractual expenditures will also include the work of IDOE’s evaluation partner. During years 2 through 5 of the grant, the evaluation partner will carry out the evaluation.

Contractual	Timing of Costs	Total
Startup workshop training: IDOE will contract with NIET to train staff in how to conduct annual startup workshops that will take place prior to the school year in TAP schools that need assistance. Each training costs \$ [REDACTED] to conduct, and 16 trainings will be needed to work with Indiana’s large number of schools.	Spring or Summer	\$ [REDACTED]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$ [REDACTED] per school.	Once at the beginning of the school year	\$ [REDACTED]
NIET School Review Process: IDOE will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs \$ [REDACTED]	Once for each TAP near the end of the school year	\$ [REDACTED]
Comprehensive Online Data Entry: The CODE system provides valuable teacher evaluation data to TAP leadership teams. CODE data analysis is necessary to move schools forward in enhancing	Throughout the year	\$ [REDACTED]

their professional learning communities.		
Grant Evaluation: IDOE will contract with an experienced evaluator to design and carry out an evaluation of our TIF grant.	Throughout the year	\$ [REDACTED]
<b>Total:</b>		\$ [REDACTED]

**7) Training Stipends**

N/A

**8) Other**

Other costs for the project include important fees, expenses, and costs associated with attending workshops, hosting training sessions, and conducting efficient business throughout the course of the planning year.

<b>Item</b>	<b>Timing of Cost</b>	<b>Total Cost</b>
Startup Workshops Participation Fee: The Leadership teams in each TIF school will gather together for a TAP Startup workshop.	Winter, Spring 2012	\$ [REDACTED]
Indiana TAP Summer Institute: Leadership teams from each school will gather each summer to receive TAP training and updates.	Summer, 2012	\$ [REDACTED]
National TAP Conference	Spring 2012	\$ [REDACTED]
Meeting Expenses: primarily includes funds for quarterly TAP Network meetings, including room costs (if any). The Network will always utilize free space at IDOE or CELL if available. Costs in this line item will also include meeting materials, A/V equipment and other incidentals.	Throughout the year	\$ [REDACTED]
<b>Total:</b>		\$ [REDACTED]

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is \$ [REDACTED]

**10) Indirect Costs**

An indirect rate of [REDACTED] is charged to all applicable costs. The amount of applicable costs is found by subtracting the contractual cost from the total direct cost. The amount subject of indirect costs is \$ [REDACTED]

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the third year is \$ [REDACTED]. Of that amount, \$ [REDACTED] is paid for with in-kind contributions, \$ [REDACTED] comes through cost sharing, and \$ [REDACTED] is funded through a district match, resulting in TIF grant allocations for the first year of \$ [REDACTED]

<b>Year 3 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	

**TIF GRANT YEAR 4**

<b>Budget Year Summary: Year 4</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]
3. Travel	\$ [REDACTED]
4. Equipment	\$0
5. Supplies	\$ [REDACTED]
6. Contractual	\$ [REDACTED]
7. Construction	\$0
8. Other	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]
11. Training Stipends	\$0
12. Total Costs (lines 9-11)	\$ [REDACTED]

<b>Year 4 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	

**PROJECT-YEAR BUDGET NARRATIVE: YEAR 4**

**1) Personnel**

Fourth year personnel costs include state level employees and project leadership described in the first year, as well as the costs associated with augmenting salaries, providing performance incentives, and extending teacher contracts.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>%FTE</b>	<b>Base Salary or Per Unit Amount</b>	<b>Total</b>
TAP Director	████	████	████
Program Specialist	████	████	████
Administrative assistant	████	████	████
Regional Coordinating Master Teachers (█)	████	████	████
Master Teacher Replacement: Since Master teachers no longer have their own classroom, each TAP school will hire a teacher to replace the Master teacher.	████	████	████
20 Additional days for each Master teacher: Each Master teacher must work 20 additional days to fulfill expanded responsibilities.	████	████	████
Master Teacher Salary augmentation: Each Master teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	████	████
10 additional days for each Mentor teacher: each mentor teacher must work 10 additional days in order to fulfill expanded responsibilities.	████	████	████
Mentor teacher salary augmentation: each mentor teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	████	████
TIF Director	████	\$████	\$████

Principal Investigator	████	\$████	\$████
DOE Policy Staff	████ (2 staff members)	\$████ and \$████	\$████ and \$████
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data.	End of the academic year	\$████ per bonus, █████ planned bonuses	\$████
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data.	End of the academic year	\$████ per bonus, █████ planned bonuses	\$████
Hard-to-Staff Subject Teacher Incentive	End of the academic year	\$████ per incentive and █████ per school	\$████
<b>Total:</b>			\$████

## 2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. █████ of each base salary in the personnel chart and ten percent of performance based bonuses is used to calculate a total of \$████ in fringe benefits for the fourth year.

Fringe benefit costs are further delineated to show amounts to be funded by the TIF Grant and amounts to be funded by in-kind contributions from the IDOE. The following table shows the personnel salaries as divided between TIF Grant allocations and in-kind contributions and the appropriate fringe benefit amounts for each source of funding.

In-Kind Contribution and Cost Share	TIF Grant Allocation	Fringe Rate	In-Kind Fringe	TIF Grant Fringe
\$████	\$████	████	\$████	\$████
			<b>TOTAL:</b>	\$████

### 3) Travel

Travel costs in years three through five are static and include costs incurred for training, state and national conferences, and general collaboration and review.

Travel	Number of Trips	Cost per Trip	Total
NIET Startup Training 1: This 3 day/3 night training event is the first step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this service and sets the cost.	\$■■■■
NIET Startup training 2: This 3 day/3 night training is the second step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
NIET Startup training 3: This 2 day/2 night training is the final step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training	■■■	\$■■■■	\$■■■■■
School Review: School Review: NIET staff must annually review each TAP school for fidelity and performance. No more than 2 schools can be reviewed in one day, requiring 22 days of total travel to review 44 schools. Multiple TAP staff will review TAP schools across the state in the same week so that all schools will be reviewed at the same time.	■	\$■■■■	\$■■■■
In-State travel: In-State	■	\$■■■■	\$■■■■

<p>travel: Staff including the TAP Director and RCMTs must travel to TAP schools. The TAP Director will travel approximately 300-400 miles per week across the state and will need to do occasional overnight stays, if, for example, she needs to visit all TIF schools in northern Indiana over the course of two or three days.</p> <p>RCMTs will be based in their region and will be on the road every day, but will be making shorter trips with no overnight stays. Depending on the region, an RCMT may travel 100 miles per week.</p>			
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$■	\$■
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night	■	\$■	\$■
<b>Total:</b>			\$■

**4) Equipment**

All equipment is provided to staff during the planning year for the duration of the grant period.

**5) Supplies**

It is necessary to include a budgetary line item for basic office supplies. Assuming an annual cost of \$■ per person for the twelve individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$■. The Indiana Department of Education will provide all office supplies to the TIF Director, Principal Investigator and policy

staff during the planning year. CELL will provide all standard office supplies to the TAP Director, program specialist and administrative assistant as well. The budget breakdown for office supplies is summarized in the following table.

<b>Item</b>	<b>Cost per Person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$ [REDACTED]	[REDACTED]	\$ [REDACTED]

**6) Contractual**

Contractual expenses represent those allowing for IDOE’s partnership with NIET. Training, technical support, data assessment, and research and development are benefits of this crucial partnership and are funded by contractual budgetary line items. These costs are not subject to indirect assessment. Contractual expenditures will also include the work of IDOE’s evaluation partner. During years 2 through 5 of the grant, the evaluation partner will carry out the evaluation.

<b>Contractual</b>	<b>Timing of Costs</b>	<b>Total</b>
Startup workshop training: IDOE will contract with NIET to train staff in how to conduct annual startup workshops that will take place prior to the school year in TAP schools that need assistance. Each training costs \$ [REDACTED] to conduct, and 16 trainings will be needed to work with Indiana’s large number of schools.	Spring or Summer	\$ [REDACTED]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$ [REDACTED] per school.	Once at the beginning of the school year	\$ [REDACTED]
NIET School Review Process: IDOE will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs \$ [REDACTED]	Once for each TAP near the end of the school year	\$ [REDACTED]
Comprehensive Online Data Entry: The CODE system provides valuable teacher evaluation data to TAP leadership teams. CODE data analysis is necessary to move schools forward in enhancing their professional learning communities.	Throughout the year	\$ [REDACTED]

Grant Evaluation: IDOE will contract with an experienced evaluator to design and carry out an evaluation of our TIF grant.	Throughout the year	\$ [REDACTED]
<b>Total:</b>		\$ [REDACTED]

**7) Training Stipends**

N/A

**8) Other**

Other costs for the project include important fees, expenses, and costs associated with attending workshops, hosting training sessions, and conducting efficient business throughout the course of the planning year.

Item	Timing of Cost	Total Cost
Startup Workshops Participation Fee: The Leadership teams in each TIF school will gather together for a TAP Startup workshop.	Winter, Spring 2014	\$ [REDACTED]
Indiana TAP Summer Institute: Leadership teams from each school will gather each summer to receive TAP training and updates.	Summer 2014	\$ [REDACTED]
National TAP Conference	Spring 2014	\$ [REDACTED]
Meeting Expenses: primarily includes funds for quarterly TAP Network meetings, including room costs (if any). The Network will always utilize free space at IDOE or CELL if available. Costs in this line item will also include meeting materials, A/V equipment and other incidentals.	Throughout the year	\$ [REDACTED]
<b>Total:</b>		\$ [REDACTED]

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is \$ [REDACTED]

**10) Indirect Costs**

An indirect rate of [REDACTED] is charged to all applicable costs. The amount of applicable costs is found by subtracting the contractual cost from the total direct cost. The indirect cost is \$ [REDACTED]

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the fourth year is \$ [REDACTED]. Of that amount, \$ [REDACTED] is paid for with in-kind contributions, \$ [REDACTED] is paid for through cost sharing, and \$ [REDACTED] is made through a district match, resulting in TIF grant allocations for the first year of \$ [REDACTED]

<b>Year 4 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	

**TIF GRANT YEAR 5**

<b>Budget Year Summary: Year 5</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]
3. Travel	\$ [REDACTED]
4. Equipment	\$0
5. Supplies	\$ [REDACTED]
6. Contractual	\$ [REDACTED]
7. Construction	\$0
8. Other	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]
11. Training Stipends	\$0
12. Total Costs (lines 9-11)	\$ [REDACTED]

<b>Year 5 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	

**PROJECT-YEAR BUDGET NARRATIVE: YEAR 5**

**1) Personnel**

Fifth year personnel costs include state level employees and project leadership described in the first year, as well as the costs associated with augmenting salaries, providing performance incentives, and extending teacher contracts.

<b>Personnel:</b> The following requested personnel will all be hired as employees of the project.	<b>%FTE</b>	<b>Base Salary or Per Unit Amount</b>	<b>Total</b>
TAP Director	████	████	████
Program Specialist	████	████	████
Administrative assistant	████	████	████
Regional Coordinating Master Teachers (█)	████	████	████
Master Teacher Replacement: Since Master teachers no longer have their own classroom, each TAP school will hire a teacher to replace the Master teacher.	████	████	████
20 Additional days for each Master teacher: Each Master teacher must work 20 additional days to fulfill expanded responsibilities.	████	████	████
Master Teacher Salary augmentation: Each Master teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	████	████
10 additional days for each Mentor teacher: each mentor teacher must work 10 additional days in order to fulfill expanded responsibilities.	████	████	████
Mentor teacher salary augmentation: each mentor teacher earns \$████ per year above their previous salary in return for additional job responsibilities.	████	████	████
TIF Director	████	████	████
Principal Investigator	████	████	████

DOE Policy Staff	█ (█ staff members)	\$█ and \$█	\$█ and \$█
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data.	End of the academic year	\$█ per bonus, █ planned bonuses	\$█
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data.	End of the academic year	\$█ per bonus, █ planned bonuses	\$█
Hard-to-Staff Subject Teacher Incentive	End of the academic year	\$█ per incentive and 8 per school	\$█
<b>Total:</b>			\$█

## 2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. █ of each base salary in the personnel chart and ten percent of performance based bonuses is used to calculate a total of \$█ in fringe benefits for the fifth year.

Fringe benefit costs are further delineated to show amounts to be funded by the TIF Grant and amounts to be funded by in-kind contributions from the IDOE. The following table shows the personnel salaries as divided between TIF Grant allocations and in-kind contributions and the appropriate fringe benefit amounts for each source of funding.

In-Kind Contribution and Cost Share	TIF Grant Allocation	Fringe Rate	In-Kind Fringe	TIF Grant Fringe
\$█	\$█	█	\$█	\$█
			<b>TOTAL:</b>	\$█

## 3) Travel

Travel costs in years three through five are static and include costs incurred for training, state and national conferences, and general collaboration and review.

<b>Travel</b>	<b>Number of Trips</b>	<b>Cost per Trip</b>	<b>Total</b>
NIET Startup Training 1: This 3 day/3 night training event is the first step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this service and sets the cost.	\$■■■■
NIET Startup training 2: This 3 day/3 night training is the second step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
NIET Startup training 3: This 2 day/2 night training is the final step toward a state's adoption of TAP.	■	\$■■■■ NIET provides this training and sets the cost.	\$■■■■
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training	■■■	\$■■■■	\$■■■■■
School Review: School Review: NIET staff must annually review each TAP school for fidelity and performance. No more than 2 schools can be reviewed in one day, requiring 22 days of total travel to review ■■■ schools. Multiple TAP staff will review TAP schools across the state in the same week so that all schools will be reviewed at the same time.	■	\$■■■■	\$■■■■
In-State travel: In-State travel: Staff including the TAP Director and	■	\$■■■■	\$■■■■

<p>RCMTs must travel to TAP schools. The TAP Director will travel approximately 300-400 miles per week across the state and will need to do occasional overnight stays, if, for example, she needs to visit all TIF schools in northern Indiana over the course of two or three days.</p> <p>RCMTs will be based in their region and will be on the road every day, but will be making shorter trips with no overnight stays. Depending on the region, an RCMT may travel 100 miles per week.</p>			
<p>TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night</p>	■	\$■	\$■
<p>TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night</p>	■	\$■	\$■
<p><b>Total:</b></p>			\$■

**4) Equipment**

All equipment is provided to staff during the planning year for the duration of the grant period.

**5) Supplies**

It is necessary to include a budgetary line item for basic office supplies. Assuming an annual cost of \$■ per person for the twelve individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$■. The Indiana Department of Education will provide all office supplies to the TIF Director, Principal Investigator and policy staff during the planning year. CELL will provide all standard office supplies to the TAP

Director, program specialist and administrative assistant as well. The budget breakdown for office supplies is summarized in the following table.

Item	Cost per Person	Total Amount	Total Cost
Supplies	\$█	█	\$█

**6) Contractual**

Contractual expenses represent those allowing for IDOE’s partnership with NIET. Training, technical support, data assessment, and research and development are benefits of this crucial partnership and are funded by contractual budgetary line items. These costs are not subject to indirect assessment. Contractual expenditures will also include the work of IDOE’s evaluation partner. During years 2 through 5 of the grant, the evaluation partner will carry out the evaluation.

<b>Contractual</b>	<b>Timing of Costs</b>	<b>Total</b>
Startup workshop training: IDOE will contract with NIET to train staff in how to conduct annual startup workshops that will take place prior to the school year in TAP schools that need assistance. Each training costs \$█ to conduct, and 16 trainings will be needed to work with Indiana's large number of schools.	Spring or Summer	\$█
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$█ per school.	Once at the beginning of the school year	\$█
NIET School Review Process: IDOE will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs \$█	Once for each TAP near the end of the school year	\$█
Comprehensive Online Data Entry: The CODE system provides valuable teacher evaluation data to TAP leadership teams. CODE data analysis is necessary to move schools forward in enhancing their professional learning communities.	Throughout the year	\$█
Grant Evaluation: IDOE will contract with an experienced evaluator to design and carry out an evaluation of our TIF grant.	Once at the beginning of the year	\$█
<b>Total:</b>		\$█

**7) Training Stipends**

N/A

**8) Other**

Other costs for the project include important fees, expenses, and costs associated with attending workshops, hosting training sessions, and conducting efficient business throughout the course of the planning year.

<b>Item</b>	<b>Timing of Cost</b>	<b>Total Cost</b>
Startup Workshops Participation Fee: The Leadership teams in each TIF school will gather together for a TAP Startup workshop.	Winter, Spring 2015	\$ [REDACTED]
Indiana TAP Summer Institute: Leadership teams from each school will gather each summer to receive TAP training and updates.	Summer 2015	\$ [REDACTED]
National TAP Conference	Spring 2015	\$ [REDACTED]
Meeting Expenses: primarily includes funds for quarterly TAP Network meetings, including room costs (if any). The Network will always utilize free space at IDOE or CELL if available. Costs in this line item will also include meeting materials, A/V equipment and other incidentals.	Throughout the year	\$ [REDACTED]
<b>Total:</b>		\$ [REDACTED]

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is \$ [REDACTED]

**10) Indirect Costs**

An indirect rate of [REDACTED] is charged to all applicable costs. The amount of applicable costs is found by subtracting the contractual cost from the total direct cost. The amount of indirect costs is \$ [REDACTED]

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the fifth year is \$ [REDACTED]. Of that amount, \$ [REDACTED] is paid for with in-kind contributions, \$ [REDACTED] is made through cost sharing, and \$ [REDACTED] is made through a district match, resulting in TIF grant allocations for the fifth year of \$ [REDACTED].

<b>Year 5 Cost</b>	<b>In-Kind Contributions</b>	<b>Cost Share</b>	<b>LEA Match</b>	<b>TIF Allocation</b>	<b>Grant</b>
\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	