

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 # S385A100115

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

Closing Date: JUL 06, 2010

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

Application for Federal Assistance SF-424

Version 02

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

| | |
|---------------------|--------------------------|
| * 3. Date Received: | 4. Applicant Identifier: |
| 7/6/2010 | |

| | |
|--------------------------------|---------------------------------|
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
| | N/A |

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: PUTNAM COUNTY SCHOOL DISTRICT

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

d. Address:

| | |
|----------------------|--|
| * Street1: | ██ |
| Street2: | |
| * City: | ██████████ |
| County: | ██████████ |
| State: | ██ |
| Province: | |
| * Country: | ██ |
| * Zip / Postal Code: | ██████ |

e. Organizational Unit:

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

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

| | | | |
|--------------|------|---------------|-------|
| Prefix: | Mrs. | * First Name: | HELEM |
| Middle Name: | | | |

* Last Name: MUIR

Suffix:

Title: DIRECTOR OF PROFESSIONAL DEVELOPMENT

Organizational Affiliation:

PUTNAM COUNTY SCHOOL DISTRICT

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

██

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

TEACHER INCENTIVE FUND - RECOVERY ACT

13. Competition Identification Number:

Title:

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

PUTNAM COUNTY, FLORIDA

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

COMPENSATING PERFORMANCE in PUTNAM COUNTY (CPPC)

Attach supporting documents as specified in agency instructions.

Attachment:

Title : Indirect Cost Documentation

File : C:\fakepath\Indirect Cost Documentation.pdf

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: FL-003/007

* b. Program/Project: FL-003/007

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/6/2010.

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: Mr. * First Name: THOMAS
Middle Name: D
* Last Name: TOWNSEND
Suffix:

Title: SUPERINTENDENT

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

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

DISTRICT SCHOOL BOARD OF PUTNAM COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN A

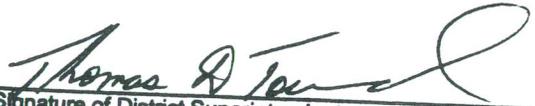
I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 3.11%

See below

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2007-2008, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

| | |
|--|--|
|  _____ Signature of District Superintendent |  _____ Signature of Finance Officer |
| <u>5-5-09</u> _____ Date Signed | <u>4/24/09</u> _____ Date Signed |

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 3.08%

These rates become effective July 1, 2009, and remain in effect until June 30, 2010, and will apply to all eligible federally assisted programs as appropriate.

| | |
|---|---------------------------------------|
|  _____ Signature of Comptroller, Florida Department of Education | <u>6/2/09</u> _____ Date Signed |
|---|---------------------------------------|



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 PUTNAM COUNTY SCHOOL DISTRICT

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 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | █ | █ | █ | █ | █ | █ |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | █ | █ | █ | █ | █ | █ |
| 10. Indirect Costs* | █ | █ | █ | █ | █ | █ |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | █ | █ | █ | █ | █ | █ |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 3.08%

(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:
 PUTNAM COUNTY SCHOOL DISTRICT

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

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: Thomas D. Townsend

Title: Superintendent

Date Submitted: 07/04/2010

Disclosure of Lobbying Activities

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

| | | |
|---|---|---|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: - | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: THOMAS D TOWNSEND Title: SUPERINTENDENT Applicant: PUTNAM COUNTY SCHOOL DISTRICT Date: 07/04/2010 | |
| Federal Use Only: | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) | |

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

PUTNAM COUNTY SCHOOL DISTRICT

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: MR. First Name: THOMAS Middle Name: D

Last Name: TOWNSEND Suffix:

Title: SUPERINTENDENT

Signature:

Date:

07/04/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : General Education Provision Act

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General Education Provisions Act (GEPA) Section 427

***ALL APPLICANTS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

No Teacher, Principal, or Other (school-based) Instructional Staff member will be excluded from participating in the Putnam County Teacher Incentive Fund Project on any basis, but specifically for gender, race, national origin, color, disability, or age. Non-discrimination in hiring is a given.

Barrier: Not teaching in a Core Subject area prevents teachers from receiving Performance Based Compensation

Solution: Instructional personnel not assigned to a core subject area will be able to participate in the EFFORT-based compensation components of Putnam's overall plan. In addition, they may be able to participate in the STUDENT PERFORMANCE compensation if, with the approval of their principal, they develop a collaborative approach with one or more core-area teacher.

Barrier: Union contracts present a barrier to implementing a TIF

Solution: Local union leadership has been involved in all communications, negotiations, and development of the Putnam County PBCS. The design of the PBCS proposed for this application allows existing teachers to "opt-in" to the PBCS system, though all new hires will be required to participate. Further, all awards paid out under the PBCS will enhance and not supplant those wages paid out under the existing labor relations contract.

A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

First, applicants must **identify at least one barrier** that would prevent teachers, and other program beneficiaries from participating in grant activities. The statute highlights six types of barriers that can impede access to participation: **gender, race, national origin, color, disability, or age**. However, applicants can take a fairly broad view of what constitutes a barrier and may address a barrier that is not among these six. Nor does the barrier have to be related to an applicant's own operation or way of conducting business. The barrier could be an attitude or perception held by people that the grant project is intended to serve. For example, an organization could be free of any discriminatory policies but still have trouble getting immigrant parents involved because these parents are reluctant to work with any official group or agency.

Second, applicants must **explain what they will do to overcome the barrier**.

Here are two examples of identifying a barrier and its solution:

- **Barrier**—Low-income parents cannot participate in grant activities held in the evening at a local school because they lack babysitting and transportation.
Solution—Grant money will be spent to carry out a detailed plan (explained within the applicant's GEPA statement) to help the parents overcome their babysitting and transportation difficulties.
- **Barrier**—Sight impaired students cannot benefit from reading tutors paid for with grant money because the students are unable to use the books available during the tutoring sessions.
Solution—Grant money will pay for materials in Braille.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Mrs. Helen B Muir

Address:

* Street1: [REDACTED]
 Street2:
 * City: [REDACTED]
 County: [REDACTED]
 * State: [REDACTED]

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

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
 File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **Project Abstract.doc**

PROJECT ABSTRACT

PROJECT TITLE: PUTNAM COUNTY SCHOOL DISTRICT PBCS

COMPETITION AREA: MAIN TIF COMPETITION

PROJECT DESCRIPTION:

Putnam County is applying for the Main TIF competition and seeking funding to conduct a five-year project, using the first year to complete the design and development phases of fully defining the application of the PBCS to all teachers, principals, and other instructional personnel housed in Putnam's 18 schools. The proposed project addresses all ASOLUTE and COMPETITIVE PRIORITIES, including the fact the Putnam County is a first-time applicant to the TIF program.

PROJECT OBJECTIVES AND EXPECTED OUTCOMES

Project objectives include improved, comprehensive, and fair measures of teachers, principals, and other instructional personnel, including both Effort and Student performance Assessments, enhanced assessment of student academic performance, developing an assessment of student behavior, and defining a distribution of Performance-Based Compensation at the school level to encourage Exemplary and Highly Effective staff to move to / remain at high need schools.

TARGET NUMBER OF SCHOOLS/STUDENTS TO BE SERVED: 18 / 11,000

SPECIAL PROJECT FEATURES:

The project has received the recommendation of both the State Department of Education and the local teachers union for its innovative approach to student performance assessment and its commitment to collaboration with all stakeholders in the District.

Project Narrative

Application Narrative

Attachment 1:

Title: **Grant Narrative-final** Pages: **50** Uploaded File: **Grant Narrative-final.doc**

PROJECT NARRATIVE

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Need for the Project

High-need schools have difficulty recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education.

Prevalence of high need schools. Putnam County is a statutorily designated rural county in Northeast Florida covering an area of 722 square miles. The Putnam County School District serves over 11,000 students in 18 schools. The county has received the state designation as a **“Rural Area of Critical Economic Concern”** with 80 percent of its residents living in unincorporated rural areas. The district is part of the Rural and Low Income School Program as authorized under Title VI, Part B with nearly 26% of families living below the poverty line. There are currently 573 homeless children enrolled in school and the number of students on free or reduced lunch is approximately 72%. The district is characterized by disproportionate poverty, low educational attainment, low-performing schools, and growing populations of African Americans and Hispanics, currently representing nearly 38 percent of students in the District. In addition, the District has a significant percentage of students who come from families where only Spanish is spoken. These students and their families often require significant levels of personal counseling and family support services which are not available.

School enrollment data for the current (2009-10) school year is detailed below in Table 1. The total enrollment in the District is 11,127 students, of which 5,888 are in grades PK-5. The Table also points toward the demographic change that is taking place within Putnam County. That is, while less than 17 percent of the total population is Black, 25 percent of students enrolled in schools are Black. Similarly, while only 8 percent of the County’s population is Hispanic, 12.5 percent of students are Hispanic. As such, with less than 59 percent of students being white, the county is rapidly moving toward becoming a place without a majority population.

Table 1. School Enrollment, 2009-10 School Year

| | WHITE | BLACK | HISP | ASIAN | INDIAN | MULTI | TOTAL |
|----------|-------|-------|-------|-------|--------|-------|--------|
| Total | 6,519 | 2,783 | 1,391 | 58 | 19 | 357 | 11,127 |
| Enrolled | 58.6% | 25.0% | 12.5% | 0.5% | 0.2% | 3.2% | 100.0% |

The Putnam County School District reflects many of the challenges that are present in the community at-large. Table 2, below, presents basic descriptive data on the District’s schools, all of which are scheduled for inclusion in this initiative.

Table 2. Student Incomes/School Performance– Putnam County Schools

| | Number Students 2009/10 | Grade Span of School | Number Free & Reduced | Met AYP 2009 | Receiving Title I Funds | Differentiated Accountability Status |
|------------------------------------|-------------------------|----------------------|-----------------------|--------------|-------------------------|--------------------------------------|
| Browning-Pearce Elementary | 756 | PK-5 | 544 | Yes | Yes | Prevent I |
| Interlachen Elementary | 843 | PK-5 | 628 | No | Yes | Prevent I |
| James A. Long Elementary | 510 | PK-5 | 390 | No | Yes | Correct I |
| Kelley Smith Elementary | 876 | PK-5 | 509 | Yes | Yes | |
| Mellon Elementary | 376 | PK-5 | 296 | No | Yes | Correct I |
| Melrose Elementary | 397 | PK-5 | 270 | Yes | Yes | |
| Middleton-Burney Elementary | 723 | PK-3 | 615 | No | Yes | Prevent I |
| Miller Intermediate | 416 | 4-6 | 384 | No | Yes | Correct I |
| Moseley Elementary | 535 | PK-5 | 459 | No | Yes | Prevent I |
| Ochwilla Elementary | 422 | PK-5 | 345 | No | Yes | Correct I |
| Beasley Middle | 461 | 6-8 | 422 | No | Yes | Correct II |
| Jenkins Middle | 667 | 6-8 | 421 | No | Yes | Correct I |
| Q.I. Roberts Middle | 320 | 6-8 | 211 | No | Yes | Correct I |
| Price Middle | 518 | 6-8 | 395 | No | Yes | Correct I |
| Interlachen High | 846 | 9-12 | 584 | No | Yes | Correct II |
| Palatka High | 1,411 | 9-12 | 756 | No | Yes | Correct II |
| Crescent City Jr-Sr High | 826 | 7-12 | 608 | No | Yes | Correct II |
| E.H. Miller | 115 | K-12 | 104 | No | N/A | Correct II |
| Total | 11,018 | | 7,941 | | | |
| Percent FRL of total students----- | | | 72.1% | | | |

As shown on Table 2, Students on Free and Reduced Lunch program far exceed State and national norms, as over 72% of our students qualify for these programs and all receive either

Title I or IDEA funding. Representing the difficulties in serving low-income students in a County where only about three-quarters of adults over 25 have a high school diploma and less than 13 percent have a college degree, school officials must overcome a prevailing community culture that is not focused on the education of its youth.

High-need schools have difficulty recruiting highly qualified or effective teachers and principals. All Putnam schools serve high percentages of low income children, ranging from 54 percent to 92 percent of the total students. Additionally, all but two schools failed to meet Adequate Yearly Progress in the most recent year for which data is available. As such, recruiting highly qualified or effective teachers is essential for **all** Putnam's schools. However, the district has regularly fallen short of this target.

The District has difficulty recruiting highly qualified or effective teachers for all its positions for a variety of reasons. Putnam's high poverty and high unemployment rates make the District relatively unattractive to highly qualified or effective teachers. Due to the depressed economic climate, little new residential development has taken place in recent years, resulting in a dearth of housing opportunities for new teachers. The District's pay scale for beginning teachers is also lower than surrounding districts thus minimizing the incentive to teach in Putnam County.

As recently as two-three years ago, nearly 50 percent of all new hires in the District were individuals with temporary certificates. This, coupled with high levels of secondary teachers assigned to subjects outside their primary field led to an accumulation of an instructional workforce that was less than adequately prepared to teach the courses they were assigned.

- During the most recent school year, 4.7% of all certified teachers were teaching courses out of their primary field of expertise.

- During the most recent school year, 5.2% of all teachers were not highly qualified.

In another example, a survey of history/social science teachers done during the 2008-09 school year indicated that 75 percent of history teachers had taken 0 or 1 college-level history course. Over three-quarters of teachers are social studies majors, with the remaining few being history majors. Finally, less than 10% of history teachers have received professional development in history during the past five years. Collectively, this presents a picture of critical need for professional development, a fact that is further supported by the data suggesting as many as 15% of current students are failing in the history courses they are taking.

Further evidence of Putnam's difficulties in hiring highly qualified or effective staff is reflected by the high percentage of temporary and contractual positions. For example, **all** current speech pathology personnel are contracted, as the District has been unable to find staff both qualified and willing to become permanent employees.

High-need schools have difficulty retaining highly qualified or effective teachers and principals. Putnam County consistently underperforms in both statewide totals as well as those for surrounding Districts in the area of teacher retention. As indicated by Table 3 below, Putnam's retention percentages lag well below State averages in each of the nine years after hiring. As shown, only 30 percent of Putnam's newly hired instructional staff in school year 2000-01 remained with the District nine years later compared to the statewide average of 52 percent. Perhaps most important, Putnam falls below most of its neighboring districts in attempting to retain instructional personnel. Therefore, four of the six LEAs that share a border with Putnam consistently retain their instructional staff at higher levels and the other two have similar retention levels, suggesting that Putnam is unable to attract teachers that live in surrounding areas and may even be losing them to these LEAs/

Table 3. Retention of First Year Instructional Staff: Staff Hired During 2000-01¹

| DISTRICT | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| ALACHUA | 70% | 49% | 39% | 34% | 30% | 28% | 27% | 25% |
| BRADFORD | 59% | 47% | 41% | 35% | 35% | 35% | 35% | 29% |
| PUTNAM | 72% | 54% | 47% | 42% | 42% | 37% | 32% | 30% |
| MARION | 79% | 62% | 54% | 51% | 48% | 43% | 39% | 37% |
| ST. JOHNS | 78% | 68% | 62% | 57% | 51% | 49% | 43% | 41% |
| VOLUSIA | 79% | 66% | 59% | 53% | 51% | 49% | 45% | 43% |
| FLAGLER | 87% | 73% | 70% | 63% | 60% | 53% | 43% | 47% |
| FLORIDA | 81% | 72% | 67% | 62% | 60% | 55% | 54% | 52% |

Student achievement is lower than in comparable schools in another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels.

As discussed previously and shown below, Putnam County (i.e., Putnam County School District) has the second highest poverty rate of the 67 counties in the State of Florida. When poverty rates are combined with the size of the school district, whether the community is largely urban or rural, and the general demographic make-up of the district, eleven (11) LEAs stand-out as comparable to Putnam County. These districts and their poverty ranking have been highlighted on Table 4, below.

¹ Florida Department of Education, Education Information and Accountability Services, September, 2009.

TABLE 4. Poverty Rates by County/LEA in Florida, 2009.

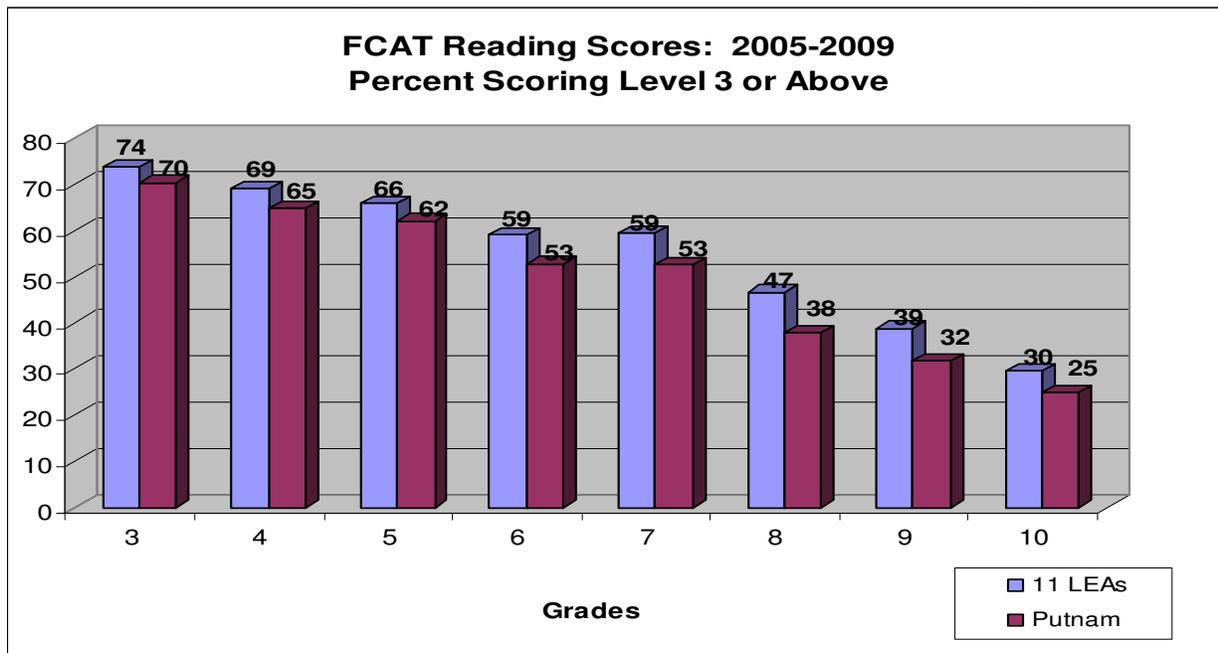
| District Ranking/Name | | Total Population | Children Ages 5-18 | # Living In Poverty | Percent in Poverty |
|-----------------------|---------------------------------|------------------|--------------------|---------------------|--------------------|
| 43 | BRADFORD COUNTY SCHOOL DISTRICT | 29,012 | 4,124 | 880 | 21.34% |
| 47 | SUMTER COUNTY SCHOOL DISTRICT | 74,721 | 9,010 | 1,980 | 21.98% |
| 48 | COLUMBIA COUNTY SCHOOL DISTRICT | 69,092 | 11,199 | 2,468 | 22.04% |
| 49 | WALTON COUNTY SCHOOL DISTRICT | 53,837 | 8,033 | 1,800 | 22.41% |
| 51 | CALHOUN COUNTY SCHOOL DISTRICT | 13,617 | 1,994 | 455 | 22.82% |
| 52 | OKEECHOBEE COUNTY SCHOOL DIST | 40,359 | 6,891 | 1,624 | 23.57% |
| 53 | SUWANNEE COUNTY SCHOOL DISTRICT | 39,802 | 6,260 | 1,543 | 24.65% |
| 58 | TAYLOR COUNTY SCHOOL DISTRICT | 21,546 | 3,048 | 824 | 27.03% |
| 60 | WASHINGTON COUNTY SCHOOL DIST | 23,928 | 3,616 | 990 | 27.38% |
| 63 | DESOTO COUNTY SCHOOL DISTRICT | 33,991 | 5,303 | 1,482 | 27.95% |
| 66 | PUTNAM COUNTY SCHOOL DISTRICT | 73,459 | 12,126 | 3,817 | 31.48% |
| 67 | DIXIE COUNTY SCHOOL DISTRICT | 14,957 | 2,099 | 666 | 31.73% |

In 2009-2010, the Putnam County School District (PCSD) developed a number of web-based graphing applications which used existing Florida Comprehensive Assessment Test (FCAT) data to answer basic questions regarding the district's historical academic outcomes. The applications were made available at putnamschools.org/index/reasons4change.html and demonstrated, among other things: PCSD ranked 59th and 58th of 67 Florida districts in reading and math, respectively, in 2009; The percentage of students scoring 3 or higher on the FCAT (demonstrating grade level proficiency) had grown at an overall rate of approximately 2%/yr, lagging the AYP target growth of 5-6%/yr and explaining why few PCSD schools made AYP in 2009; In most grades, the number of children who regressed from a 2008 achievement level of 3

or higher to a 2009 achievement level of 1 or 2 outnumbered the number of children who grew from a 2008 achievement level of 1 or 2 to a 2009 achievement level of 3 or higher, explaining why most PCSD schools failed to make AYP through “safe harbor”; The children who regressed from a 2008 achievement level of 3 or higher to a 2009 achievement level of 1 or 2 were found *not* to be disproportionately distributed among AYP subgroups (ethnicity, poverty or ESE).

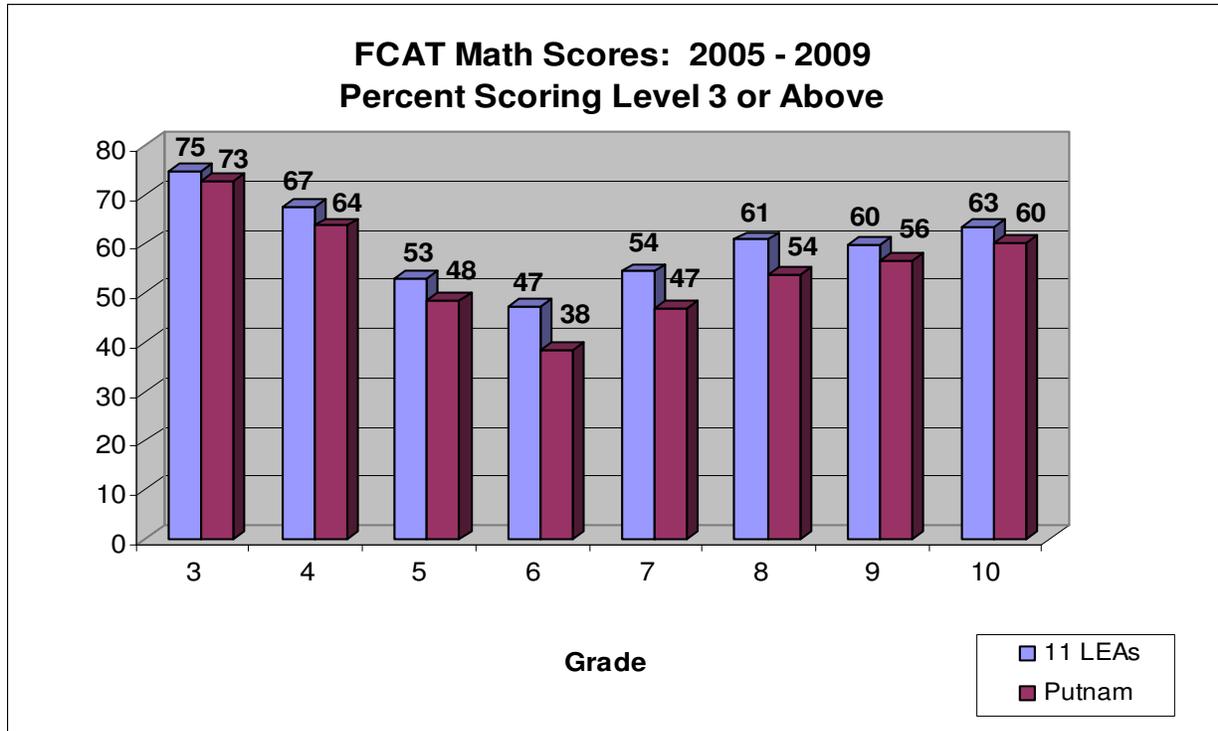
Comparing FCAT results to the eleven counties indicated as comparable, above, reveals that Putnam County’s test scores for both reading and math trail the average of the eleven districts in every grade for the past five years. As shown on Chart 1, the eleven counties/LEAs selected as comparable showed a higher percentage of students scoring Level 3 or above in Reading in each grade across the five-year period from 2005 to 2009. The comparable districts had percentages of students scoring at Level 3 or above across a range of between 4 and 9 percent higher than Putnam County at each grade level.

CHART 1. FCAT Reading Scores 2005-2009: Putnam Vs. Eleven (11) Comparable LEAs



Similarly, Chart 2 compares the same eleven (11) counties / LEAs to Putnam County in Mathematics. As is the case in Reading, Mathematics scores across the school districts reveal that comparable districts had percentages of students scoring at Level 3 or above across a range of between 4 and 9 percent higher than Putnam County at each grade level.

CHART 2. FCAT Math Scores 2005-2009: Putnam Vs. Eleven (11) Comparable LEAs



Project Design

The proposed PBCS is part of a proposed LEA strategy appropriate for improving the process by which each participating LEA rewards teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth.

Putnam County School District has developed the concepts behind its Performance Based Compensation System (PBCS) in full collaboration with teachers, principals, other instructional personnel, and representatives of the local union. The evaluation methods employed for the PBCS system will operate on a separate track from the existing evaluation system conducted by principals and administrators. As such, teachers and other instructional personnel will receive two sets of evaluations – one from an independent team set up specifically to conduct assessments for PBCS, and one representing a continuation of the existing method of principal/assistant principal assessment of instructional personnel and administrator assessment of principals..

Putnam County’s strategy has been governed, to the extent possible, by the principles of individual choice, transparency and fairness, multidimensionality, and a spirit of collaboration.

Individual choice. Current teachers, principals, and other instructional personnel will be permitted to join the PBCS on a voluntary, opt-in basis. All new hires, beginning with the 2011-12 school year, will be required to join the PBCS system as a condition of employment.

Transparency and fairness. While the PBCS to be developed will rely heavily on performance and student growth, employee longevity and education level will continue to be recognized by maintaining the existing pay scale approved by the District and the local union.

All aspects of the PBCS have been and will continue to be developed through an extensive two-way communication process with teachers, principals, and other instructional personnel. The Superintendent has committed to using a broad range of communication tools to insure that all stakeholders are involved and engaged to the extent possible. Communication

pathways such as podcasts, webcasts, email, town hall meetings, ParentLink messages, etc. will all be utilized throughout the planning and development of the PBCS. Teachers will be encouraged to email questions directly to the PCBS team, and teachers, principals, and other instructional personnel will be represented on all committees and involved in the decision-making process. Inservice training and informational sessions will precede any introduction of the new evaluation and compensation system.

ABSOLUTE PRIORITY #1. Differentiated Levels of Compensation for Effective Teachers and Principals

Performance Based Compensation will be paid as Supplements on top of an employee’s regular pay scale, as identified in the applicable employee contract. Personnel receiving Exemplary assessments will receive compensation up to 10 percent of their starting salary for Student Growth and an additional up to 5 percent for Effort. Personnel receiving Highly Effective assessments will receive compensation up to 5 percent of their starting salary for Student Growth and an additional up to 2.5 percent for Effort.

The amount of compensation for Teachers and Principals will be negotiated with the union and other stakeholders to reward teachers and principals who achieve performance standards. The district’s current pay scale will remain in effect. The only difference is that high performing teachers and principals will receive additional compensation.

Multidimensionality. Performance Based Compensation will be paid for excellence in each of two areas:

- **EFFORT:** This area includes the assumption of additional duties (e.g., Mentoring, Leadership, etc.) and/or the acquisition of credentials, certifications, and/or degrees determined to be of interest to the District’s needs;

- **STUDENT PERFORMANCE.** This area includes academic achievement/learning gains in the core subjects of Reading, Language Arts, Math, Science, and Social Studies. In addition, areas such as planning/preparation, classroom management, assessment management, etc. will be assessed during classroom observations conducted at least twice annually.
 - Student Growth will account for 51% of the total assessment of Student Performance
 - 30% - Standardized Testing (i.e. FCAT)
 - 7% - End of Course Exams
 - 7% - Progress Monitoring (i.e., ThinkGate)
 - 7% - Student Behavior (attendance, tardiness, referrals)
 - Additional areas of evaluation will encompass the remaining 49% of the total assessment and include:
 - Planning/Preparation
 - Classroom Management
 - Assessment Management
 - Intervention / Direct Services
 - Collaboration
 - Staff Development
 - Professional Responsibilities
 - Other Instructional Personnel not assigned to specific classrooms (e.g. Teachers On Special Assignment, Guidance Counselors, etc.) can earn Effort incentives,

and may be eligible for Student Performance incentives based on school-wide student performance.

- Teachers not in Core Subject areas can earn Effort incentives, and may be eligible to earn Student Performance incentives if their Principal agrees they can collaborate with a Core Subject-area Teacher to teach and be evaluated on the basis of specific students.
- Performance incentives paid to Principals, will be based on school-wide achievement of all teachers in areas of Student Performance, Effort, and the identification/delivery of Professional Development targeted to meet the needs of Teachers.

ABSOLUTE PRIORITY #3. Comprehensive approaches to the Performance Based Compensation System (PBCS).

Performance Based Compensation, therefore, will be paid for excellence in Effort, a process assessment, and/or Student Growth, an outcomes assessment. Supplements will be paid for Effort related to an employee's performance that exceeds the duties required for their position and/or obtains certifications and other credentials that go beyond the basic requirements of their job classification. Supplements will also be paid for Student Growth, defined by seven (7) domains representing various aspects of professionalism in performance, equivalent to 49% of the total Student Growth assessment, and one domain addressing Student Performance, equal to 51% of the total Student Growth assessment. Furthermore, the domain addressing Student Performance is further defined as an aggregation of scores on standardized testing, end of course examinations, progress testing, and student behavior.

The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel includes valid and reliable measures of student growth.

As described above, Putnam County intends to utilize multiple measures of student growth in the assessment of its teachers, principals, and other instructional personnel. Current plans call for Student Growth assessment, equivalent to 51% of the total Student Performance Assessment, to include:

- **Standardized Testing.** Currently Florida employs a system of standardized testing, including the Florida Comprehensive Assessment Test (FCAT), and SAT 10 (grades 1-2) as its standardized testing instruments. The FCAT, the State's primary testing instrument, is administered annually in early April to all public school students in grades three through eleven. Students in grades three through ten are required to take the reading and math portion every year. FCAT Science is administered annually to public school students in the fifth, eighth, and eleventh grades, and FCAT Writes is administered to the fourth, eighth, and tenth grades.
- **Thinkgate.** Established in 2005, Thinkgate focuses on the use of formative assessment to improve K-12 student learning and performance. Thinkgate uses a science-based continuous improvement model that maps diagnostic assessments to Florida's FCAT test. Thinkgate assesses a student's progress toward meeting state standards for reading/ language arts, math, science, and social studies. The tests are preconfigured to provide teachers the prediction of mastery, proficiency, and adequate yearly progress (AYP) critical to monitoring student progress. The benchmark tests are administered in the fall, winter, and spring.

- ***End of Course Exams.*** End-of-Course exams will be offered through statewide tests aligned to common core standards across all Florida districts. End-of-Course exams will begin with Algebra 1 and Geometry end-of-course exams to all students taking those classes in 2010-11. Students will be required to pass the exams to receive credit for the courses. Eventually, End-of-Course exams will be required for students taking Algebra I and II, Geometry, Biology, Chemistry, and Physics. Plans also call for End-of-Course exams to be developed for English and U.S. History.
- ***Student Behavior.*** While student behaviors (attendance, tardiness, referrals) clearly factor in to academic outcomes, behavior expectations and outcomes are not currently articulated, measured or reported in ways that are compelling to students or parents. Plans call for compiling these behaviors and using them as part of the overall student growth model that provides quantitative data for teacher, principal, and other instructional personnel assessment.

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

Putnam County, in negotiation between administration and the local union leadership, has identified a set of basic parameters that will be employed in defining the final PBCS during the first year of planning, should the district be awarded a TIF grant. As such, these parameters represent a starting point with additional detail to be addressed during the planning phase of this project. The size and basis of performance awards has been the source of significant planning and negotiation, both to insure that the awards are of sufficient size to affect behavior, that they are implemented to place a premium of excellence in performance, and that they serve the

additional purpose of motivating high performing teachers, principals, and other instructional personnel to work in high-need schools. Specifically:

- Performance based awards will be allocated both on the basis of Effort and Student Performance, with Student Performance awards equivalent to twice the awards for Effort.
- Performance based awards are given only to those personnel who achieve either Exemplary or Highly Effective status based on the multi-dimensional appraisal system described previously. Personnel achieving Exemplary status will receive awards that are twice that given to individuals attaining Highly Effective status.

The table, below, indicates the amount of Supplements, expressed as a percentage of starting salary, for all personnel covered in the PBCS.

TABLE 5. Performance Based Supplements: Amount by Type

| Performance Level | Student Performance Award | Effort Award |
|-------------------|---------------------------|--------------|
| Exemplary | up to 10.0% | up to 5.0% |
| Highly Effective | up to 5.0% | up to 2.5% |

The actual amount of Performance Based supplements paid out each year shall be a total of [REDACTED] plus [REDACTED] covering the cost of associated benefits. These supplements will be allocated to schools on the basis of student FTEs for each of the eighteen (18) schools in the District. Depending on the number of staff at each school achieving Exemplary or Highly Effective performance during the school year, the total award amount specified for that school will be distributed according to the percentages identified on Table 5. In order to assure equity, these percentages will be calculated on the starting wage for each position, thereby allowing a first year teacher to earn as high a supplement for Exemplary performance as a 20-year teacher.

At the current entry-level wages for District staff, the proposed level of funding can support awards to 158 Exemplary staff, 315 Highly Effective staff, or some combination of these awards. For example, in a typical year, the District might award PBCS to 50 Exemplary staff and 216 Highly Effective staff.

Should the number of Exemplary and Highly Effective staff exceed the number available at full funding, the percentages of base salary to be awarded will be reduced. Conversely, should the number of teachers, principals and other instructional personnel achieving Exemplary or Highly Effective performance levels fall below the threshold for paying out the entire allocation for a school, the remaining funding for supplements will be carried forward to the next year. Therefore, **teachers, principals and other instructional personnel are more likely to receive a higher percentage of their salary for exemplary performance at schools where fewer personnel achieve this elevated level of performance – i.e., high need schools.**

In summary, the Performance Based supplements made available to teachers, principals and other instructional personnel shall be:

- Made available both on the basis of Student Performance and Effort, with the Student Performance supplement weighted twice that of the Effort supplement;
- The amount of Supplements made available annually will be divided by school on the basis of student FTEs to assure that staff at schools of different sizes have an opportunity to earn similar awards; and
- By allocating PBCS awards by school and allowing for carry-over from one year to the next, high performing teachers, principals and other instructional personnel will be motivated to move to and/or remain at high-need schools.

ABSOLUTE PRIORITY #2. Fiscal sustainability of the Performance Based Compensation System (PBCS).

By allocating a fixed amount of funding to the Performance Based Compensation System, Putnam County School District has provided a mechanism for assuring sustainability. The [REDACTED] allocation [REDACTED] including benefits) represents 1-1.2 percent of the District's total budget and because, by Florida law, the District is required to maintain reserves equivalent to 3 percent of the District's total budget, this amount is believed indefinitely sustainable.

COMPETITIVE PRIORITY #5. Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High Need Schools.

By allocating PBCS awards by school and allowing for carry-over from one year to the next, high performing teachers, principals and other instructional personnel will be motivated to move to and/or remain at high-need schools.

Sustainability will also be supported by developing the systems that support the PBCS. This project will build substantial ongoing institutional capacity for effective data driven instruction by training educators, administrators, parents and students in the use of various data reporting tools and technical resources for the purpose of improved student outcomes. Data Driven Instruction Mentors will train and certify the district faculty, one teacher at a time, in the skills and best practices required to effectively translate meaningful student performance data into impactful differentiated instruction. Enrichment Instructors will ensure all students in the District understand how to access and interpret their own academic and citizenship data through

the parent/student web portal, and the Professional Facilitator will coach district administrators in the conduct of highly effective, efficient problem solving sessions with their respective staffs.

Also supporting the long term sustainability of this project is local stakeholder support. The District School Board has expressed its interest in using the LGI interface as a means of objectively focusing professional development. Teachers across the district have already begun to reflect on their personal longitudinal LGI data and to articulate paths to improved student growth. Finally, members of the management team of the Chancellor of the Florida Department of Education have reviewed the underlying concepts of LGI and offered their enthusiastic support of the project to the District School Board.

The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.

The Putnam County School District has identified eight (8) domains related to Student Growth on which performance appraisal for instructors shall be based. Included are seven (7) domains representing various aspects of professionalism in performance, equivalent to 49% of the total Student Growth assessment, and one domain addressing Student Performance, equal to 51% of the total Student Growth assessment. These domains, as well as an example of the definition for Exemplary and Highly Effective Performance are located below, with a complete Table of all definitions located in the Appendix.

| Exemplary | Highly Effective |
|--|--|
| Planning/Preparation | |
| Establish short and long range plans based on goals that support student needs, the District Strategic Plan and the Sunshine State Standards | Establish short and long range plans based on goals that support student needs, the District Strategic Plan and the Sunshine State |

| | |
|---|--|
| that shows annual curriculum objectives and evidence of goals for individual students. | Standards that shows annual curriculum objectives. |
| Classroom Management | |
| Maintain a positive, organized and safe learning environment which supports the intellectual, personal, and social development of students. Procedures/routines are evident and consistent. | Maintain a positive, organized and safe learning environment which supports the intellectual, personal, and social development of all students. |
| Assessment / Evaluation | |
| Use effective assessment strategies to assist the continuous development of students consistently using a variety of assessment methods. | Use effective assessment strategies to assist the continuous development of students-using a variety of assessment methods. |
| Intervention / Direct Services | |
| Demonstrates knowledge and understanding of subject matter content consistently implementing current changes and curriculum in assigned field. | Demonstrates knowledge and understanding of subject matter content and current changes in curriculum and assigned field. |
| Collaboration | |
| Communicate effectively, both orally and in writing with other professionals, students, parents, and the community consistently involving them in the educational experience. | Communicate effectively, both orally and in writing with other professionals with students, parents, and the community involving them in the educational experience. |
| Staff Development | |
| Engage in continuing professional growth and keep abreast of recent developments in | Engage in continuing professional growth and keep abreast of recent developments in |

| | |
|--|---|
| education through in-service, classes, and/or research demonstrating implementation in the classroom and seeking opportunities to share results with peers | education through in-service, classes, and/or research demonstrating implementation in the classroom. |
| Professional Responsibilities | |
| Model professional and ethical standards consistent with the Code of Ethics and Principals of Professional Conduct of Education Professionals in Florida consistently seeking opportunities to promote the image of the school and profession. | Model professional and ethical standards consistent with the Code of Ethics and Principals of Professional Conduct of Education Professionals in Florida seeking opportunities to promote the image of the school and profession. |
| Student Growth – 51% of Total Assessment | |
| Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or program classification. Students exceed an aggregate average of one year's growth. | Ensures that student growth and achievement are continuous and appropriate for age group, subject area, and/or program classification. Students meet an aggregate average of one year's growth. |

The proposed PBCS has the involvement and support of teachers, principals, and other personnel, including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions.

Table 7 indicates the number of teachers, principals, and other instructional personnel that have reviewed the District’s plans for Performance Based Compensation. To date, 55 percent of teachers and principals have indicated an interest in participating in the PBCS with an additional 22 percent expressing a willingness based on the final design of the plan.

TABLE 7. Staff Involvement

| TEACHERS | | PRINCIPALS/ASSISTANT PRINCIPALS | |
|-------------------------|------------|--|-----------|
| Beasley Middle | 16 | Beasley Middle | 2 |
| Browning-Pearce | 34 | Browning-Pearce | 1 |
| CCJS High | 0 | CCJS High | 2 |
| EH Miller | 11 | EH Miller | 2 |
| Interlachen Elementary | 27 | Interlachen Elementary | 1 |
| Interlachen High School | 19 | Interlachen High School | 3 |
| James A Long | 29 | James A Long | 1 |
| Jenkins Middle School | 26 | Jenkins Middle School | 1 |
| Kelley Smith | 22 | Kelley Smith | 2 |
| Mellon Elementary | 17 | Mellon Elementary | 1 |
| Melrose Elementary | 4 | Melrose Elementary | 2 |
| Middleton Burney | 14 | Middleton Burney | 2 |
| Miller Intermediate | 0 | Miller Intermediate | 1 |
| Moseley Elementary | 20 | Moseley Elementary | 2 |
| Ochwilla | 11 | Ochwilla | 0 |
| Price Middle School | 23 | Price Middle School | 2 |
| Palatka High | 27 | Palatka High | 2 |
| QI Roberts | 18 | QI Roberts | 2 |
| TOTAL | 318 | TOTAL | 29 |

These data represent responses from over 35 percent of all instructional personnel and over 90 percent of all principals. As would be expected, there are a number of personnel who have indicated their desire to see the final compensation plan prior to deciding whether to participate or not.

A letter of support from the local union leadership is included with this proposal, indicative of the degree to which the development of Putnam's PBCS has been a highly collaborative process, involving both administration and the leaders of the local bargaining unit.

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

The PBCS defined in this application for funding has been developed to fully incorporate the principals of rigor, transparency, and fairness. Compensation shall be paid only to those personnel achieving an Exemplary or Highly Effective performance level on their assessments. All assessments, including twice yearly classroom observations, shall be conducted by an impartial team of reviewers contracted from among exemplary employees selected from surrounding school districts. As such, assessments for the PBCS will take place completely separately from the current assessments conducted by principals and other administrators.

The PBCS Assessment Team will be selected by school level, with a separate group of reviewers assigned to elementary, middle, and high schools. The review team for elementary schools will, for example, assess the staff in all elementary schools, thereby reducing concerns with inter-rater reliability.

While much of the PBCS has been defined, additional planning work and further elaboration will take place during the first year of the proposed project. During the planning year, Putnam County will address such issues as:

- Beside teachers and principals, which school-based personnel will be included in the PBCS;
- What assessments will be used for non-instructional personnel;
- By what process can non-core instructors collaborate with core subject area teachers to make themselves available for Student Growth assessment and compensation;
- What activities will be included in the Effort assessment and how will they be evaluated; and
- How will decisions be made in the future regarding the differential allocation of funding to performance based compensation versus raising the base salary schedule for employees.

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

Given the findings that PCSD was lagging behind other schools districts in Florida, district leadership hypothesized that the students found to regress in 2009 may have been disproportionately distributed among various teachers. This led to a more general hypothesis that *student growth* may be disproportionately distributed among various teachers, which became the basis for development of the Learning Gains Index, or LGI.

The Learning Gains Index was developed collaboratively by district and school-based administrators as a way of quantifying teacher effectiveness in terms of student growth. Various formulae were proposed and tested against district data until the final variant, one that emphasized *growth* of students across *all* Florida Comprehensive Assessment Test (FCAT) achievement levels and quantified the net migration of students out of the “safe harbor” pool (students having an achievement level of 1 or 2), was agreed upon.

A web-based software application was then written which applied the calculation to all core teachers in the district (those educators teaching subjects tied to either FCAT math or reading results) and presented the results in highly-contextualized graphical and tabular formats. With this new tool, district and school-based administrators were able to ascertain, *in seconds*, the actual average student growth generated by any core teacher in the district going back three years. Additionally, a given teacher's performance could be compared to meaningful peer groups (i.e, teachers who taught the same subject and level at the school and district levels), and student data for the teacher could be readily accessed to assess class composition and trends.

The LGI formula and associated software application proved the motivating hypothesis- that contributions of Putnam County core teachers to student growth were unequal. Actual values for LGI in Putnam County in 2009 ranged from 1.9 (indicating students demonstrated, on average, nearly two years growth) to -.9 (indicating students demonstrated, on average, nearly one full year of regression).

Teachers and principals also spoke to a number of *needs unmet* by the current LGI calculation and associated software application:

1. *Multiple Measures*- The LGI calculation is currently based only on FCAT. Integration of additional summative assessments would likely result in more reliable statistics.
2. *Differentiated Instruction*- The student data section of the LGI interface currently offers only overall FCAT outcomes per student. Including FCAT content area subscores and other benchmark-aligned formative assessment results would facilitate differentiated instruction at both the individual and classroom levels.
3. *Student and Parent Engagement*- The LGI interface currently anticipates teachers

and administrators as end users. Presenting contextualized individual student data to students and parents would likely increase the engagement of both in student learning.

4. *Student Behavior*- While student behaviors (attendance, tardiness, referrals) clearly factor in to academic outcomes, behavior expectations and outcomes are not currently articulated, measured or reported in ways that are compelling to students or parents.

These variables will be incorporated into an enhanced value-added measure of Student Achievement that will be made available to teachers, enabling them to assess their own performance, principals and administrators seeking to assess the effectiveness of their schools, and even parents and students, themselves, in order to increase their commitment to improved academic and behavioral performance.

Competitive Priority #4. Use of Value-Added Measures of Student Achievement.

The Putnam PBCS project will build on the concepts and possibilities of the Learning Gains Index and associated software applications to address the unmet needs articulated by district educators and administrators during the course of the district-wide LGI introduction.

Development priorities will include:

1. Adding data from additional assessments. During the first year (i.e., planning year) of the Putnam PBCS project, the LGI will undergo extensive development and enhancement to include the addition of Progress Monitoring (i.e., ThinkGate) scores and End of Course Exams (EOCs). End of course exams will be added to LGI as they are completed and implemented by the Florida Department of

Education in accordance with the schedule identified in the recently enacted legislation (Florida Senate Bill 4) pertaining to EOCs. Specifically:

- a. During the first year of the project, the EOC for Algebra I will be added;
 - b. During the second year of the project, the EOCs for Geometry, and Biology will be added.
 - c. Measuring student improvement through the use of changes in developmental scale scores from one year to the next.
2. Measuring and improving teacher and principal effectiveness;
 3. Improving the district's use of data in providing high quality instruction;
 4. Creating a Citizenship Index to reflect student attendance and behavior.

The proposed PBCS incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in this notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Professional Development activities are currently tailored to meet the individual needs of teachers, principals, and other instructional personnel through the construction of an Individual Professional Development Plan (IPDP). By combining this process with the student growth results derived for each core area teacher from the Learning Gains Index, IPDPs will increasingly be targeted toward areas of need.

All professional development offered through the District is research-based and meets the standards of the National Staff Development Council. IPDPs are approved through the District's professional development office and Curriculum Resource Teachers are based at schools to mentor and provide collegial support to school-based personnel.

All language arts training is provided through Success For All (SFA), an evidence-based reading program. Additionally, all training in content areas is founded on the principles of Success For All and/or Power Teaching. District-wide training continues to be provided in the principles of Cooperative Learning.

Adequacy of Support for the Proposed Project

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

COMPETITIVE PRIORITY #6. New Applicants to the Teacher Incentive Fund.

Putnam County School District has experience with federal funding and experience with District-wide initiatives, but is a first-time applicant to the Teacher Incentive Fund.

Putnam County is served by an elected Superintendent with the most recent Superintendent elected in August, 2008, on a platform of transparent, inclusive reform. Over the past 18 months, the new administration has recommended and begun a number of district-wide initiatives, intended to foster a “single district” culture and to systemically improve student academic and behavioral outcomes. These initiatives are all supported by research indicating their effectiveness in addressing student performance **particularly among at-risk populations** and all have been developed in collaboration with national and/or local partners.

| | |
|---|--|
| Success For All (SFA) | in partnership with the Success for All Foundation (SFAF) |
| Positive Behavior Support (PBS) | in partnership with the University of South Florida (USF) |
| “High Schools that Work” and “Making Middle Grades Work” | in participation with the Southern Regional Education Board (SREB) |

The Success for All and Positive Behavior Support initiatives include every school in the Putnam County School District, while the SREB initiatives target the district’s middle and high schools. Clearly, the ability of the Putnam County School District to implement district-wide systemic change is reflected in the successful implementation of these programs and practices, which have impacted 11,000 students, in the course of 18 months. Other initiatives include

implementation of three 21st Century Community Learning Center Grants and the Carol M. White (PEP) grant, which provides fitness assessment software for all physical education teachers and a uniform physical education curriculum for all elementary schools.

Project Goals and Objectives – Developing a Detailed PBCS. The project will proceed on two fronts simultaneously. First, the PCBS Team will begin developing the final specifications for the PCBS system. The PCBS Team shall be comprised of the Superintendent, Project Director, Union Representative, District Management Team representatives, and representatives from teachers, principals, and other instructional personnel.

| <u>Goal 1:</u> Develop Final Design of Effort Assessment | |
|--|--|
| Objectives | Outcomes |
| Develop detailed enumeration of Effort-related tasks and activities per job classification | Improved staff engagement in professional job performance. |
| Define weighting scale for Effort-related activities | |

Strategies: 1) Assemble a team of teachers, principals, administrators, union representatives, and other instructional personnel to a) define a comprehensive list of all job classifications that will be included in the PBCS; b) define the specific activities and tasks that will earn Effort-related performance-based compensation; and c) develop a weighting scale that will allow for a fair and transparent implementation of performance based compensation for Effort-related activities. 2) Schedule and hold training sessions

| <u>Goal 2:</u> Develop Final Design of Student Performance Assessment | |
|---|---|
| Objectives | Outcomes |
| Engage teachers, principals, and other instructional staff in faculty meetings at each school site to discuss the components of the PBCS plan | Improved staff engagement in professional job performance. High levels of involvement be teachers, principals, and other instructional staff in the PBCS |
| Compile feedback for needed modifications | |
| Sign-up teachers, principals, and other instructional staff to participate in the PBCS | |

Strategies: 1) Assemble a team of teachers, principals, administrators, union representatives, and other instructional personnel to define a) which school-based personnel will be included in the PBCS; b) what assessments will be used for non-instructional personnel; c) by what process can non-core instructors collaborate with core subject area teachers to make themselves available for Student Growth assessment and compensation; d) what activities will be included in the Effort assessment and how will they be evaluated; and e) How will decisions be made in the future regarding the differential allocation of funding to performance based compensation versus raising the base salary schedule for employees.

Project Goals and Objectives – Developing a Robust Data System. First, a Data Driven Instruction team will work to build on the concepts and possibilities of the Learning Gains Index and associated software application to address the unmet needs articulated by district educators and administrators during the course of the district-wide LGI introduction. Development priorities will include: 1) Adding data from additional assessments; 2) Measuring and improving teacher and principal effectiveness; 3) Improving the district’s use of data in providing high quality instruction; 4) Creating a Student Behavior index to reflect student attendance and

behavior; 5) Creating a parent/student web portal for access to student data. The following goals and objectives correspond to the district’s plan in the enhancement and use of the LGI system.

| <u>Goal 3:</u> Improve Assessment of Student Academic Outcomes | |
|--|--|
| Objectives | Outcomes |
| Increase the percentage of PCSD students demonstrating grade level proficiency in math and reading on FCAT by a minimum of 4% annually in all AYP subgroups. | Increased academic performance for all students. |
| Reduce the number of students regressing from prior year achievement levels of 3 or higher by 10% annually. | Increased delivery of differentiated instruction. |
| Incorporate End-of-Course exams into LGI as they are developed statewide | Increased teacher proficiency in the use of student data. |
| Include progress monitoring capabilities into LGI through the use of ThinkGate | Increased levels of student and parent accountability for academic progress. |

Strategies: 1) Ensuring all children are being taught and formatively assessed at appropriate levels of rigor by a) developing district-wide formative assessments which have been aligned in terms of content weighting and Webb’s depth of knowledge to FCAT tested standards, b) integrating the results of these assessments into the student data section of the LGI interface, and c) reviewing the results of those assessments and corresponding teacher-generated remediation strategies with each core teacher in the district, individually, a minimum of 3 times per year after progress testing (i.e., ThinkGate). 2) Integrate FCAT and/or other standardized testing content area subscores into the student data section of the LGI interface, then ensure a) each core teacher in the district is capable of interpreting the scores accurately, and b) each teacher has designed individual and classroom-level remediation strategies consistent with

his/her data. 3) Integrate ThinkGate scoring into LGI and provide mechanisms for ongoing feedback to teachers regarding student progress; 4) Add End-of-Course examinations into LGI as they are developed; and 5) Create a parent/student web portal which presents individual student academic information longitudinally and in the context of meaningful peer groups, then ensure students understand how to access and interpret the data by providing interactive classroom-level training through Enrichment Instructors two to three times per year.

| <u>Goal 4:</u> Develop Assessments of Student Behavior | |
|---|--|
| Objectives | Outcomes |
| Develop a Student Behavior Index which includes the data related to student attendance, tardiness, and student referrals | Improved student behavior. Increased student and parent accountability for student behavior. Improved employability skills in students. Increased engagement of community stakeholders in student behavior. |
| 100% of students in grades 4-12 will monitor their behavior via the Student Behavior Index as evidenced by login statistics. | |
| 80% of parents attending student/parent web portal trainings will identify the portal as a useful and easy tool for understanding and monitoring student academic achievement and behavior. | |

Strategies: 1) Assemble a team of teachers, administrators, business owners and members of community-at-large to a) develop the behavior index measures, benchmarks and reporting methodologies; and b) serve as an advisory board to the project through biannual meetings. 2) Measure and report behavior-related outcomes in ways that are compelling to students or parents. 3) Use Enrichment Instructors to provide student training in goal setting and academic/behavior progress monitoring.

Timelines and milestones for the project implementation.

| Individual | Task | Timeline/Milestone |
|--|---|---|
| <i>Superintendent</i> | Press announcement of receipt of grant funds | September 2010 / Press Release |
| <i>Administrative Team, Union, and Teacher / Principal representatives</i> | Collaborative meetings to define the remaining PBCS questions, including: Which school-based personnel will be included in the PBCS; What assessments will be used for staff not assigned to classrooms; How can non-core instructors earn Student Growth compensation; What activities will be included in the Effort assessment and how will they be evaluated; How will decisions be made in the future regarding the differential allocation of funding to performance based compensation versus raising the base salary schedule for employees. | October 2010 – January, 2011 |
| <i>District Staff, Consultants, School Leaders</i> | Specify how to incorporate FCAT/other standardized test subscores, quarterly summative assessment data, and end-of-course exams into LGI interface | October 2010/ Quarterly summative data, FCAT subscore use specified |

| Individual | Task | Timeline/Milestone |
|--|--|--|
| <i>Administrative Team</i> | Interview, hire, and train “ <i>Data Driven Instruction (DDI) Mentors</i> ” and “ <i>Enrichment Instructors</i> ” | November 2010 / DDI Mentors and Enrichment Instructors hired and trained |
| <i>Lead Developer</i> | Incorporate FCAT subscores, quarterly summative data into LGI interface | December 2010 / Quarterly data, FCAT subscores in LGI |
| <i>Lead Developer</i> | Incorporate End-of Course Exams for Algebra I and Geometry into the LGI interface | June 2011 |
| <i>Lead Developer</i> | Incorporate End-of Course Exams for Biology, Chemistry, Physics, Algebra II, English, U.S. History and other courses into the LGI interface | Development based on when exams are created and ready for use |
| <i>Data Driven Instruction (DDI) Mentors</i> | <ul style="list-style-type: none"> • Administer teacher pretest prior to training • Provide one-to-one individual training to teachers on student data interpretation and differentiated instruction strategies • Assess individual teacher proficiency with respect to DDI 3 times per year • Participate in existing school level School Improvement Plan (SIP), Response to Intervention (RtI), and Continuous Improvement Model (CIM) meetings | December 2010 - June 2011 / Pre-test administered Teachers trained in data analysis, DDI strategies Teacher DDI proficiency measured and reported DDI integrated into existing processes of RtI, CIM, SIP |

| Individual | Task | Timeline/Milestone |
|--------------------------------------|---|---|
| | <ul style="list-style-type: none"> • Ensure all available data and resources are applied to effect maximum student growth | <p>Student growth maximized</p> <p>District best practices and resources leveraged through Outstart Software</p> |
| <p><i>Enrichment Instructors</i></p> | <ul style="list-style-type: none"> • Provide high quality career and citizenship related enrichment to students while DDI Mentors meet with teachers for one-to-one professional development • Use on-site computer labs or portable Mac Labs to train students in interpretation of own assessment data, use of student/parent portal, use of district online supplemental education materials | <p>December 2010 - June 2011 / Students provided career or citizenship enrichment three times per year.</p> <p>Students review own assessment data, online resources at least once per year</p> |
| <p><i>Facilitator</i></p> | <p>Participate in six faculty meetings per year at each school site to discuss LGI development, discuss Effort and Student Performance components of PBCS, share best practices, in applying principles of data driven instruction</p> | <p>December 2010 - June 2011 / Teachers given a voice</p> <p>Best practices shared</p> <p>Principals shown facilitated problem-solving in action</p> |

| Individual | Task | Timeline/Milestone |
|---|--|---|
| <i>Facilitator</i> | Communicate with faculty at each school site to discuss the components of the PBCS plan, compile feedback for needed modifications, and sign-up teachers, principals, and other instructional staff to participate in the PBCS | March, 2011 - June 2011 Teachers given a voice PCBS principles shared Personnel enrolled into PBCS |
| <i>Administrative Team, Union, and Teacher / Principal reps</i> | Share year 1 program results with teachers, principals, other instructional personnel, School Board members, and other stakeholders. | April – June 2011 / Year 1 results shared with employees, stakeholders, others |
| <i>Administrative Team, Union, and Teacher / Principal reps</i> | Sign-up existing teachers, principals, and other instructional personnel who have volunteered to participate in the PCBS. Assign all newly hired staff to the PCBS | May – June 2011 |
| <i>Evaluator</i> | Assemble project data and provide reports on year 1 of project, propose improvements for year 2 of the project – Annually thereafter. | June 2011 / Year 1 results evaluated. Year 2 recommendations made. |
| <i>Administrative Team, Union, Evaluator</i> | Compile data for Effort awards annually and distribute Performance-Based compensation based on Effort | June 2012 / annually thereafter |
| <i>Administrative Team, Union, Evaluator</i> | Compile data for Student Performance awards annually and distribute Performance-Based compensation based on Student Performance | August 2012 / annually thereafter |

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

The project represents a partnership between the Putnam County School District, Outstart Software, Pragmatic Consulting Services, Flicker Ink Inc., and CIC Planning Group.

Mrs. Helen Muir, will serve as the Project Manager for the Putnam PBCS project and will devote at least ten percent (0.10 FTE) to insuring this initiative is fully implemented with fidelity to the design parameters described in this proposal. Helen Muir is a veteran educator with 27 years of experience. She earned a BS in Elementary and Special Education and a Masters Degree in Educational Leadership. She has served as a teacher, dean, and assistant principal and is currently the Director of Professional Development. Helen's current responsibilities align smoothly with the goal of this project, to recruit and retain highly qualified or effective teachers. She currently manages 3-4 state and federal grants and is qualified and experienced in managing deliverables for public sectors funding sources.

Mr. Sam Foerster will serve as the Coordinator of those efforts related to developing the LGI and will devote at least ten percent (0.10 FTE) of his time to overseeing the implementation of the data management requirements of this project.. With a Masters degree in Engineering and over a decade experience as an entrepreneur and the Associate Superintendent of Support Services for the Putnam County School District, Mr. Foerster will oversee all aspects of developing those tools for data driven instruction. The Project Director, Samuel Foerster, M.S. Mechanical Engineering, has been involved in the development of complex database applications for the past 17 years. In his current position as Associate Superintendent of Support Services for the Putnam County School District, Mr. Foerster has led a four member team in development and district implementation of the Learning Gains Index (LGI), a measure of teacher effectiveness based on student growth

The two primary consultants who have been engaged in developing the LGI to its current level of operation will continue on the project. Ms. Gwynn Cadwallader will utilize her skills in training, strategic planning, and facilitation to provide management to the processes of instructional training, facilitation, and technical support to the implementation phases of the project. Mr. Cayce Balara, CPA, has 13 years experience providing technology consulting services including business process analysis, software implementation, design and development of custom web-based and desktop software applications. Mr. Balara will continue to serve as the lead application developer- writing web-based software which enhances the functionality of the existing LGI interface and brings life to the concepts of the Student Behavior Index and the student/parental portal. Given the unique familiarity of Ms. Cadwallader and Mr. Balara to the technical issues at hand, as well as their established relationships with district personnel, their participation in the proposed initiative is critical. An independent evaluator will be selected to take responsible for collecting, managing, analyzing and interpreting data (and writing up reports).

(4.0 FTE) Data Driven Instruction Mentors, each of whom will be Masters-level certified teachers, will be retained to work with core subject area teachers. Each Mentor will be assigned to work with approximately 100 core subject area teachers in collecting and analyzing student performance data, developing differentiated instructional strategies to improve student performance, and identifying needed areas for staff development.

(2.0 FTE) Enrichment Instructors will be retained to facilitate implementation, each of whom will be Bachelor-level certified teachers who are knowledgeable about digital instruction and the use of web-based data systems. Enrichment Instructors will work with Data Driven

Instruction Mentors to provide student enrichment instruction while teachers are receiving coaching from the Mentors.

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

Putnam County School District is committed to sustaining the PBCS after the conclusion of this grant. To that end, the District has committed general operating funds to begin paying the costs of the PBCS beginning in year four of this proposed project. In year four, the District proposes to use general operating funds to support 33 percent (33%) of the total cost of the PBCS. Specifically, of the total cost of [REDACTED] paid out as supplemental bonuses and [REDACTED] in accompanying benefits), the District will assume [REDACTED] in year four. In the final year of the project, the District will assume one-half of the costs of the PBCS, or [REDACTED] ([REDACTED] in wages and [REDACTED] in benefits).

In addition to gradually assuming the costs of the PBCS awards to teachers, principals, and other instructional personnel, the District will coordinate its Professional Development activities and funding with the requirements of this initiative. That is, in addition to the Professional Development activities delivered by DDI Mentors and Enrichment Instructors paid through the grant funds and directed specifically to training in data driven instructional methods, existing state and federal funding for Professional Development will be used to meet the specific training needs identified through the assessment processes. Individual Professional Development Plans (IPDP) will be developed around those functional skills and subject matter content areas identified during assessment. Costs associated with the delivery of this Professional Development will be fully assumed by the District as part of its commitment to raising the professional standards and student performance in Putnam County.

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

Table 8 summarizes the federal funds requested in this proposal. As shown, Performance-Based compensation represents nearly [REDACTED] or 46.2 percent of the total funds requested. In addition, local funds will be added to include an additional [REDACTED] [REDACTED] in wages and [REDACTED] n benefits).

Professional Development specifically targeted to assisting teachers, principals, and other instructional personnel to use student growth data in the development of differentiated instruction includes an allocation of [REDACTED] or 25.6 percent of the total request. These funds will be augmented by local, state, and federal funding related to ongoing Professional Development delivered as a result of Individualized Professional Development Plans (IPDP).

The continued development of a data management system to support PBCS decisions is funded to the level of [REDACTED] or 12.7 percent of the total request.

Ongoing negotiations and communications with teachers, principals, and other instructional personnel is funded at the level of [REDACTED] or 4.6 percent of the total award.

The local Evaluation is funded at the level of [REDACTED] or 4.8 percent of the total award.

Overall, direct and required components of the proposed project receive funding equivalent to 94 percent of the total federal request. Remaining cost items are related to the District's ability to successfully implement and manage a project of this scope.

TABLE 8. Summary of Requested TIF Funding

| Expenses Description | Total Funding Requested | Percent of Total Funds Requested |
|---|-------------------------|----------------------------------|
| Performance-Based Compensation: | | |
| Supplemental Wages | ████████ | 39.0% |
| Benefits | ██████ | 7.2% |
| Targeted Professional Development | ████████ | 25.6% |
| Development of Data Management System: Equipment and Consultation | ██████ | 12.7% |
| Negotiation/Communication/ Facilitation | ██████ | 4.6% |
| Program Evaluation | ██████ | 4.8% |
| Sub-total | ████████ | 94.0% |
| TOTAL-All proposed Expenses | ████████ | 100.0% |

Quality of Local Evaluation

The evaluation plan includes strong and measurable performance objectives, related to the goals of the project, for raising student achievement, increasing the effectiveness of teachers, principals and other personnel, and retaining and recruiting effective teachers, principals, and other personnel.

Formative Intent. A comprehensive local evaluation plan has been designed for this project. The purpose of the evaluation plan is both formative and summative (Taylor Fitz-Gibbon and Morris 1987). The **formative intent** of this evaluation includes an emphasis on both design/implementation evaluation and process evaluation. For the purposes of this evaluation plan, *design/implementation and process evaluation* denote activities used to assess the program's conformity to its design and implementation plans and to assure program integrity over the three-year project period. Evaluation will be conducted to accomplish the following:

- **Design/Implementation Evaluation**

- Assure project implemented as designed
- Inform decisions about alternative courses of action as project is implemented
- Identify strengths and problems associated the design and implementation
- Identify additional training and technical assistance needed by project staff

- **Process Evaluation**

- Document the key program activities and compare to process-related goals and objectives;
- Document any problem areas, focusing heavily on examination of the three crucial elements in the program—(1) finalizing the design components of the PBCS; and (2) incorporating multiple, objective measures of student performance into the LGI, and (3) engaging teachers, principals, union representatives, other

instructional personnel into the design and development of the PBCS and accompanying data systems;

- Document key program activities and lessons learned for dissemination purposes and publish processes and findings to facilitate possible replication in similar at-risk populations in other communities

Summative Intent. The **summative intent** of this evaluation includes an emphasis on both process monitoring and outcome monitoring. For the purposes of this evaluation plan, *process monitoring* is the assessment of the extent to which the project defines and engages teachers, principals, and, other instructional personnel in a PBCS; *outcome monitoring* is the measurement of progress toward achieving academic improvements in the core subject areas of reading and mathematics;

The evaluation design selected for this program has been built on basic experimental and quasi-experimental design methods with the methodologies varying somewhat depending on the variable under study.

Goals and Objectives of the Program. The goals of the proposed program have been articulated previously in the narrative and consist of both Process and Outcome measures. A description of how these measures will be implemented is enumerated below.

Specifically:

- Student Achievement will be measured for the entire population of students in grades 3 through 8 during the academic year 2009-10. Learning Gains Indexes (LGI) will be calculated on these students during each of the three years of the project, providing four years of longitudinal data on this entire population. This data will be compiled and analyzed using a linear regression model. While not included in the overall

analysis of learning gains, students who do not remain within the population (i.e., drop out, transfer, etc) will be analyzed separately.

- Teacher performance will be measured for all 450 teachers involved in the daily instruction of core curriculum courses. Initially, Teacher Performance will be measured by the LGI scores of students in their classrooms, and longitudinal analyses will be conducted employing a modified linear regression model. As an objective measure of Teacher Evaluation is finalized, this data will also be compiled and analyzed longitudinally, with specific statistical techniques to be determined based upon the type of data derived from the evaluation tool that is developed.
- Principal performance will be measured for all principals in the District. Principal assessments will be based on the increases in average LGI scores of all students attending their schools, and longitudinal analyses will be conducted employing a modified linear regression model. As an objective measure of Teacher Evaluation is finalized, this data will also be compiled and analyzed longitudinally, with specific statistical techniques to be determined based upon the type of data derived from the evaluation tool that is developed.
- Measurement of the degree to which Professional Development has been provided to teachers on the basis of weaknesses highlighted by their LGI scores will be completed by analyzing the professional development provided to a stratified random sample of teachers. Ten percent (10%) of teachers showing growth rates of less than 1 year will be randomly selected from each school level (i.e. elementary, middle, and high school) annually. A detailed compilation of professional development offerings will be compiled and analyzed in comparison to the prior year's LGI scores of these

teachers. Relevant measures of association will be completed along with inferential techniques based upon the selected sample statistics. Longitudinal analyses will be compiled for all teachers included in the sample, therefore the sample drawn during the second year of the study will include a ten percent random selection of all teachers not included in the prior year's study **plus** all teachers from the prior year's study. Therefore, it is estimated that nearly thirty percent (assuming some sample decay) of teachers with growth rates of less than one year will be assessed across the three years of the project. Specific longitudinal tests will be determined by the precise nature of the data generated from the sample statistics.

- Measurement of the degree to which teachers use the LGI to refine their instructional techniques will be completed by means of annual teacher interviews. Ten percent (10%) of teachers showing growth rates of less than 1 year will be randomly selected from each school level (i.e. elementary, middle, and high school) annually. Teachers will be asked to identify precise instructional strategies they intend to apply in their classrooms during the following year to improve the average learning gains of their students. Follow-up classroom evaluations will be conducted at least quarterly to determine the degree to which these instructional practices are actually implemented. In addition, teachers showing average growth rates of less than one year will be asked to document evidence of collaboration with more highly effective teachers during team meetings and through individual sharing of instructional practices.

The evaluation plan will produce evaluation data that are quantitative and qualitative.

The **summative intent** of this evaluation includes an emphasis on both process monitoring and outcome monitoring. Throughout the project, summative evaluation activities will be carried out to achieve the following: **Process Monitoring**², development of all components of the PBCS for teachers, principals, and other instructional personnel, improved instructional performance, enhanced delivery of professional development targeted to meet specific needs, development of testing components for the enhanced LGI, utilization (number of teachers, students and families who receive coaching in the use of LGI), design and development of the Student Behavior Index,. **Outcome Monitoring**³ will address improvement in student academic and behavioral performance (i.e., reduction of discipline issues, increased attendance, reduced tardiness).

The evaluation plan includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The methods of evaluation selected for this project will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The summative intent of this evaluation includes an emphasis on both process monitoring and outcome monitoring. Throughout the project, summative evaluation activities will be carried out

² Design/Implementation and Process Evaluation is non-experimental qualitative program evaluation and will be conducted by evaluation staff. Process Monitoring measures will be incorporated into routine program documentation for program staff.

³ Outcome Monitoring measures will be collected at baseline and 12 months

to achieve the following: Process Monitoring⁴, including defining the components of the PBCS for all categories of school-based personnel, development of LGI, utilization (number of instructional personnel training in the use of LGI), and the development of a multidimensional system of evaluation of all job categories included in the PBCS. Outcome Monitoring⁵ will address improvement of academic performance, reduction of discipline issues, increased attendance, and reduced tardiness.

In addition, an Impact Evaluation specific to teacher understanding of how to use data to refine and improve instruction will be conducted. The Impact Evaluation shall include an analysis of data related to student academic performance, attendance, and tardiness, before and after teachers have been trained by the DDI Team and again six months later.

⁴ Design/Implementation and Process Evaluation is non-experimental qualitative program evaluation and will be conducted by evaluation staff. Process Monitoring measures will be incorporated into routine program documentation for program staff.

⁵ Outcome Monitoring measures will be collected at baseline and 12 months

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Need Schools** Pages: **1** Uploaded File: **High Need Schools.doc**

**PUTNAM COUNTY SCHOOL DISTRICT
HIGH-NEED SCHOOLS**

| | Number Students 2009/10 | Grade Span of School | Number Free & Reduced | Percent Free & Reduced | Met AYP 2009 | Receiving Title I Funds | Differentiated Accountability Status |
|-----------------------------|-------------------------------|-------------------------------|-----------------------------|------------------------------|--------------------|-------------------------------|--|
| Browning-Pearce Elementary | 756 | PK-5 | 544 | 71.96% | Yes | Yes | Prevent I |
| Interlachen Elementary | 843 | PK-5 | 628 | 74.50% | No | Yes | Prevent I |
| James A. Long Elementary | 510 | PK-5 | 390 | 76.47% | No | Yes | Correct I |
| Kelley Smith Elementary | 876 | PK-5 | 509 | 58.11% | Yes | Yes | |
| Mellon Elementary | 376 | PK-5 | 296 | 78.72% | No | Yes | Correct I |
| Melrose Elementary | 397 | PK-5 | 270 | 68.01% | Yes | Yes | |
| Middleton-Burney Elementary | 723 | PK-3 | 615 | 85.06% | No | Yes | Prevent I |
| Miller Intermediate | 416 | 6-Apr | 384 | 92.31% | No | Yes | Correct I |
| Moseley Elementary | 535 | PK-5 | 459 | 85.79% | No | Yes | Prevent I |
| Ochwilla Elementary | 422 | PK-5 | 345 | 81.75% | No | Yes | Correct I |
| Beasley Middle | 461 | 8-Jun | 422 | 91.54% | No | Yes | Correct II |
| Jenkins Middle | 667 | 8-Jun | 421 | 63.12% | No | Yes | Correct I |
| Q.I. Roberts Middle | 320 | 8-Jun | 211 | 65.94% | No | Yes | Correct I |
| Price Middle | 518 | 8-Jun | 395 | 76.25% | No | Yes | Correct I |
| Interlachen High | 846 | 12-Sep | 584 | 69.03% | No | Yes | Correct II |
| Palatka High | 1,411 | 12-Sep | 756 | 53.58% | No | Yes | Correct II |
| Crescent City Jr-Sr High | 826 | 12-Jul | 608 | 73.61% | No | Yes | Correct II |
| E.H. Miller | 115 | K-12 | 104 | 90.43% | No | N/A | Correct II |
| Total | 11,018 | | 7,941 | 72.07% | | | |

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Support Letters** Pages: **3** Uploaded File: **Support Letters.pdf**

Putnam Federation of Teachers/United Local 3272

This letter is to convey the support of the Putnam Federation of Teachers/United for Putnam County School District's application for funding through the Teacher Incentive Fund initiative. The union appreciates its participation in the development of core principles behind a new Performance Based Compensation System (PBCS). These core principles include:

1. Developing a system of supplemental awards designed to increase student achievement.
2. Developing supplemental awards that are in addition to the salary schedule as established in the collective bargaining agreement.
3. Developing a system of assessment for the purpose of PBCS that is separate and independent from annual performance appraisals conducted by administrators.
4. Developing a system of supplemental awards that recognizes multiple avenues by which instructional employees contribute to increased student achievement and the enrichment of the educational environment.

We believe that the final product represents a fair, transparent, and multidimensional approach to teacher assessment for the purpose of a PBCS and adheres to the principles that have guided this collaborative process.

We are in agreement that student growth must be measured by more than just standardized testing. The development of the Learning Gains Index and its expansion to include various standardized testing measures as well as measures other than standardized testing (i.e., attendance, tardiness, referrals) will allow a multidimensional review of student performance for the purposes of differentiated instruction, self-reflection, and a PBCS.

We look forward to assisting the Putnam County School District implement a PBCS that will truly lead to improved student performance.

Sincerely,



P.O. Box 934 · Palatka, Florida 32178 · (386) 325-7882

Affiliated with the Florida Education Association / American Federation of Teachers / National Education Association

SREB



Southern Regional Education Board

592 Tenth Street, NW
Atlanta, Georgia 30318-5790
Phone 404-875-9211
Fax 404-872-1477
www.sreb.org

April 16, 2010

Mr. Tom Townsend, Superintendent
Dr. Grace Thomas, Assistant Superintendent for Curriculum and Instruction
Putnam County School District
Campbell Administration Building
200 South Seventh Street
Palatka, FL 32177

Dear Mr. Townsend and Dr. Thomas:

We are very pleased that Putnam County School District has chosen *High Schools That Work (HSTW)* and *Making Middle Grades Work (MMGW)* as one of your strategies to improve the academic performance of your students. The Board of Control for Southern Regional Education commits to work with Putnam County High School to raise the achievement of your students as they prepare for careers and further education through the school's innovative grant plan.

The *HSTW* framework serves as the design for improvement to a network of over 1500 middle and high schools in 30 states and the District of Columbia. Over two decades of work with schools has taught us that **Teachers Working Together**, one of our essential **Ten Key Practices**, is a challenge for high school and middle grades teachers and leaders.

Your innovative grant design for funding through the i3 initiative that leverages the use of technology to take away the barriers of location and time for teachers to collaborate and will allow you to implement and receive the benefits of our work to help your staff collaborate to create a high performing teaching and learning culture. In addition, you will receive the innate benefits of an easier induction for new teachers and residual capacity to deliver rigorous, engaging instruction after the grant period has concluded.

Your grant design truly has synergy. By combining the effective use of technology with our support, your teachers will progress quickly in working together on instructional design, building the district's capacity to develop units of study and focused challenges that different professional learning communities are led to address by turning data into actionable information.

Please contact Steve Broome at steve.broome@sreb.org if you have any questions. We are committed to help improve student success in your school.

Sincerely,

Gene Bottoms
Senior Vice President
SREB



April 21, 2010

Mr. Tom Townsend
Putnam County School District
200 S. 7th Street
Palatka, FL 32177

Dear Mr. Townsend,

This letter is to convey the support of the Success for All Foundation's for Putnam County school district integrating technology throughout its instructional programs including the district's reading and math programs supported in partnership with the Foundation. Schools that have the ability to embed electronic media pieces and web-based tools in these instructional programs demonstrate improved implementation of programs and increased student achievement.

Providing teachers with technology at their fingertips will facilitate the collection and analysis of student data in a timely fashion for instructional decision making as well as allow teachers to receive support and coaching from the Foundation and teachers around the world via online support systems. Providing students with technology at their fingertips will allow them to monitor their own progress, access video and audio instructional media supports, as well as travel the world through the Internet providing context to their learning and opportunities to collaborate in their learning with fellow students around the world.

We look forward to Putnam County students and teachers having access to these invaluable technology tools.

Sincerely,

A handwritten signature in cursive script that reads "GwenCarol Holmes".

GwenCarol Holmes, Ed. D.
Chief Operating Officer

Success for All Foundation
200 W. Towsontown Blvd., Baltimore, Maryland 21204-5200
Phone: (410) 616-2300 or (800) 548-4998 Fax: (410) 324-4444
E-mail: sfainfo@successforall.org Website: www.successforall.org



Project Narrative

Other Attachments

Attachment 1:

Title: **Resumes** Pages: **7** Uploaded File: **Resumes.pdf**

Helen B. Muir

Goal Serve as Support for PCSD personnel in teaching and leadership development

Experience

Teacher

- ESE 8/1992-6/2000 Beasley Middle School, Palatka, FL
- Elementary 8/1983-6/1991 Gulfside Elementary, Pasco County, FL
- Villa Madonna School Tampa, FL 8/1981-6/1983
- TUMC School, Tampa, FL 6/1980-6/1981
- St. Rose of Lima, Miami, FL 6/1979-6/1980

Assistant Principal

7/1999-4/2003 Beasley Middle School, Palatka, FL

Principal

4/2003-3/2005 EH Miller School, Palatka, FL

Director of Professional Development

3/2005-3/2009 Putnam County School District, Palatka, FL

Director of Career and Adult Education

3/2009-6/2010 Putnam County School District, Palatka, FL

Director of Professional Development

6/2010- present Putnam County School District, Palatka, FL

Education

The Pennsylvania State University Bachelor of Science 1974

The University of North Florida Master of Education 1998

SAMUEL F. FOERSTER



EDUCATION

Bachelor of Science, Physics; Minor: Applied Mathematics, May 1991, GPA: 4.00
Stetson University, Deland, FL

Master of Science, Mechanical Engineering, May 1993, GPA: 3.67
Cornell University, Ithaca, NY

PROFESSIONAL INTERESTS

- Apply strong leadership, analysis and communication skills to challenges that are intrinsically important, preferably in the field of public education administration
- Explore opportunities where private enterprise might become more materially and constructively engaged in the mission of public education

RELATED EXPERIENCE

Leadership & Strategic Planning

Associate Superintendent of Support Services, Putnam County School District, FL
January 2009 – Present

- Led a four member team in development and district implementation of the Learning Gains Index (LGI), a measure of teacher effectiveness based on student growth
- Implemented a district-wide energy management plan that generated a first-year net savings of 22%, making Putnam County the second most efficient district in Florida
- Improved cleanliness of eighteen schools and reduced custodial costs 10% by centralizing management, stratifying functions and increasing efficiency

President/Owner, Mel-Ray Industries, Crescent City, FL
November 2002 - November 2008

- Built a team of high performers who increased profitability five fold
- Improved quality and reduced cost by retooling nearly every manufacturing process
- Sold as a vibrant going concern to Chez Industries, LLC in December, 2008

President/Owner, J4 Inc., Pomona Park, FL
December 1993 – December 2002

- Transformed an organization consumed with mediocrity and low expectations into a company focused on operational efficiency, work quality and customer satisfaction
- Grew sales from \$800k/yr to \$2.3 million/yr, increased production wages by 60%
- Sold as a vibrant going concern to Macon Electric Coil in January, 2003

Cayce Randolph Balara, CPA

OBJECTIVE

Seeking application development work on innovative web-based technology projects within the field of K-12 education.

EXPERIENCE

Owner, Lead Designer/Developer

2003 - Present

Pragmatim Consulting Services, Inc., Jacksonville, FL

Provider of technology consulting services including business process analysis, software implementation, design and development of custom web-based and desktop software applications, and support and maintenance of hardware/software application platforms.

For a central-Florida school district, deployed several custom web-based Data Driven Instruction applications focused on analysis of District academic data, assessment of District academic progress and measurement of teacher effectiveness via growth in student achievement test performance.

Deployed Software as a Service (SaaS) web-based application to provide organizations with metered energy usage charting and information management.

For a neurologist, deployed a custom web-based patient portal providing access to resources and information on the diagnosis and treatment of neurological disorders.

For a photographer, deployed a custom web-based gallery and customer portal.

For an Aquatic Design & Construction firm, deployed a custom content-management front-end to a static website developed by a third-party.

For an international transportation company, provided ongoing PeopleSoft application support and custom development services.

Owner, Lead Designer/Developer

2008

Foersight Solutions, LLC, Jacksonville, FL

Provider of web application software design and development services.

For a screen printing supplies manufacturer and distributor, deployed a custom e-commerce web application incorporating the firm's entire product catalog, payment card processing, UPS shipping integration and internal order processing management features.

For an ink manufacturer deployed a custom web-based ink-mixing application for customer use, intended to replace obsolete desktop application.

For same ink manufacturer, ported ink-mixing web site to a cross-platform independent desktop application using Adobe AIR technologies.

For a Fish & Wildlife Economics & Statistics provider, deployed a custom blog/content management system web application incorporating user registration/data capture and integration with a third-party survey management SaaS application.

For a candidate for Superintendent, created custom content-management campaign web site with back-end voter registration data management and call-center features.

Skills

Business Process Analysis
Information Architecture
Data Modeling

HTML/XHTML/CSS
Ruby/Ruby on Rails

Javascript

jQuery

XML

PHP

Adobe AIR

ASP.NET

PERL

CGI

Linux/Unix System Administration

Apache 1.x, 2.x

Git VCS

Subversion VCS

MySQL

MS SQL Server

Oracle 9, 10

SQLite

Adobe Photoshop

Adobe

Dreamweaver

Certifications

Certified Public Accountant

PeopleSoft Certified TECH Consultant

PeopleSoft Certified FIN Consultant

Cayce Randolph Balara, CPA

EXPERIENCE (cont.)

Business Applications Manager

2003 - 2008

Crowley Maritime Corporation, Jacksonville, FL

As lead designer/developer, implemented matrix-based compliance tracking and reporting system used across all lines of business for an international transportation company.

As project manager, implemented IES, LTD niche freight-forwarding management application for Logistics business unit.

As project manager, implemented automated time clock solution for Puerto-Rico-based Liner business unit which integrated union timekeeping data directly to payroll and online time-reporting applications.

As support team manager, responsible for all production support and project-based enhancement of Personnel Management applications including PeopleSoft HR/Payroll/Benefits/Time and Labor, ASP-based online time reporting, leave accrual tracking, and integration with other applications.

Senior Process Specialist

1997 - 2003

PeopleSoft, Inc., Pleasanton, CA

Responsible for across-the-board solutions delivery for major ERP software vendor, from requirements analysis to development, testing and deployment.

Functional project staff member/lead for several large Accounts Payable/General Ledger product implementations.

Technical lead for several \$2+ million implementations of PeopleSoft Financial and HR/Payroll applications.

Technical lead for several major applications upgrade projects.

Candidate for Consultant of the Year, 2003

Staff Accountant

1997

Mark Stanton Associates, Palatka, FL

Performed general audit and tax accounting responsibilities.

Performed audits of several municipalities and one medium-sized banking institution.

Self-Employed

1996 - 1997

Yardboy Enterprises, Pomona Park, FL

Provided technology consulting and general computer services to small businesses in central Florida.

For a small manufacturing company, built mini-ERP application from scratch which included parts bill, job routing, efficiency tracking, scrap reporting and cost accounting.

For a steel bridge construction firm, responsible for both hardware and software aspects of the design and implementation of local area network connecting dispersed buildings.

For a fern grower, implemented, configured and supported Peachtree Accounting software.

Cayce Randolph Balara, CPA

EXPERIENCE (cont.)

Senior Analyst 1994 - 1996
Systems Software Associates, Chicago, IL

Documented and enhanced automated configuration management/build process for large client-server General Ledger application

Implemented Unix-based incident-tracking system

Served as Technical/Business support for users of Accounts Payable, General Ledger and Asset Management applications

Contributed to design, development and implementation of flagship client-server General Ledger application

Developer 1993 - 1994
Ron Williams Recruiting, Champaign, IL

Wrote and supported data-management applications for executive recruiter.

Built custom application engine which captured scanned/OCR'd data from business directories and provided query access for recruiting data-mining

Teaching Assistant 1992 - 1994
University of Illinois College of Commerce, Champaign-Urbana, IL

Led lectures and discussion groups, taught introductory and intermediate accounting courses.

Self-Employed 1992
Independent Consultant, Deltona, FL

Wrote fleet-car and mail-processing database applications for International Speedway Corporation in Daytona, Florida.

EDUCATION

Master of Accounting Science 1992 - 1994
University of Illinois, Champaign-Urbana, IL Accounting, Information Theory

Bachelor of Business Administration 1988 - 1992
Stetson University, DeLand, FL Accounting, MIS



PUTNAM COUNTY SCHOOL DISTRICT, FLORIDA

PROJECT MANAGEMENT

DATA DRIVEN INSTRUCTION TEAM – MAY 2009 to PRESENT

Project manager of an interdisciplinary team with the purpose of identifying educational performance issues.

- ◆ Summarize research and develop concepts
- ◆ Conduct discussion sessions, provide continuous communication
- ◆ Schedule management to ensure project delivery
- ◆ Implementing performance monitoring tools
- ◆ Track and verify results

RECENT PROJECTS

for Putnam County School District

LEARNING GAINS INDEX (LGI)

Managed the project and designed presentation materials for roll-out to 18 schools.

DISTRICT CHOICE EXPLORE, PLAN AND ACT

Researched program, planned and executed district-wide implementation for national assessment testing.

STAR READING SOFTWARE IMPLEMENTATION

Upgraded 10 elementary schools to a web based system for better placement and data collection.

DATA POSTERS

Used quarterly assessment data to chart student progress for teachers.

SCHEDULING WORKSHOPS

Researched methods of effective scheduling and presented tools and strategies to district principals.

FACILITATION INSTRUCTION

STRATEGIC PLANNING SESSIONS – JANUARY 2010 to PRESENT

In conjunction with the Superintendent of Schools, developed a series of sessions to bring business leaders, educators, and community partners into discussion and planning. The outcome was a collaborative Strategic Plan for Putnam County School District reflecting input from all stakeholders in the community.

- ◆ Set the agenda and content for session
- ◆ Facilitated the sessions with business leaders and educators
- ◆ Provided the history of the school district's performance, including academics, finances, facilities, and behavioral issues
- ◆ Conducted in person and on-line forum discussion groups



PRODUCT DEVELOPMENT

DEVELOPER & AUTHOR – 2006 to PRESENT

Defined and developed a market for study materials for a national certification exam. The Quick Study System™ products condense volumes of information into study note cards and audio CDs with key information for Homeopathic Pharmacy and Human Pathology.

- ◆ Since 2007, students using these materials have had a 100% passing rate
- ◆ Marketed and sold Quick Study System™ internationally

ACADEMIC WORK

ACADEMY OF CLASSICAL HOMEOPATHY – 2006 to 2009

PROJECT MANAGEMENT

Created the structure for a teaching health clinic resulting in an increase from 4 to 12 practitioners in training.

FACILITATION INSTRUCTION

- ◆ Provided patient care case management for practitioners in training
- ◆ Coordinated monthly scheduling of students and clients, and assigned classroom space and supervisors
- ◆ Coordinated financial obligations between the client and the clinic

ART CENTER DESIGN SCHOOL – 2001 to 2003

FACILITATION INSTRUCTION

- ◆ Facilitated instruction for students to understand how to solve design problems using tools learned in class
- ◆ Coached students from beginners to ready-to-work designers

GRAPHIC DESIGNER

PRESIDENT & OWNER, FLICKER INK – 1987 to PRESENT

- ◆ Developed marketing strategy and materials for massage therapist client resulting in a 20% increase in client base
- ◆ Designed marketing material for the successful election of Superintendent of Schools
- ◆ Marketed an international seminar, doubling the enrollment from 2008 to 2009
- ◆ *Pro bono* work for local organizations

EDUCATION TRAINING

NEW MEXICO STATE UNIVERSITY

BA, THEATRICAL DESIGN, 1984
Las Cruces, New Mexico

PLATT COLLEGE, SAN DIEGO

GRAPHIC DESIGN, 1987
San Diego, California

ART CENTER DESIGN SCHOOL

FACILITATOR TRAINING, 2003
Albuquerque, New Mexico

FLORIDA ACADEMY OF CLASSICAL HOMEOPATHY

CERTIFIED CLASSICAL HOMEOPATH, 2006
DeLand, Florida

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **8** Uploaded File: **Budget Narrative.doc**

PUTNAM COUNTY SCHOOL DISTRICT – TIF PROJECT BUDGET
YEAR 1

| PERSONNEL | % FTE | Base Salary | Total |
|---|------------------|----------------|---------------|
| Project Director. Helen Muir, Director of Professional Development, will be responsible for overall management of the Putnam County TIF project. She will oversee staff working in professional development as well as the independent evaluation consultant. | 0.10 | ██████ | ██████ |
| Data Management Coordinator. Sam Foerster, Associate Superintendent of Support Services, will provide oversight to those contractors involved with the development and enhancement of the data management system for linking student growth to teachers, principals, and other instructional personnel. | 0.10 | ██████ | ██████ |
| Data Driven Instructional Mentors. Masters-level educators skilled in the delivery of Professional Development around data-driven instruction and the use of data for differentiated instruction. Each of four (4.0)DDI Mentors will work with approximately 100-125 core-area teachers, providing both individual and group instruction in the analysis of student performance data and its use in lesson planning and developing Individualized Professional Development Plans. | 4.00 | ██████ | ██████ |
| Enrichment Instructors. Bachelor-level educators skilled in the use of technology, digital instruction, and the use of web-based systems. Each of two (2.0) Enrichment Instructors will work with two DDI Mentors to provide Professional Development to approximately 100-125 core area teachers. In addition to assisting DDI Mentors with digital training of teachers, Enrichment Instructors will also train students (while DDI Mentors are working with teachers) in accessing their student performance data. | 2.00 | ██████ | ██████ |
| Differentiated Compensation and Incentives. Putnam County School District has allocated a total amount of \$900,000 (plus \$167,490 in benefits) per year for Differentiated Compensation for between 158 and 316 teachers, principals, and other instructional personnel. As stated in the narrative, Exemplary staff will receive Student Performance Awards of up to 10% of their starting wage and Effort awards of up to 5% of their starting wage. Highly Effective staff will receive Student Performance Awards of up to 5% of their starting wage and Effort awards of up to 2.5% of their starting wage. The awards given to each staff member will be adjusted to insure the total allocation for each school is not exceeded. | ██████ ██████ | NO AWARD | FIRST YEAR |
| TOTAL PERSONNEL | ██████ | ██████████████ | ██████ |

| BENEFITS | DESCRIPTION | SALARY | PERCENT OF SALARY | TOTAL BENEFITS |
|----------------|------------------|--------|-------------------|----------------|
| | Social Security | ██████ | 6.20% | ██████ |
| | Medicare | ██████ | 1.45% | ██████ |
| | Health Insurance | ██████ | 6.71% | ██████ |
| | Retirement | ██████ | 10.96% | ██████ |
| TOTAL BENEFITS | | | 25.32% | ██████ |

| TRAVEL | # TRIPS | \$/TRIP | TOTAL |
|--|----------------------------|---------|--------|
| TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of \$500 each; hotel room @ \$175/night x 4 nights; local transportation of \$100; per diem of \$40 x 5 days | 3 Proj Dir + 2 staff | ██████ | ██████ |
| TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of ██████0 each; hotel room @ ██████/night x 2 nights; local transportation of \$100; per diem of ██████0 x 3 days | 2 Proj Dir + 1 staff | ██████ | ██████ |
| LOCAL TRAVEL: DDI Mentors, traveling an average of 150 miles per week x 30 weeks = 4,500 miles @ ██████mile x 4.0 FTE | | | ██████ |
| LOCAL TRAVEL: Enrichment Instructors, traveling an average of 200 miles per week x 30 weeks = ██████ miles @ ██████/mile x 2.0 FTE | | | ██████ |
| TOTAL TRAVEL | | | ██████ |

| EQUIPMENT | Unit Cost | # Items | Total Cost |
|--|-----------|---------|------------|
| 1,000 MacBook Pro Laptop Computers for 6.0 FTE new staff hired to conduct Professional Development in the District at a cost of ██████ | ██████ | 6 | ██████ |
| Outstart Software for use in providing a host for the web-based student performance information – first year set-up fees | ██████ | 1 | ██████ |
| Outstart Software for use in providing a host for the web-based student performance information – annual licensing | ██████ | 1 | ██████ |
| TOTAL EQUIPMENT | | | ██████ |

| CONTRACTUAL | Rate/Hour | Total Hours | Total Cost |
|--|-----------|-------------|------------|
| DATA MANAGEMENT SOFTWARE DEVELOPER | | | |
| Programmer/Analyst – Lead application developer to write web-based software which enhances the functionality of the Learning Gains Index application for use in the development and enhancement of the data management system for linking student growth to teachers, principals, and other instructional personnel. | ██████ | ██████ | ██████ |

| | | | |
|---|------|------|------|
| Program Tester/Technical Support – Assists Programmer/Analyst to write and test web-based software which enhances the functionality of the Learning Gains Index application for use in the development and enhancement of the data management system for linking student growth to teachers, principals, and other instructional personnel. | ████ | ████ | ████ |
| COMMUNICATIONS/FACILITATION | | | |
| Facilitation Coach – manage and oversee the day-to-day scheduling and delivery of professional development; facilitate meetings to inform teachers, principals and other instructional personnel about the details and components of the PBCS. | ████ | ████ | ████ |
| EVALUATION | | | |
| Project Evaluator – design and carry-out an independent, local evaluation of the impact of the design and implementation of a PBCS on staff performance and student growth. Prepare and deliver reports on the results of evaluation to provide on-going feedback to the project as well as inform stakeholders and others about the results of the initiative. | ████ | ████ | ████ |
| TOTAL CONTRACTUAL | | | ████ |

| | |
|-------------------------------------|------|
| TOTAL DIRECT COST – YEAR ONE | ████ |
| INDIRECT – 3.08% | ████ |
| TOTAL COST – YEAR ONE | ████ |

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**PUTNAM COUNTY SCHOOL DISTRICT – TIF PROJECT BUDGET
YEAR 2**

| PERSONNEL | % FTE | Base Salary | Total | |
|---|------------------|-------------|-------------------|----------------|
| Project Director. | 0.10 | ████ | ████ | |
| Data Management Coordinator. | 0.10 | ████ | ████ | |
| Data Driven Instructional Mentors. | 4.00 | ████ | ████ | |
| Enrichment Instructors. | 2.00 | ████ | ████ | |
| Differentiated Compensation and Incentives. | ████ 0 | | ████ | |
| TOTAL PERSONNEL | | ████ | ████ | |
| BENEFITS | DESCRIPTION | SALARY | PERCENT OF SALARY | TOTAL BENEFITS |
| | Social Security | ████ | 6.20% | ████ |
| | Medicare | ████ | 1.45% | ████ |
| | Health Insurance | ████ | 6.71% | ████ |
| | Retirement | ████ | 10.96% | ████ |
| TOTAL BENEFITS | | | 25.32% | ████ |

| TRAVEL | # TRIPS | \$/TRIP | TOTAL |
|--|----------------------------|------------|------------|
| TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of [REDACTED] each; hotel room @ [REDACTED]/night x 4 nights; local transportation of [REDACTED] per diem of [REDACTED] x 5 days | 3 Proj Dir + 2 staff | [REDACTED] | [REDACTED] |
| TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of [REDACTED] each; hotel room @ [REDACTED]/night x 2 nights; local transportation of [REDACTED] per diem of [REDACTED] x 3 days | 2 Proj Dir + 1 staff | [REDACTED] | [REDACTED] |
| LOCAL TRAVEL: DDI Mentors, traveling an average of 150 miles per week x 30 weeks = 4,500 miles @ \$0.495/mile x 4.0 FTE | | | [REDACTED] |
| LOCAL TRAVEL: Enrichment Instructors, traveling an average of 200 miles per week x 30 weeks = 6,000 miles @ [REDACTED]/mile x 2.0 FTE | | | [REDACTED] |
| TOTAL TRAVEL | | | [REDACTED] |

| EQUIPMENT | Unit Cost | # Items | Total Cost |
|-------------------------------------|------------|---------|------------|
| Outstart Software– annual licensing | [REDACTED] | 1 | [REDACTED] |
| TOTAL EQUIPMENT | | | [REDACTED] |

| CONTRACTUAL | Rate/Hour | Total Hours | Total Cost |
|--|------------|-------------|------------|
| DATA MANAGEMENT SOFTWARE DEVELOPER | | | |
| Programmer/Analyst | [REDACTED] | [REDACTED] | [REDACTED] |
| Program Tester/Technical Support | [REDACTED] | [REDACTED] | [REDACTED] |
| COMMUNICATIONS/FACILITATION | | | |
| Facilitation Coach | [REDACTED] | [REDACTED] | [REDACTED] |
| EVALUATION | | | |
| Project Evaluator | [REDACTED] | [REDACTED] | [REDACTED] |
| Data Analyst – assist the Project Evaluator in conducting a local evaluation, develop databases to house and prepare data for analysis, conduct statistical tests of data as directed by the Project Evaluator | [REDACTED] | [REDACTED] | [REDACTED] |
| TOTAL CONTRACTUAL | | | [REDACTED] |

| | |
|-------------------------------------|------------|
| TOTAL DIRECT COST – YEAR TWO | [REDACTED] |
| INDIRECT – 3.08% | [REDACTED] |
| TOTAL COST – YEAR TWO | [REDACTED] |

**PUTNAM COUNTY SCHOOL DISTRICT – TIF PROJECT BUDGET
YEAR 3**

| PERSONNEL | | % FTE | Base Salary | Total |
|--|--|------------------------|-------------|--------|
| Project Director | | 0.10 | ██████ | ██████ |
| Data Management Coordinator | | 0.10 | ██████ | ██████ |
| Data Driven Instructional Mentors | | 4.00 | ██████ | ██████ |
| Enrichment Instructors | | 2.00 | ██████ | ██████ |
| Differentiated Compensation and Incentives | | 158.00 to 316.00 | | ██████ |
| TOTAL PERSONNEL | | 6.20 | ██████ | ██████ |

| BENEFITS | DESCRIPTION | SALARY | PERCENT OF SALARY | TOTAL BENEFITS |
|-----------------------|------------------|--------|-------------------|----------------|
| | Social Security | ██████ | 6.20% | ██████ |
| | Medicare | ██████ | 1.45% | ██████ |
| | Health Insurance | ██████ | 6.71% | ██████ |
| | Retirement | ██████ | 10.96% | ██████ |
| TOTAL BENEFITS | | | 25.32% | ██████ |

| TRAVEL | # TRIPS | \$/TRIP | TOTAL |
|--|----------------------------|---------|--------|
| TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of ██████ each; hotel room @ ██████/night x 4 nights; local transportation of ██████ per diem of ██████ x 5 days | 3 Proj Dir + 2 staff | ██████ | ██████ |
| TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of ██████ each; hotel room @ ██████/night x 2 nights; local transportation of ██████ per diem of ██████ x 3 days | 2 Proj Dir + 1 staff | ██████ | ██████ |
| LOCAL TRAVEL: DDI Mentors, traveling an average of 150 miles per week x 30 weeks = 4,500 miles @ ██████/mile x 4.0 FTE | | | ██████ |
| LOCAL TRAVEL: Enrichment Instructors, traveling an average of 200 miles per week x 30 weeks = 6,000 miles @ ██████/mile x 2.0 FTE | | | ██████ |
| TOTAL TRAVEL | | | ██████ |

| EQUIPMENT | Unit Cost | # Items | Total Cost |
|------------------------------------|-----------|---------|------------|
| Outstart Software annual licensing | ██████ | 1 | ██████ |
| TOTAL EQUIPMENT | | | ██████ |

| CONTRACTUAL | Rate/Hour | Total Hours | Total Cost |
|--|-----------|-------------|------------|
| DATA MANAGEMENT SOFTWARE DEVELOPER Programmer/ | ██████ | ██████ | ██████ |
| Program Tester/Technical | ██████ | ██████ | ██████ |

| | | | |
|-----------------------------|------|------|------|
| COMMUNICATIONS/FACILITATION | | | |
| Facilitation | ████ | ████ | ████ |
| EVALUATION | | | |
| Project | ████ | ████ | ████ |
| Data | ████ | ████ | ████ |
| TOTAL CONTRACTUAL | | | ████ |

| | |
|---------------------------------------|------|
| TOTAL DIRECT COST – YEAR THREE | ████ |
| INDIRECT – 3.08% | ████ |
| TOTAL COST – YEAR THREE | ████ |

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**PUTNAM COUNTY SCHOOL DISTRICT – TIF PROJECT BUDGET
YEAR 4**

| PERSONNEL | % FTE | Base Salary | Total |
|---|-------------|--------------------------|-------|
| Project Director | 0.10 | ████ | ████ |
| Data Management Coordinator | 0.10 | ████ | ████ |
| Data Driven Instructional Mentors | 4.00 | ████ | ████ |
| Enrichment Instructors | 2.00 | ████ | ████ |
| Differentiated Compensation and Incentives. | ████ | ████ local funding | ████ |
| TOTAL PERSONNEL | 6.20 | ████ | ████ |

| BENEFITS | DESCRIPTION | SALARY | PERCENT OF SALARY | TOTAL BENEFITS |
|-----------------------|------------------|--------|-------------------|----------------|
| | Social Security | ████ | 6.20% | ████ |
| | Medicare | ████ | 1.45% | ████ |
| | Health Insurance | ████ | 6.71% | ████ |
| | Retirement | ████ | 10.96% | ████ |
| TOTAL BENEFITS | | | 25.32% | ████ |

| TRAVEL | # TRIPS | \$/TRIP | TOTAL |
|--|----------------------------|---------|-------|
| TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of █████ each; hotel room @ █████/night x 4 nights; local transportation of █████ per diem of █████ x 5 days | 3 Proj Dir + 2 staff | ████ | ████ |
| TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of █████ each; hotel room @ █████/night x 2 nights; local transportation of █████ per diem of █████ x 3 days | 2 Proj Dir + 1 staff | ████ | ████ |
| LOCAL TRAVEL: DDI Mentors, traveling an average of 150 miles per week x 30 weeks = 4,500 miles @ \$0████/mile x 4.0 FTE | | | ████ |
| LOCAL TRAVEL: Enrichment Instructors, traveling an average of 200 miles per week x 30 weeks = 6,000 | | | ████ |

| | | | |
|-----------------------------------|--|--|------------|
| miles @ [REDACTED]/mile x 2.0 FTE | | | |
| TOTAL TRAVEL | | | [REDACTED] |

| EQUIPMENT | Unit Cost | # Items | Total Cost |
|-------------------------------------|------------|---------|------------|
| Outstart Software– annual licensing | [REDACTED] | 1 | [REDACTED] |
| TOTAL EQUIPMENT | | | [REDACTED] |

| CONTRACTUAL | Rate/Hour | Total Hours | Total Cost |
|------------------------------------|------------|-------------|------------|
| DATA MANAGEMENT SOFTWARE DEVELOPER | | | |
| Programmer/ | [REDACTED] | [REDACTED] | [REDACTED] |
| COMMUNICATIONS/FACILITATION | | | |
| Facilitation Coach | [REDACTED] | [REDACTED] | [REDACTED] |
| EVALUATION | | | |
| Project Evaluator | [REDACTED] | [REDACTED] | [REDACTED] |
| TOTAL CONTRACTUAL | | | [REDACTED] |

| | |
|--------------------------------------|------------|
| TOTAL DIRECT COST – YEAR FOUR | [REDACTED] |
| INDIRECT – 3.08% | [REDACTED] |
| TOTAL COST – YEAR FOUR | [REDACTED] |

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**PUTNAM COUNTY SCHOOL DISTRICT – TIF PROJECT BUDGET
YEAR 5**

| PERSONNEL | % FTE | Base Salary | Total |
|---|-------------|--------------------------------|------------|
| Project Director. | 0.10 | [REDACTED] | [REDACTED] |
| Data Management Coordinator. | 0.10 | [REDACTED] | [REDACTED] |
| Data Driven Instructional Mentors. | 4.00 | [REDACTED] | [REDACTED] |
| Enrichment Instructors. | 2.00 | [REDACTED] | [REDACTED] |
| Differentiated Compensation and Incentives. | [REDACTED] | [REDACTED] local funding | [REDACTED] |
| TOTAL PERSONNEL | 6.20 | [REDACTED] | [REDACTED] |

| BENEFITS | DESCRIPTION | SALARY | PERCENT OF SALARY | TOTAL BENEFITS |
|-----------------------|------------------|------------|-------------------|----------------|
| | Social Security | [REDACTED] | 6.20% | [REDACTED] |
| | Medicare | [REDACTED] | 1.45% | [REDACTED] |
| | Health Insurance | [REDACTED] | 6.71% | [REDACTED] |
| | Retirement | [REDACTED] | 10.96% | [REDACTED] |
| TOTAL BENEFITS | | | 25.32% | [REDACTED] |

| TRAVEL | # TRIPS | \$/TRIP | TOTAL |
|--|----------------------------|------------|------------|
| TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of [REDACTED] each; hotel room @ [REDACTED]/night x 4 nights; local transportation of [REDACTED] per diem of [REDACTED] x 5 days | 3 Proj Dir + 2 staff | [REDACTED] | [REDACTED] |
| TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of [REDACTED] each; hotel room @ [REDACTED]/night x 2 nights; local transportation of [REDACTED] per diem of [REDACTED] x 3 days | 2 Proj Dir + 1 staff | [REDACTED] | [REDACTED] |
| LOCAL TRAVEL: DDI Mentors, traveling an average of 150 miles per week x 30 weeks = 4,500 miles @ \$0 [REDACTED]/mile x 4.0 FTE | | | [REDACTED] |
| LOCAL TRAVEL: Enrichment Instructors, traveling an average of 200 miles per week x 30 weeks = 6,000 miles @ \$0 [REDACTED]/mile x 2.0 FTE | | | [REDACTED] |
| TOTAL TRAVEL | | | [REDACTED] |

| EQUIPMENT | Unit Cost | # Items | Total Cost |
|-------------------------------------|------------|---------|------------|
| Outstart Software– annual licensing | [REDACTED] | 1 | [REDACTED] |
| TOTAL EQUIPMENT | | | [REDACTED] |

| CONTRACTUAL | Rate/Hour | Total Hours | Total Cost |
|------------------------------------|------------|-------------|------------|
| DATA MANAGEMENT SOFTWARE DEVELOPER | | | |
| Programmer/Analyst | [REDACTED] | [REDACTED] | [REDACTED] |
| COMMUNICATIONS/FACILITATION | | | |
| Facilitation Coach | [REDACTED] | [REDACTED] | [REDACTED] |
| EVALUATION | | | |
| Project Evaluator | [REDACTED] | [REDACTED] | [REDACTED] |
| TOTAL CONTRACTUAL | | | [REDACTED] |

| | |
|--------------------------------------|------------|
| TOTAL DIRECT COST – YEAR FIVE | [REDACTED] |
| TOTAL INDIRECT | [REDACTED] |
| TOTAL COST – YEAR 5 | [REDACTED] |

| | |
|----------------------------------|------------|
| SUMMARY – FIVE YEAR TOTAL | |
| PERSONNEL | [REDACTED] |
| BENEFITS | [REDACTED] |
| TRAVEL | [REDACTED] |
| EQUIPMENT | [REDACTED] |
| CONTRACTUAL | [REDACTED] |
| TOTAL – DIRECT | [REDACTED] |
| INDIRECT | [REDACTED] |
| TOTAL COSTS | [REDACTED] |