

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120024

Grants.gov Tracking#: GRANT11189278

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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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

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

School District of Lee County

* b. Employer/Taxpayer Identification Number (EIN/TIN):

59-6000701

* c. Organizational DUNS:

0659123540000

d. Address:

* Street1:

2855 Colonial Blvd.

Street2:

* City:

Fort Myers

County/Parish:

Lee

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

33966-1012

e. Organizational Unit:

Department Name:

Division Name:

Human Resources

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

Prefix:

Mrs.

* First Name:

Terri

Middle Name:

* Last Name:

Kinsey

Suffix:

Title:

Grants Coordinator

Organizational Affiliation:

* Telephone Number:

2393351434

Fax Number:

2393378594

* Email:

terrimk@leeschools.net

Application for Federal Assistance SF-424

*** 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:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

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

(Top Teacher/Administrator Pay for Performance) TTAPPED for High Need Schools

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	(b)(4)
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Terri Kinsey</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>School District of Lee County</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: School District of Lee County

* Street 1: 2855 Colonial Blvd. * Street 2: _____

* City: Fort Myers * State: FL: Florida * Zip: 33966

Congressional District, if known: 14

6. * Federal Department/Agency: Department of Educations	7. * Federal Program Name/Description: Teacher Incentive Fund
	CFDA Number, if applicable: 84.374

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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 the 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.

* Signature: Terri Kinsey

* Name: Prefix Dr. * First Name Joseph Middle Name _____
* Last Name Burke Suffix _____

Title: Superintendent of Schools Telephone No.: 239-337-8301 Date: 07/27/2012

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.

Optional - You may attach 1 file to this page.

GEPA 427 Statement.pdf

Delete Attachment

View Attachment

Response to GEPA Requirements

This document is the response of the School Board of Lee County to requirements of section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

The School Board of Lee County, by this application and by School Board Policy 1.91, hereby assures that no person shall be excluded from participation in, be denied the benefits of or be subjected to discrimination in any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability if otherwise qualified, or any other unlawful factor; and that no person shall be excluded from participation in, be denied the benefits of or be subjected to discrimination in any employment conditions or practices based on race, color, religion, sex, age, sexual orientation, national or ethnic origin, marital status, disability if otherwise qualified, or any other unlawful factor.

The School Board of Lee County further assures that it shall comply with the Americans with Disabilities Act of 1990 (ADA).

The School Board of Lee County further assures that persons alleging unlawful discrimination shall have access to a grievance procedure provided in School Board approved Administrative Regulations.

Consideration of Equitable Participation

The District has considered § 427 of the General Education Provisions Act, particularly in regards to the equitable participation of students who could potentially find barriers to access based on one or more of the six factors cited in that section, namely gender, race, national origin, color, disability, and age.

The District will make special effort to avoid preventing access based on gender, race, national origin, color, and age through the provisions of the student assignment process which deliberately and effectively excludes these factors. The District will also make key emergency documents available in English, Spanish, Haitian Creole, and (when available) in Portuguese, in consideration of the larger subpopulations of local residents for whom these are their home languages.

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 an 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 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 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
School District of Lee County
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. * First Name: Joseph Middle Name:
* Last Name: Burke Suffix:
* Title: Superintendent of Schools
* SIGNATURE: Terri Kinsey * DATE: 07/27/2012

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Gregory		Adkins	

Address:

* Street1:	2855 Colonial Blvd.
Street2:	
* City:	Fort Myers
County:	Lee
* State:	FL: Florida
* Zip Code:	33966
* Country:	USA: UNITED STATES

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

(239) 3378197	(239) 3351425
---------------	---------------

Email Address:

gregad@leeschools.net

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

--	--	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Competition: General Teacher Incentive Fund Competition

Single Eligible LEA Applicant: School District of Lee County

Total Number of Schools in LEA: 119

Total Number of High Need Schools to be served by grant: 32

Summary of Project Objectives and Activities:

The School District of Lee County proposes four project objectives that focus on improving teacher and administrator effectiveness in high need schools in order to improve student achievement. These objectives target 32 high need schools (20 elementary, 5 middle, and 7 high schools). The first objective focuses on increasing the number of teachers in high need schools who are rated highly effective as measured by the district's evaluation system. The second objective supports an increase in the number of administrators rated highly effective in high need schools as measured by the new administrator evaluation system. The third objective targets highly effective teachers certified in high need subjects to teach in high need schools. Finally, objective four addresses the need for more human capital decisions to be based on the district's new educator evaluation systems.

The activities that will support these objectives directly impact the 32 high need schools and the district's human capital management system. Highly effective teacher leaders will provide coaching, instructional modeling, and lesson studies to instructional staff in each high need school. Highly effective mentor teachers will coach and support new and struggling teachers. Highly effective principal leaders will coach and support new and struggling principals. Financial incentives and career ladder opportunities are designed to attract and retain high performing educators and principals in the targeted high need schools. Teacher leaders, principal leaders, mentor teachers and highly effective principals recruited to work in high need schools will receive additional pay. Also teachers of high need subjects, mentor teachers, and principals in high need schools will all be eligible for incentive pay.

The district's current and proposed HCMS will rely on information generated from the teacher and administrator evaluation systems to make decisions in the areas of recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. Activities related to the HCMS system and objective four include: Alignment and refinement of professional development to the educator evaluation systems; Recruitment and hiring focus based on school educator evaluation data; Provide career ladder opportunities tied to evaluation system; Retentions and dismissals are documented based on evaluation systems; Bonus and performance pay for highly effective teachers of high need subjects and highly effective principals who agree to teach in high need schools; and Pay scale based on performance data. These proposed TIF project activities are based on research and the SDLC believes the project is likely to increase teacher and principal effectiveness and increase student achievement.

Competitive Preference Priorities:

Priority 4 – School District of Lee County (SDLC) assures that it has not previously participated in a TIF-supported project.

Priority 5 – A timeline is presented for implementing a salary structure based on effectiveness for both teachers and principals

Timeline

August 2011 – Implemented new teacher evaluation system based on effectiveness, including a student growth measurement.

June 2012 – All instructional personnel step increases for FY13 are contingent upon an overall evaluation rating of highly effective or effective. Made minor revisions to new teacher evaluation system based on input from stakeholders.

July 2012 – Implement new administrator evaluation system based on effectiveness, including a student growth measurement. The administrator evaluation from the previous year was based on effectiveness and included a student growth measure.

August 2013- Collective bargaining agreement language reflects the implementation of a performance salary schedule beginning 2013 – 2014 with career ladder options for teachers (i.e. mentor teacher, instructional lead teacher, and critical need teacher).

(a) SDLC will use overall evaluation ratings to determine educator salaries as evidenced by the collective bargaining agreement language in the ratified contract that specifically addresses the implementation of a performance salary schedule.

(b) SDLC will use TIF funds to support the salary structure based on effectiveness in its high-need schools through the following: offering bonuses and opportunities for incentive pay to highly effective teachers of high need subjects and highly effective principals to work in high need schools; increased mentor teacher pay and opportunities for incentive pay to highly effective teachers who become teacher mentors in high need schools; and stipend for highly effectively principals to mentor new or struggling principals in high need schools.

(c) The implementation of the proposed project is feasible, given that implementation is underway and supported by stakeholders and SDLC policies as evidenced by its successful and ongoing negotiations with its teachers association to restructure its pay system for teachers. In addition, the SDLC's RTTT project has provided the district with the infrastructure to support the development of a performance pay plan and educator evaluation systems.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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SELECTION CRITERIA

(a) A Coherent and Comprehensive Human Capital Management System (HCMS). The extent to which the HCMS described in the application is--

(1) Aligned with LEA's clearly described vision of instructional improvement; and

The School District of Lee County's (LEE) vision of instructional improvement is to hire and support high quality administrators who lead schools that are ripe for change and innovation. This vision includes hiring and supporting high quality teachers, some of whom will become teacher leaders and provide professional development "at the elbow" for novice and developing teachers. The primary goal of instructional improvement for LEE is to reduce the variability in the quality of instruction within schools and among schools so that all classes in LEE are taught by highly-effective teachers who collaborate and focus on continuously improving teaching and student achievement.

LEE's approach to instructional improvement will focus on a theory of action for supporting change. LEE has made strides during the 2011-2012 school year to implement changes and innovations in its HCMS to support its current Race to the Top (RTTT) project, a sub-grant award from Florida's RTTT project. The RTTT elements are closely aligned to the Teacher Incentive Fund (TIF) requirements. For example, one of the RTTT reform areas is recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. Throughout this proposal LEE will describe its implementation of the RTTT project to demonstrate its prior experience and capacity for implementing the TIF components. LEE will provide assurance that implementation and sustainability are part of its instructional improvement culture. The LEE's theory of action is grounded in Michael Fullan's

(2006) view that such initiatives, "...must simultaneously focus on changing individuals and the culture or system within which they work" (p. 7).

Fullan (2006) outlines seven components in change theory that influence the individual and the system. These "...seven core premises are: 1) focus on motivation; 2) capacity building, with focus on results; 3) learning in context; 4) changing context; 5) bias for reflective action; 6) tri-level engagement; and 7) persistence and flexibility in staying the course" (p. 8). Motivation is a significant part of any change effort and change will not occur or will not be sustained without motivated members. Each of these components is part of LEE’s plan for sustainable instructional improvement. LEE’s vision of instructional improvement, including its theory of action, aligns with its proposed HCMS as reflected in Table 1. (Absolute Priority 1[1])

Table 1: HCMS Alignment with Instructional Improvement and Theory of Action

Human Capital Management System	Instructional Improvement Focus Teachers & Principals	Theory of Action Alignment
Recruitment	Target African American and Hispanic/Latino teachers and principals; Target critical-need subject areas; Create a competitive salary and support system that includes additional compensation for critical-need subject areas.	1) Motivation- resources committed
Hiring	Create prequalified pools of teacher and principal candidates; Provide monitoring and support to pools; Provide monitoring and	7) Persistence and flexibility in staying the course – strong resolve to

	support to new hires; Create incentives for long-term hiring commitments	hire and support quality teachers and principals
Placement	Create additional compensation opportunities for high performing teachers and principals to work in high need schools (32 schools)	1) Motivation- resources committed
Retention	Create enhanced mentoring, additional supports, and professional development (PD) for new teachers and principals; Teacher Leader modeling/coaching	1) Motivation- peer and leadership support
Evaluation	Continue implementation of new evaluation system for teachers focused on improving instruction and increasing student achievement (50% of all teacher and administrator evaluations is based on student growth measures); Establish and align principal evaluation system to the teacher evaluation system	2) Capacity building- raising bar, getting results; 3) Learning in context with PD tied to evaluation; 5) Bias for reflective action; 6) Tri-level engagement (school and community, district, state)
Dismissal	New dismissal procedures align to evaluation system; Tenured teachers receiving unsatisfactory rating two years in a row are subject to loss of tenure and possible dismissal. Process includes coaching, training, documentation, assistance by principals	4) Changing context- learning among and between schools 6) Tri-level engagement (school and community, district, state) RTTT and Senate

	training in performance management and employee performance documentation	Bill 736
Compensation	Continue revamping the compensation system to provide teacher leader opportunities without taking teachers entirely away from the classroom; Add supplemental pay for additional teacher leader and principal responsibilities such as delivering training or mentoring; Add supplemental pay to quality teachers and principals working in high need schools; increase pay of high performing teachers and principals based on a revised evaluation system	4) Changing context-learning among and between schools 6) Tri-level engagement (school and community, district, state) RTTT and Senate Bill 736
Professional Development	Link professional development to teacher and principal evaluation system; Utilize high performing teachers and principals as professional developers; Utilize job-embedded professional development; Focus professional development on research-based instructional strategies that support diverse learners, including professional learning communities	2) Capacity building – develop individual and collective knowledge; 3) Learning in context; 4) Changing context-learning among and between schools; 5) Bias for reflective action
Tenure	Florida Statute or “Student Success Act” requires teachers new to LEE be placed on	2) Capacity building-raising bar, getting results

	annual contracts with no opportunity for tenure; LEE tenured teachers are required to earn at minimum, satisfactory ratings or participate in an improvement plan-loss of tenure or possible dismissal (see dismissal section)	6) Tri-level engagement (school and community, district, state) RTTT and Senate Bill 736
Promotion	Teacher Leaders; target and compensate high quality teachers and principals as mentors and trainers	4) Changing context-learning among and between schools; 5) Bias for reflective action

(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by —

(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application. (Absolute Priority 1[2], Requirement 1[1],[2], Requirement 3)

LEE has targeted 32 high need schools, 21 elementary, 5 middle, and 7 high schools. Almost all of these high need schools (27 of them) are over 80% free or reduced lunch and 15 of the schools are over 90%. LEE’s current and proposed HCMS will rely on information generated from the teacher and administrator evaluation systems to make decisions in the areas of recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. Revisions have been made or are being made to elements of the HCMS to ensure decisions are made based on the new educator evaluation systems. The new teacher

evaluation system is in place and minor changes will occur through interest-based collective bargaining. The new administrator evaluation system aligns with the teacher evaluation system and the Florida Principal Leadership Standards. The goal of the HCMS is to implement a fully functioning leadership continuum that starts with teacher leadership and creates two paths, one of master teacher and one of administrator where collaboration and continuous improvement are common place and where the focus is on raising the achievement of all students.

Recruitment – LEE recruitment efforts target high quality teachers and administrators who are representative of the district's diverse student population. For instance, last year LEE recruited from historically-black colleges such as Alabama A & M University, Jackson State University, and Bethune-Cookman University. LEE also recruits at the state's innovative Great Florida Teach-in event each year. Recruiters from LEE are a diverse representation of the district that also include successful urban educators, and in the future may include student recruiters or at least video profiles of student success stories (Stotko, Ingram, & Beaty-O'Ferrall, 2007). LEE made offers of interest or employment to over 90 candidates and have 22 accepted offers of employment. Efforts were targeted toward areas of teacher candidate shortage to include the following: Elementary Education, Exceptional Student Education, Science, Mathematics, English, and Reading. LEE works with local institutions of higher education to target education majors and non-education majors through alternative education programs that include teaching internships within district schools.

LEE starting salary is almost at \$40,000 for first year teachers. This salary is competitive in Florida, but lags behind the national average of \$45,000. This year LEE negotiated a double salary step increase for teachers at the beginning of the salary schedule (steps 1-3). The primary purposes of front-loading the salary schedule are to improve recruitment and retention of new

teachers. This helps to preserve the District's investment during the critical early years of a teacher's career when the largest performance improvement occurs. (Rivkin, Hanushek & Kain, 2005). The salary step increase for FY13 will be contingent upon an overall teacher evaluation rating of highly effective or effective. This was ratified in the teacher contract in spring of 2012.

LEE intends to offer signing bonuses (using TIF funds) with eligibility for additional end-of-year bonuses to highly qualified experienced teachers who agree to teach a critical need subject in a high need school. The district will use on-line job sites to recruit experienced teachers certified in high need subjects for its high need schools. LEE intends to also offer similar types of bonuses to highly effective administrators (including current employees) who agree to work in a high need school. These teachers and principals would be eligible to receive bonuses at the end of years 2 - 5 in the high need school based on highly effective evaluations.

Current employees who are highly effective teachers may apply to transfer to critical need positions in high need schools. These teachers will also be offered a critical need bonus with eligibility for future bonuses. The current teacher contract already includes a provision for implementing bonuses for critical shortage areas if funds become available. Since TIF funds specifically target high need schools, additional negotiations may be needed. The critical-need subjects are identified by Florida and by LEE and may change from year to year. LEE already provides current employees tuition and testing fee reimbursement for certification in core academic subjects which include all of the critical-need subjects, except for technology education/industrial arts. The critical-need subjects may include: (1) middle and high school level mathematics; (2) middle and high school level science; (3) middle and high school level English/language arts; (4) reading; (5) exceptional student education programs; (6) English for

speakers of other languages (ESOL); (7) foreign languages; and (8) technology education/industrial arts.

Hiring, Placement, and Retention – LEE utilizes TeacherInsight (TI), an on-line interview application developed by the Gallup organization. Over a decade of Gallup research has shown that teachers with higher TI scores have a greater probability of success and therefore a higher probability of being retained. Recent Gallup data revealed that high TI scores have been shown to positively correlate to higher student achievement. LEE administrators are able to view an applicant's TI score when considering making a hire. While LEE believes TI is a useful tool it will not be the only component used in developing a prequalified pool of teacher candidates. Other prequalifying components include certification check, background screening, interviews, teaching demonstrations, video of past teaching, references, and a cultural perception survey. LEE staff will work closely with recruiters and target experienced teacher applicants for employment in high need schools.

LEE is working to improve its prequalified assistant principal and principal applicant pools. LEE's current leadership development system was left in abeyance last year, pending a comprehensive restructuring. The district's assistant principal (AP) and principal pools were suspended during the 2011-2012 school year in order for a district committee to revamp the system. The system gaps that were identified included no consistent support for new assistant principals, no support or expectations for employees entering or continuing in the AP and principal pools, no succession plan for leadership, and critical shortage for high quality administrators, particularly with numerous administrators expected to retire in the coming years. The revised administrative pool qualifications include an array of measures including effective or

highly effective previous evaluations, recommendations, application, interviews, portfolio, professional development, and internships.

The proposed LEE leadership continuum includes the development of teacher leader with two paths (non-administrative and administrative), development of assistant principals, preparing assistant principals for the principalship, supporting new principals, and continuing leadership education and development. This leadership continuum will include the new teacher and new administrator evaluations, the new leadership standards from Florida's model, and performance pay for teachers and principals. This leadership continuum (included in other attachments of this proposal) will allow LEE to identify leaders and provide leadership opportunities by using the educator evaluation data. The continuum will develop and support leadership at various levels and further the focus on the importance of continual education and growth among teachers and school principals. This is significant because the principal role is most influential on teachers and retention according to Branch, Hanushek & Rivkin (2012), "...teacher transition rate is highest in schools with the least effective principals, regardless of the rate of school poverty" (p. 22).

Professional Development

LEE Department of Curriculum and Staff Development has been in the process of evaluating, revising, and realigning the professional development since November of 2010 to meet the following evidence requirements of Florida's RTTT regarding professional development and the evaluation system:

- A revised district professional development system that meets the requirements of Florida's Protocol Standards for Professional Development;
- A timetable for implementing the new elements into the professional development system for teachers and principals in the district;

- A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development; and
- A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards.

LEE aligned its professional development to the teacher evaluation domains. The teacher final performance evaluation now provides individual scores by domain. This information allows the teacher and principal to determine what training will be helpful for the teacher to improve in a particular domain. Details of completed, ongoing, and future supporting activities related to evidence requirements are included in selection criteria "C" of this proposal.

Compensation

The current LEE Employee Ratified Contract addresses performance salary schedule.

The specific language included in the current contract pertaining to performance pay includes:

The parties agree to implement a performance salary schedule beginning 2013 – 2014 with career ladder options for teachers (i.e. mentor teacher, instructional lead teacher, and critical need teacher). The parties agree that \$5 million additional funds will be allocated to the TALC salary schedule to support implementation of the career ladder/performance schedule for 2013 – 2014 should the legislative funding for fiscal year 2013 – 2014 be adequate.

In addition, the instructional salary schedule requires teachers to receive ratings of highly effective or effective on their final evaluation in order to receive a Step increase FY13.

The TIF funds will be used to target highly effective teachers and administrators to work in targeted high need schools. High need Subject Area Teachers and administrators in high need

schools would be eligible to receive an additional \$3,000 for highly effective evaluation ratings. Highly effective school principals will be offered \$10,000 bonuses to agree to work in a high need school for at least three years. A new career ladder will also be used in the compensation, but will be explained in detail in a following section pertaining to promotion.

Dismissal and Tenure

LEE dismissal procedures have become more closely aligned with the new evaluation system. Teachers receiving an unsatisfactory rating two years in a row are subject to loss of their professional service contract (the Florida equivalent of tenure) and possible dismissal. Typically during the course of the first year where a performance concern becomes evident, principals establish a monitoring and improvement plan focused on improving the teacher's performance in the classroom. Coaching and professional development is part of the improvement plan. If significant improvement does not occur, the teacher's sub-standard performance is documented via performance documentation and the evaluation process. The teacher, particularly a professional service contract teacher, is required to undergo the Intensive Assistance process where closer evaluation, support and coaching are provided. If performance does not significantly improve the teacher may be dismissed for cause. Annual contract teachers could be terminated for an unsatisfactory rating after only one year. Principals are required to complete training in Performance Management as well as Employee Performance Documentation using a program entitled, Facts Rules Impact Suggestions (Directives) Knowledge - F.R.I.S.K.

Promotion

The teacher career ladder is a joint effort between the district and the teachers association. The teacher career ladder includes levels and milestone requirements. As part of the career ladder concept there are career element opportunities such as the revised mentor teacher,

teacher leader, and critical need teacher. TIF funds would allow the district to pilot (develop, implement, and evaluate) the (revised) mentor teacher, teacher leader, and critical need teacher positions in the targeted high need schools to measure the impact they would have on teaching and learning.

Mentor teachers would be selected based on their highly effective evaluation in a high need school or willingness to work in a high need school. These teachers would receive a \$1,000 stipend to mentor new teachers or teachers in need of assistance. Mentor teachers would also be eligible for a \$1,000 bonus if the mentor and mentee are highly effective at the end of the year. The number of mentor teachers per school would vary based on the number of new and in-need teachers.

The teacher leader is an important component of the TIF project. This position allows new and struggling teachers to receive job-embedded training from an expert teacher. TIF funds will support two teacher leaders in each of the elementary schools, three in the middle schools, and four at the high schools. The higher allocation of teacher leaders at the high school will allow these schools to utilize four different subject area experts. The teacher leader is a highly effective teacher who is hired in an instructional leading role. The teacher leader responsibilities include: modeling quality instruction, curriculum expertise, leading professional development, mentoring, and coaching. Teacher leaders will work with teachers through one-on-one, large group, oversee lesson study process, and observations with follow-up, coaching, and debriefing. Teacher leaders will be paid their instructional salary plus \$10,000. Teacher leaders will focus 60%-80% of their week working with teachers directly in the classroom.

To further support the development of new principals, while also establishing a succession plan for new district-level leadership, LEE is proposing a new Principal Leader

program. This initiative would identify high performing principal leaders who would be responsible for coaching and mentoring other principals, particularly new principals, within their area of responsibility. For purposes of this proposal the principal leaders would target principals at high need schools who are not highly effective. The Principal Leader would be provided additional financial compensation (\$2000) for agreeing to take on these additional leadership responsibilities.

(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made; (Competitive Preference Priority 5[a])

The LEE new teacher evaluation system has completed one year of implementation. The new principal evaluation system has been revised and is in effect as of July 1, 2012. The two systems closely align and both systems include 50% of final performance ratings based on student growth. Student growth is determined by using the state-adopted growth measures for courses associated with the Florida Comprehensive Achievement Test (FCAT). The other 50% of the evaluation focuses on instructional practice for teachers and leadership practices for administrators.

These educator evaluation systems, as reflected in Table 1, directly impact placement, retention, dismissal, compensation, professional development, tenure, and promotion. Placement decisions for high need schools will target teachers and principals who have received effective or highly effective ratings on both employment practices and student growth for at least two consecutive years. These educators will be offered supplemental pay to agree to work in high need schools. Educators who receive highly effective ratings will be eligible for additional

compensation for performance and opportunities for promotion. Educator effectiveness ratings will determine if educators need specific training, need to be dismissed at the end of the year, or for tenured teachers, if they will need intensive assistance, tenure removal, or termination.

(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;

Redevelopment, realignment, negotiations and contractual agreements support the use of the educator evaluation systems to inform human capital decisions. LEE's implementation of RTTT requirements establishes feasibility and prior experience. Even before the RTTT project LEE has past experience and successful negotiations in implementing state performance pay programs that were linked to teacher evaluations and student achievement. Since 2000 LEE and its professional associations have used interest-based bargaining and through this process have worked to establish a system that is supportive and focused on teaching and learning.

Members of the district and the teacher bargaining unit have come to understand that hiring, retaining, evaluating, professional development, dismissal, compensation, and promotion are intertwined. In 2006 significant changes were made to the salary schedule to add more money to the front end of the salary structure in order to offer more competitive salaries and provide monetary support to teachers who grow the most during their first few years. The current teacher contract reflects the linkage between the teacher evaluation and the human capital

decisions pertaining to retention, professional development, dismissal, compensation, and promotion. School Board has set Personnel policy that demonstrates how the district facilitates support for the use of educator effectiveness in making human capital decisions. The School Board policy is included in other attachments of this proposal.

(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and

The following personnel were assigned by the Superintendent in November of 2010 to improve the teacher and principal evaluation systems and their impact on the HCMS: Chief Human Resources Officer, Director of Personnel, RTTT Coordinator, Chief Academic Officer, Executive Director Island Coast FEA, President of Teachers Association, several teachers-on-assignment and other key personnel. There are committees and subcommittees of administrators and teachers and so the infrastructure is in place to continue to support this important work.

The superintendent recently reorganized district leadership to better support these efforts in schools. The school district is divided into three geographic zones and this is how students are assigned to schools. The new organizational chart reflects three new zone executive directors that will work directly to provide leadership and support to their zone schools. The new Director of Leadership and Professional Development will focus her work on the leadership continuum and the link between professional development and employee evaluations. The zone executive directors and the director of leadership and professional development will be directly involved with the proposed TIF project. The superintendent is highly supportive of the new Teacher Leader position as a career ladder opportunity for expert teachers to work with new or struggling teachers by demonstrating quality instruction in the classroom.

The superintendent assembled a committee of teacher and administrator representatives in November 2011 to begin discussions about how LEE would approach the TIF program to meet the requirements of the program and to continue its work in improving its evaluation system. This committee met from November to June to review its current HCMS components and discuss opportunities for improvement. This proposal is the result of the committee's work and if awarded, these committee members will take active roles in its implementation.

(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools. (Absolute Priority 1[3]), (Competitive Preference Priority 5[b], Requirement 6[1],[2],[3])

The financial strategies and incentives for purposes of the TIF grant are focused on attracting and retaining high performing teachers and principals in the 32 targeted high need schools. In order to achieve this LEE has reviewed research and other district practices. LEE understands that a single salary schedule does not motivate employees and further, employees support the notion of being paid more to work in hard to staff schools (Seyfarth, 2008). The TIF development committee along with staff from the RTTT project has reviewed models from Hillsborough, Duval, and Pinellas Counties in Florida and also models such as Denver's ProComp Plan and a Career-in-teaching plan from Rochester, New York (Seyfarth, 2008).

The teacher financial incentives for high need schools include: hiring bonus for high need subject, performance bonus for high need subject, mentoring new or challenged teachers, possible mentor teacher performance bonus, and promotion to teacher leader. The principal financial incentives for high need schools include: hiring bonus, performance bonus (includes

assistant principals), and principal leader/mentor. The focus on this plan is to ensure the financial incentives are competitive, but not so excessive in relation to the needs of the schools and the district that they become unsustainable.

The nonfinancial strategies will focus on creating productive work environments that support teaching and learning in the high need schools. This is where the change theory is important to the project. The high need school principal will be provided direct support and coaching from the project director, who will be a high performing principal-on-assignment, his/her zone executive director, the director of leadership and professional development (PD), and if needed, a principal leader/mentor. The school principal, through his/her supportive network and professional development, will be expected to create a quality work environment that includes: a clear mission, stimulating PD opportunities, supportive leadership, professional culture, opportunities for teachers to use their talents and skills, well-kept physical plant, provide staff with adequate time to perform duties, and provide staff with needed materials and equipment (Seyfarth, 2008). The teacher of the high need school will be provided a supportive principal, productive work environment, and many collaborative and collegial opportunities to continuously improve instruction. Teachers in high need schools will participate in lesson studies and these practices will be guided by the teacher leader and school principal.

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems.

In determining the quality of each evaluation system, we will consider the extent to which—

(1) LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated; (Absolute Priority 2[2])

The LEE teacher evaluation rubric was developed by a bargaining task force comprised of teachers, union representatives, and school and district administrators. The group based their work on the four domains in Charlotte Danielson's Framework for Teaching, adjusting the categories and descriptions to support the revised Florida Educator Accomplished Practices and district strategic goals. The rubric serves as the guide for determining a classroom teacher's rating in the area of instructional practice.

Instructional practice is measured through observation framed by the evaluation rubric. The four domains of the rubric are Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. Each domain has 5 categories in which teachers will receive ratings. These ratings will account for 50% of the final performance rating, except in years prior to a milestone event, where an additional metric is employed as part of the multi-metric evaluation system. Where the additional metric is used, the additional metric will account for 25% of the final performance rating, with the supervisor ratings on Domains 1 through 4 accounting for an additional 25%. The teacher evaluation rubric reflects four internal rating labels: Requires Action, Developing, Accomplished, and Exemplary.

A rating of 'Requires Action' is reflective of a teacher who consistently does not use appropriate strategies and methods or uses them incorrectly or with parts missing. The rating of 'Developing' describes a teacher who uses strategies and methods with no significant errors or omissions. 'Accomplished' portrays a teacher who uses methods and strategies effectively and is

able to monitor and analyze the extent to which desired outcomes are produced. The rating of ‘Exemplary’ describes an accomplished teacher who goes further by adapting strategies and methods for unique situations. The scoring process translates these labels into the required final performance ratings of ‘Unsatisfactory’, ‘Needs Improvement/Developing’, ‘Effective’, and ‘Highly Effective’.

The administrator evaluation rubric includes the same four performance levels: Unsatisfactory, Needs Improvement, Effective, and Highly Effective. All school-based administrators, including both Principals and Assistant Principals, will receive annual evaluations supported by orientation, pre-evaluation planning, progress monitoring and review, data collection, and feedback. Performance at the “Unsatisfactory” level describes leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop. The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district.

(2) Each participating LEA has presented—

(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and

During the 2011-2012 school year, LEE used the growth results for classroom teachers and other instructional personnel, including those with less than 3 years of available data, to equal 50% of the evaluation result. For subjects and grades that were assessed by Florida Comprehensive Achievement Test (FCAT) Reading, FCAT Math, the Algebra 1 End-of-course (EOC), the Geometry EOC, the Biology EOC, 8th Grade FCAT Science, or (Stanford Achievement Test) SAT-10 Reading, student growth was calculated based on the students assigned to the teacher of the subject/course. LEE used grade-level or school-wide FCAT growth for subjects and grades not assessed by statewide assessments or, where possible, the FCAT or EOC growth of the students assigned to the teacher. For teachers who are assigned solely ESE students at special centers or in the functional skills program, growth was measured by established learning targets, based upon the goals of the school improvement plan, and approved by the principal. The District will use the state-adopted growth measures for courses associated with FCAT for 2011-12.

LEE is using the State of Florida's value-added model (VAM). According to Florida Department of Education, the role of the VAM is to differentiate teacher performance by using statistical models to measure student learning growth and attribute this growth to specific teachers. It accomplishes this by making use of Florida's longitudinal test score data from the (FCAT). The VAM was selected by a state committee and approved by Florida's Commissioner of Education. The Teacher VAM portion of the student growth measure is calculated based on a 300 point scale and is worth 40% of the Student Growth portion of the evaluation. The district will use the percentage of teachers in the school who were rated either highly effective or effective in the student growth portion of their evaluations as a measure of administrator

contribution to student growth. Figure 1 provides an explanation of how the student growth measure is calculated and provides an example.

Figure 1: Calculating the overall Student Growth Measure

<p>A. School VAM Score: _____ x .60 = _____</p> <p>B. Teacher VAM Score: _____ x .40 = _____</p> <p>C. Add scores from calculations A and B above to obtain Student Growth Score</p> <p>Example:</p> <p>School VAM score of 220 x .60 = 132</p> <p>Teacher VAM score of 230 x .40 = 92</p> <p>The School VAM Score and the Teacher VAM Score added together result in a Student Growth Measure Score of 224.</p>

(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;

Florida’s established committee studied various models on behalf of school districts and cited current research as the basis for their selection. McCaffrey, Lockwood, Koretz, Louis, and Hamilton (2004) demonstrated the relationship across commonly used VAM approaches, showing how different models can be viewed as special cases of a more general longitudinal model. The VAMs generally fall into two modeling categories: learning path models (typically referred to as variable persistence in the literature) and covariate adjustment models.

Covariate adjustment models use the longitudinal data somewhat differently. In these models, the current year test score alone serves as the outcome in a linear regression and the prior year scores are used as conditioning variables. The models assume that students with a teacher of average effectiveness will score similar to other students with similar prior test scores and other characteristics. A teacher with a positive impact will alter the student's current year outcome in a way such that the student performs better than is predicted, and a teacher with negative impact will affect the outcome such that the student does not perform as well as predicted.

The model implemented for the State of Florida is a covariate adjustment model that includes two prior test scores as predictor variables (except in grade 4 where only one predictor is available), a set of measured characteristics for students, with teachers and schools treated as coming from a distribution of random effects. The model is an error-in-variables regression to account for the measurement error in the predictor variables used.

(3) The participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability; (Absolute Priority 2[1][2])

LEE has developed a system of observation and evaluation that ensures teachers receive ongoing and consistent feedback from their supervisor throughout the school year. The

evaluating supervisor is either the school principal or departmental director. However, the principal or director may designate another school or departmental administrator as supervisor for evaluation purposes. Input into evaluation by trained personnel other than the designated supervisor will be incorporated as part of the multi-metric evaluation process. Table 2 outlines the typical observation schedule. The teacher evaluation rubric is included in other attachments of this proposal.

Table 2: Observation Schedule for instructional staff

August	Evaluation system overview is provided by supervisors (within first 60 days) Supervisors set general goals and expectations
September	First planning conference with teacher (set specific goals and expectations)
October	Complete initial observations Establish follow-up conference/communications Experienced teachers that are newly hired will receive their first formal observation and evaluation Beginning teachers receive their first formal observation and evaluation
December	Completed 4 Observer Classroom Walk-throughs
January- February	Mid-Year review to determine progress on goals/expectations Continue conference/communications feedback loop
February-April	Experienced teachers that are newly hired will receive their second formal observation Beginning teachers receive their second formal observation

April-May	Final performance evaluations are completed for all teachers Follow-up conference/communications Completed 2 Observer Classroom Walk-throughs
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Administrators assigned to observe and/or evaluate instructional personnel will be required to complete a comprehensive training on the District’s Teacher Evaluation System prior to involvement in any formal observation or evaluation activities. New administrators and peer teachers are examples of persons typically involved in initial evaluator training. Participants in this training will become proficient in the District’s Teacher Evaluation System to include the use of all data collection forms, and observation and evaluation instruments described in this document. All participants will be required to complete and receive a passing score on an assessment of their skills in using the system prior to being allowed to conduct formal observations and evaluations. This assessment is designed to ensure inter-rater reliability and consistency of evaluation/observation practices and procedures district-wide. There will be an annual refresher training requirement.

Following the completion of the annual evaluation (typically in May) for all instructional personnel, the outcomes will be analyzed by staff from Human Resources and Accountability, Research and Continuous Improvement (May/June). This analysis will show evaluation and observation trends and may also be used to identify opportunities for improvement within the evaluation system or the procedures involved in its implementation, including revisions to the rubric and/or indicators. Special emphasis will be placed on district-wide consistency and inter-rater reliability. Results from this analysis will be shared with the Teacher Evaluation Task

Force, an ongoing committee comprised of teacher, union representatives, and school and district-based administrators.

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors and the impact of a leader's behavior on others. LEE will provide training programs that ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures. All administrator evaluators will be required to demonstrate a high level of competency using the Florida School Leader Assessment system prior to being allowed to conduct mid-year progress reviews and evaluations. This assessment is designed to ensure inter-rater reliability and consistency of evaluation/observation practices and procedures district-wide. Table 3 provides a timeline of the administrator evaluations.

Table 3: Evaluation timeline for administrators

Step#	Step Description	Month
1	Orientation	Late May
2	Pre-Evaluation Planning	Mid June
3	Initial Meeting between administrator and evaluator	Late June/Early July
4	Monitoring, Data Collection, and Application to Practice	July-December (Mid-year) January-May (Final)
5	Mid-year Progress Review between administrator and evaluator	Late December/ Early January
6	Prepare a consolidated performance assessment	Early June
7	Year-end Meeting between administrator and	Mid June

	evaluator	
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(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems;

During the 2011-2012 school year, LEE used student growth results for classroom teachers and other instructional personnel, including those with less than 3 years of available data, and this equaled 50% of the evaluation result. For subjects and grades currently assessed by FCAT Reading, FCAT Math, the Algebra 1 EOC, the Geometry EOC, the Biology EOC, 8th Grade FCAT Science, or SAT-10 Reading, student growth was calculated based on the students assigned to the teacher of the subject/course. LEE used grade-level or school-wide FCAT growth or, where possible, the FCAT or EOC growth of the students assigned to the teacher for subjects and grades not assessed by statewide assessments. For teachers who were assigned solely ESE students at special centers or in the functional skills program, growth was measured by established learning targets, based upon the goals of the school improvement plan, and approved by the principal. LEE used the state-adopted growth measures for courses associated with FCAT for 2011-12.

(5) In the case of teacher evaluations, the proposed evaluation system —

- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (Absolute Priority 2[3])**

As indicated in the previous section the LEE teacher evaluations are based in significant part on student growth. Student growth results for classroom teachers and other instructional personnel, including those with less than 3 years of available data, will equal 50% of the evaluation result. As the District's capacity to assess student growth expands, the District will examine how the growth results will be combined for teachers with assignments that utilize results from multiple assessments to equal 50% of the evaluation result. The District will also seek to use a combination of student growth data (30%) and other measurable student outcomes (20%) to evaluate instructional personnel who are not classroom teachers. Additionally, a plan will be developed for using either student achievement or a combination of growth and achievement in subjects for whom these measures are more appropriate.

The final performance rating is calculated using a point system with total scores ranging from 0 to 6. A maximum of 3 points can be earned through the student growth measurement. An additional 3 points can be earned through the observation of instructional practice. In both methods, a rating of Highly Effective is valued at 3 points; Effective is valued at 2; Developing/Needs Improvement is valued at 1; and Unsatisfactory is valued at 0. A teacher receiving Unsatisfactory in either the student growth or the instructional practice portion of the evaluation will receive a final performance rating of Unsatisfactory.

(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;

The teacher performance rating rubric addresses the special student populations and meeting the needs of special student populations including students with disabilities and English learners. The specific language in the teacher performance rating rubric that addresses these populations is, “Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.” This language reflects acts of an exemplary performance rating for this component. Another example of where the needs of special student populations are addressed is “The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.”

(6) In the case of principal evaluations, the proposed evaluation system –

**(i) Bases the overall evaluation rating on, in significant part, student growth;
and**

LEE has adopted a new evaluation system for principals and assistant principals, but has already been using a student growth measure in administrator evaluations. During the 2011-2012 school year school-based administrators were evaluated using an administrative practice score, which accounted for 50% of the final performance rating. The other 50% was determined based on student growth, using the state-adopted growth measures for courses associated with the FCAT.

The new evaluation system will align to the teacher evaluation system and will use Florida’s new principal leadership standards and the Florida School Leader Assessment (included in other attachments of proposal). The new system will include 50% of the school

leader's evaluation based on student growth. Florida's new principal leadership standards reflect 4 overarching domains: Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior. The evaluation framework is considered multi-dimensional. This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

(ii) Evaluates, among other factors, a principal's practice in--

(A) Focusing every teacher and the school community generally, on student growth;

The new principal evaluation system will reflect Florida's new principal leadership standards. The focus on teachers and school community in regard to student growth is demonstrated in the following language of the new leadership standards:

Domain 1: Student Achievement

Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among

student subgroups within the school.

(B) Establishing a collaborative school culture focused on continuous improvement; and

The 2011-2012 principal evaluation included collaborative language such as, “Models collaborative leadership and effectively involves stakeholders. Demonstrates commitment to improvement and collaboration.” The new principal evaluation system includes specific language promoting a collaborative school culture:

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

In addition, the new teacher evaluation system emphasizes collaboration among colleagues. In order for the principal to support the teacher, he/she must provide these collaborative opportunities. “The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with/coaches others through difficult situations, and assumes a leadership role among the faculty.”

The Florida Continuous Improvement Model (FCIM) is included in LEE’s Leadership Continuum and is a part of the evaluation system. This approach is not new to LEE since it has

been using a continuous improvement model for the past 10+ years based on the national Baldrige Program that recognizes performance excellence. Florida's model focuses on capacity-building through a data-driven instructional approach. These are the major elements of an FCIM process:

- Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work.
- Facilitating focused instruction for all students.
- Collaboration among teachers, students, and instructional support staff.
- Active learning and student involvement in the learning process.
- Ultimate responsibility for learning placed on the learner.
- Data driven so as to remove subjectivity and replace it with a focus on results.
- Aligning planning, instruction, assessment, and support on student performance.
- Using assessment results to improve teaching and learning.

(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.

LEE's new leadership continuum which includes the four domains of Florida's new principal leadership standards will be included in the new principal evaluation system. The

leadership continuum requires developing and new administrators acquire and update knowledge in:

Professional Development - Developing New Assistant Principals

- Differentiated Instruction for School Leaders
- Response to Intervention
- Exceptional Student Education Process
- Support ELL Students
- Understanding ESE and IDEA

Professional Development - Preparing for the Principalship

- Exceptional Student Education
- Using Data to Lead Change
- Framework for Understanding Poverty
- Understanding ESE and IDEA

Florida's new principal leadership standards address the academic needs of special student populations and research-based strategies by:

Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. The LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools; (Requirement 6[1])

As part of the RTTT project requirements LEE has revised the teacher evaluation system and the principal evaluation system to reflect the use of evaluation results in order to plan and provide professional development. LEE has aligned the teacher evaluation system domains to the training plans for reading, English/Language arts, mathematics, science and instructional technology thus far. A sample training plan is included in other attachments of this proposal. The supporting activities that have occurred thus far include:

- Curriculum coordinators and master teachers of curriculum have aligned existing trainings to the Florida Professional Development Protocol Standards and new components of the teacher and principal evaluation system.
- Curriculum coordinators and master teachers of curriculum have aligned existing district trainings to the Common Core State Standards (CCSS) as well as the Next Generation Sunshine State Standards (NGSSS).
- LEE has developed an online crosswalk tool for new and experienced teachers for the transition of NGSSS to CCSS (1.2.2; 2.2.2; 3.2.2).
- Curriculum coordinators have identified new trainings to support Protocol Standards, the CCSS, and components of the evaluation system.
- LEE has developed and aligned (occurs annually) individual teacher training plans and individual professional plans with district professional development activities and CCSS.
- LEE has developed training for 1st and 2nd year teachers on the CCSS and Florida Professional Development Protocol Standards (1.2.2; 2.2.2; 3.2.2).

Supporting activities that have begun or will be completed by the 2013-2014 school year include:

- Train stakeholders in Florida Professional Development Protocol Standards, accessing their individual learning plan, developing their individual professional plan and appropriate professional development activities (1.1.3; 2.1.5).
- Train stakeholders in Common Core State Standards and the aligned formative assessments available (1.2.2; 2.2.2; 3.2.2).
- Incorporate training on Common Core State Standards, Florida Professional Development Protocol Standards, and individual learning plan into the district's beginning teacher program (1.1.3; 2.1.5).
- Train principals on protocols in evaluating implementation of professional development trainings and lesson study groups (3.1.6).
- Train teachers and administrators on accessing student evaluation data, professional development activities, implementation results, and specific student and teacher data (1.2.5; 2.2.5; 3.2.5).
- Review and revise professional development offerings as indicated.

LEE is in the process of reviewing this year's performance results to consider professional development needs. Results from the teacher evaluation final performance assessment for the 2011-2012 school year have been sorted by performance domain and aligned with professional development. Data were analyzed by individual teachers, by subject area, by school, and by school level. For instance, in looking at the average scores for elementary, middle, and high school teachers, their lowest ratings were in Domain 3d – Using assessment in instruction. On a scale from 0-3, with "0" representing unsatisfactory and "3" representing highly effective,

the average score was a 2.14. Elementary, middle, and high school teachers scored the highest on average in Domain 2a – Creating an environment of respect. The average score was 2.35 with the elementary teachers earning the highest average score of 2.45. These scores will be used to help develop individual teacher professional development plans to improve teacher knowledge and practical application of instructional tools to improve pedagogy and student achievement.

LEE Curriculum and Staff Development Department will use the alignment of indicators and curriculum to identify the training suggested to teachers and administrators. After the annual evaluations are completed in June, a list of recommended courses addressing the indicators rated as “needs improvement” or “unsatisfactory” will be generated by the department for each employee in August. Employees will be expected to use this course listing for planning professional development. Recommended and completed professional development courses will be warehoused for each employee in the same system as their evaluation data. As a result, LEE will be able to monitor the effects of training throughout the school year and validate both the effect of the training on the employee and the relevancy of the training offerings.

(2) Provide professional development in a timely way;

LEE provides professional development in a variety of ways including; face-to-face workshop, electronic interactive, small group learning communities or lesson studies, and one-on-one coaching/modeling. The teacher evaluation system includes an individual professional development plan that is completed by every teacher at the beginning of the year. The teacher with assistance from her supervisor identifies needs based on her previous evaluation and develops a plan to address those needs through professional development that aligns with the identified needs.

The one-on-one coaching/modeling approach is the timeliest method for delivering needed professional development. The TIF funds would support the use of the Teacher Leader as coach and instructional model to benefit each of the high need schools. In addition, the mentor teacher with increased supplemental pay from TIF funds would provide increased modeling and coaching support to new teachers.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices; and

LEE requires all schools to develop School Professional Development Plans that are based on a needs assessment related to teacher certification data, classroom walk-through data, student achievement data, faculty surveys, and performance appraisals. Many schools choose to bring the learning to the teachers during non-contract time and will use federal Title II funds to pay teachers to participate in lesson studies and professional learning communities.

LEE is utilizing professional learning communities and lesson studies as a means for teacher to meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement. Learning communities/Lesson studies are effective methods for infusing scientific and evidence based research programs into classrooms. According to the National Staff Development Council (NSDC), “the most powerful forms of professional learning occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving.”

The Teacher Leader (supported by the TIF grant) will provide school-based, job-embedded learning opportunities by demonstrating, observing, coaching, and co-teaching with

classroom teachers. There will be 2 Teacher Leaders at each targeted elementary and middle school and 3 Teacher Leaders will serve at the high school level. The main role of the Teacher Leader is to demonstrate high quality instruction and guide classroom teachers in developing similar skills.

Teacher and administrative mentors are another school-based, job-embedded method that is utilized, but will be emphasized even more through the proposed TIF project. The teacher and administrative mentors will have expanded roles and specific expectations tied to the evaluation systems such as addressing specific needs identified on interim or performance assessments. The mentors will be expected to interact with their mentee within the classroom for teachers and within the school for principals at least twice per quarter.

(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion. (Absolute priority 1[2],[3])

Professional development delivery is focused on content that is relevant to individual needs, where trainers model appropriate classroom strategies and where training is sustained through coaching, mentoring and web-based resources and assistance. As mentioned previously each teacher, as part of the evaluation system, creates an individual professional development plan with the assistance of her supervisor. This plan reflects her professional development needs based on past performance. New teachers have specific professional development that is required of them through what is called the APPLES program.

The professional development is designed around creating a positive school culture where collaboration and continuous learning are the norms. LEE professional development content for instruction is divided into several categories: subject matter, teaching methods, instructional technology, assessment, classroom management, and school safety. LEE professional development content for leadership includes content specified in each of the four domains of Florida's new principal leadership standards.

The learning community/lesson study professional development is a means of embedding the learning and working collaboratively with colleagues. The professional development strategies that are significant to the overall plan are "...ongoing, on-site and focused on the content that students should learn" (Haycock, 1998, p. 13). The learning from colleagues, mentors, and teacher leaders is continuous, occurs in the classroom, and like the evaluation, is linked to student learning.

There is commitment on the part of administration and the teachers association to ensure time is set aside for professional learning. With limited resources district administration and the teachers association negotiated an additional 30 minutes to the instructional work week for 2012-2013. The additional 30 minutes is being added to the teacher's work week to provide teachers more time for professional development activities. Examples of these types of activities include Lesson Study, Professional Learning Communities or other professional development aligned to the School Improvement Plan. The additional 30 minutes is a pilot program. At the end of the 2012 – 2013 school year, this implementation will be evaluated for its effectiveness. The continuation of this pilot will be considered by the bargaining teams during the upcoming negotiation session scheduled to start next spring. The bargaining teams will evaluate the effectiveness and cost among other considerations prior to making a final decision.

The Curriculum and Staff Development Department will use the alignment of indicators and curriculum to identify the training suggested to employees. After the annual evaluations are completed in June, a list of recommended courses addressing the indicators rated as “needs improvement” or “unsatisfactory” will be generated for each teacher and administrator in August. Employees will be expected to use this course listing for planning professional development.

Recommended and completed professional development courses will be warehoused for each employee in the same system as their evaluation data. As a result, LEE will be able to monitor the effects of training throughout the school year and validate both the effect of the training on the employee and the relevancy of the training offerings. Staff will then make adjustments to the training catalog and recommendations based on annual analysis.

LEE professional development is evaluated to determine if its impact on instruction improves student learning. For instance, LEE staff will review test scores of students in classes with teachers who take training X and compare test scores of students in classes with teachers who did not take training X. The district average will be used and the percent of students at or above standard will be compared for teachers who took training X. This helps to identify professional development that should be maintained, expanded, altered, or eliminated.

Analysis of evaluation data at the school level will be disseminated to principals to be used in planning staff development activities and developing school level improvement plans in August. Data analysis at the District-level will be used by LEE to align the district’s Master Inservice Plan with the proficiency areas and indicators of greatest need. Data at this level will also be considered by LEE in the development of the district improvement plan. CSDC will

continually align the indicators to the current professional development catalog to ensure effective training offerings.

(d) Involvement of Educators.

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which—

(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period; (Requirement 2[a]) and

LEE has involved its teachers association early and often in the educator evaluation system development and this is creating more buy-in on the part of teachers (Seyfarth, 2008). The relationship between the district and the teachers association is strong and has been since 2000, when the parties agreed to use interest-based bargaining as a method to negotiate employment contracts and to facilitate committee work focused on teaching and learning. Interest-based bargaining focuses on the interests of each side instead of their positions. There are very specific procedures that are followed by both sides. The process takes more time in the beginning, but the outcomes are usually settled quicker and without adversarial feelings. In addition, both sides have had ample opportunity to share concerns and ideas and are equally involved in determining the outcomes. Interest-based Bargaining has helped principals and teachers who represent opposing sides to come to agreement in a respectful manner with no harsh emotions lingering after the bargaining process (Kaboolian, 2008). Sally Klingel of Cornell University has

researched the benefits of collective bargaining agreements that developed using Interest-based bargaining. These benefits include: more realistic and expansive outcomes, focused on fewer work issues, economically neutral (costs no more or less than a traditional agreement), produced higher quality solutions that were more durable and usable, and contract language written in a simpler, more usable format.

In 2010 LEE approached Florida's Race to the Top initiative by establishing a diverse group of stakeholders that redeveloped its teacher evaluation system with the purpose of ensuring that the system increases student learning growth by improving the quality of instructional, administrative, and supervisory practice. This diverse group was comprised of teachers, union representatives, and school and district administrators. The group worked through multiple revisions of the evaluation rubric until they came to consensus on a final version, which was recommended to and tentatively agreed to by the Teachers Association of Lee County (TALC) bargaining team on May 24, 2011. A Memorandum of Understanding, signed by the superintendent and local bargaining unit representative, verifying that the evaluation rubric submitted has been agreed to in accordance with the district's collective bargaining process can be found in other attachments of this proposal.

The superintendent established a committee of teacher and administrator representatives to discuss and develop the current evaluation system and how it would be improved through support from the TIF project. This committee has met regularly since November 2011 and the educator involvement has been significant in the proposal development and how it will enhance the current evaluation system. The president and the executive director of the teachers association reside on the committee and have been significantly involved in the TIF proposal design.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application.

(Competitive Preference Priority 5[c], Requirement 2[b],[c])

The Teachers Association of Lee County (TALC-exclusive representative of instructional personnel) and the LEE bargaining team agreed to a contract that was then ratified by instructional personnel in the spring of 2012. The contract was approved by 89.9% (3,410 teachers) of the instructional personnel. This contract is bargained and ratified on behalf of all full-time, certified instructional personnel which include any employee employed in a position requiring a certificate whether or not such employee holds a certificate: including but not limited to: all classroom teachers, media specialists, itinerant instructional personnel, school psychologists, visiting teachers, social workers, school counselors, R.N. school nurses and occupational specialists employed by the employer.

Using the Interest Based Bargaining Process the contract pertaining to PBCS and the educator evaluation systems was agreed to by both parties and reflects the following:

1. Teachers will receive a performance step increase (those with Effective or Highly Effective evaluations) effective July 1, 2012. Those teachers currently on steps 1,2 or 3 of the salary schedule and with 2 or more years teaching experience in the School District of Lee County on June 30, 2012, will receive a two-step performance increase effective July 1, 2012.
2. On a pilot basis for the 2012-2013 school year teachers will work an additional 30 minutes per week. This additional 30 minutes will be paid at the teacher's hourly rate.

- Prior to the end of the 2011-2012 school year the parties will convene a joint subcommittee to develop guidelines for the use of the additional 30 minutes per week added to the teacher's work schedule.
3. TALC and the District will meet within 30 days of ratification of the Agreement to develop a restructured performance salary schedule that complies with Race to the Top and Florida Statutes.
 4. A performance salary schedule will be implemented for 2013-2014 to include a teacher career ladder.
 5. A bargaining sub-committee will develop a teacher mentor system.

LEE has a history of working with its teachers association on performance pay that dates back to 1998. LEE was one of a few districts in Florida to implement performance pay under Florida's Special Teachers Are Rewarded (STAR) system. LEE and the teachers association developed a contract based on performance pay in 2006. This program was not continued for funding by Florida, but LEE has continued to use existing funds and seek additional funds to continue to support performance pay efforts.

(e) Project Management.

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan

- (1) Clearly identifies and defines the roles and responsibilities of key personnel;**

The project director will be funded by TIF and will oversee the project, manage grant activities and funds, ensure all grant activities and funds support the intent of the proposed project and project goals, collaborate with district personnel and staff in targeted schools, communicate with federal program personnel and provide them with all required reporting documents. The project director will be an experienced, high performing principal that will provide guidance and support as needed to high need school principals, principal mentors, teacher leaders, and teacher mentors. The project director will report to the chief human resources officer and will regularly communicate and work with the three zone executive directors and the director of leadership and professional development.

The TIF steering committee will meet quarterly in the first year and twice each subsequent year of the project to report on progress toward project goals and make any mid-course adjustments. The TIF steering committee will be comprised of the project director, the chief human resources officer, the three zone executive directors, the director of leadership and professional development, 2-3 principal representatives, 2-3 teacher leaders, a principal leader/mentor, a teacher mentor and the teachers' association president.

The chief human resources officer, Dr. Gregory Adkins, is the chief negotiator for LEE and he is the principal investigator for the RTTT project. The project director will report to him to ensure a solid support system is in place for HCMS and the staff and students in the targeted high need schools. Dr. Adkins, as chief negotiator, worked closely with the teachers association to develop the PBCS and the teacher evaluation system. His role in this project will be to manage and support the project director and serve on the TIF steering committee (Dr. Adkins' resume is included in other attachments of this proposal).

The three zone executive directors manage and support the schools and school principals that reside within their designated geographic zone. Each already is required to regularly communicate with all principals in their respective zones, but will provided additional support to the high need school principals. The zone execs will request quarterly updates from the targeted high need principals and principal mentors and provide guidance and support as needed. The project director and the zone execs will communicate as needed to ensure the school principals receive thorough guidance and support.

The director of leadership and professional development is new to her position, but she is an experienced and high performing school principal. Dr. Denise Carlin was recently hired as the director of leadership and professional development and she will work closely with the project director to support the leadership development of teachers and administrators and monitor their professional development growth and needs. Dr. Carlin will assist in finalizing the teacher leader job description (already underway by RTTT subcommittee) and the principal leader professional development and expectations. She will also work to fine tune the leadership continuum to address the leadership development needs of participants (Dr. Carlin's resume is attached).

As mentioned previously, the teacher leader is a highly effective teacher who is hired in an instructional leading role. The teacher leader responsibilities include: modeling quality instruction, curriculum expertise, leading professional development, mentoring, and coaching. Teacher leaders will work with teachers through one-on-one, large group, oversee lesson study process, and observations with follow-up, coaching, debriefing (Kagan model). Teacher leaders will be paid their instructional salary plus \$10,000. Teacher leaders will focus 60%-80% of their week working with teachers directly in the classroom. Each of the 32 high need schools will be allocated a teacher leader who is supported with TIF funds. There will be two teacher leaders at

each elementary, three at each middle school, and four at each high school. The teacher leaders will report directly to their school principals, but will regularly meet with the project director.

The principal leaders/mentors will target principals at high need schools who are not highly effective. The principal leader qualifications and training are drafted and will be finalized by October 2012 by a RTTT subcommittee. The principal leader/mentor will be provided additional financial compensation (\$3,000, paid using TIF funds) for agreeing to take on these additional leadership responsibilities. These principal leaders will be supported by Dr. Carlin and by the zone exec that works with that principal leader and his/her mentee principal and by the project director.

The teacher mentors will be high performing teachers who will meet the new training and protocol requirements established by a RTTT subcommittee that has been meeting regularly for the past year. Teacher mentors will receive a \$1,000 stipend and eligible for a \$1,000 highly effective bonus (paid using TIF funds) for mentoring new teachers and teachers in need of assistance. According to draft requirements that will be finalized by October 2012, teachers must have a minimum of 4 years successful teaching experience (effective and highly effective), principal recommendation, clinical educator 18-hr training (or 6-hr refresher), and pass interview/role play/written component of clinical educator training. Teacher mentors will report to the school principal and collaborate with the teacher leader(s) at their school.

(2) Allocates sufficient human resources to complete project tasks;

Table 4: Allocation of human resources for project tasks

Project Tasks to support	Allocated human resources	
	TIF Funds	Non-TIF Funds
High Need Schools		

Communicate award of TIF project and roles and expectations for high need schools		Superintendent, Zone Executive Directors, Chief Human Resources Officer, and Chief Academic Officer
Communicate award of TIF project and roles and expectations for HCMS		Superintendent, Chief Human Resources Officer, Chief Academic Officer, Personnel Director, Director of Curriculum and Staff Development, and Director of Leadership and Professional Development
Hire TIF Project Director and 83 Teacher Leaders (job description completed by Oct. 2012, by district/union committee)		Chief Human Resources Officer, Chief Academic Officer, Director of Curriculum and Staff Development, and Director of Leadership and Professional Development
Hire secretary	Project Director	
Assess need and hire teacher mentors (prequalifying training requirements)	Project Director	Director of Curriculum and Staff Development, Director of Leadership and Professional Development, and Coordinator new teacher mentor program
Assess need and hire principal leaders	Project Director	Zone Executive Directors and Director of Leadership and Professional Development
Assess need and recruit highly effective teachers in high need subject areas	Project Director	Chief Human Resources Officer, Personnel Director, Coordinator of recruitment

Assess need and recruit highly effective principals	Project Director	Zone Executive Directors and Director of Leadership and Professional Development
Provide training and ongoing support to Teacher Leaders	Project Director	Director of Leadership and Professional Development
Provide training and ongoing support to Principal Leaders	Project Director	Zone Executive Directors and Director of Leadership and Professional Development
Provide training and ongoing support to Teacher Mentors	Project Director	Coordinator new teacher mentor program
Provide training and ongoing support to Principals in high need schools	Project Director, Principal Leaders	Zone Executive Directors and Director of Leadership and Professional Development
Monitor, evaluate, and report on progress of PBCS	Project Director	Chief Human Resources Officer, district and teacher association representatives
Monitor, evaluate, and report on progress of HCMS: recruitment, evaluations, retention, dismissal, professional development, promotion, compensation	Project Director	Chief Human Resources Officer, Chief Academic Officer, Personnel Director, Director of Curriculum and Staff Development, and Director of Leadership and Professional Development
Monitor, evaluate, and report on progress toward project goals	Project Director, Evaluator	Chief Human Resources Officer

**(3) Includes measurable project objectives and performance measures; and
(Requirement 1 – Design Model 2)**

Table 5: Project objectives and performance measures

Objective 1: Increase the number of teachers in high need schools who are rated highly effective as measured by the district’s evaluation system. Baseline data will be established in project year 1 and annual performance measures will be determined.
Performance measures associated with objective 1: <ul style="list-style-type: none">• Annually recruit 5% of highly effective teachers to teach in high need schools.• Annually retain at least 90% of highly effective teachers in high need schools.
Activities to support objective 1: <ul style="list-style-type: none">• Alignment and refinement of professional development to the educator evaluation system• Provide coaching to teachers from highly effective teacher leaders• Provide career ladder opportunities• Increased supplement for mentor teachers to work with new teachers or teachers in need of assistance in high need schools
Objective 2: Increase the number of administrators in high need schools who are rated highly effective as measured by the district’s evaluation system. Baseline data will be established in project year 1 and annual performance measures will be determined.
Performance measures associated with objective 2: <ul style="list-style-type: none">• Annually recruit 5% of highly effective principals to work in high need schools.• Annually retain at least 90% of highly effective principals to work in high need schools.
Activities to support objective 2: <ul style="list-style-type: none">• Alignment and refinement of professional development to the educator evaluation system

- Provide coaching to administrators from highly effective principal leaders
- Provide a supplement for principal leaders to work with new principals or principals in need of assistance in high need schools
- Bonus and performance pay for highly effective principals of high need schools

Objective 3: Increase the number of teachers in high need schools, teaching high need subjects who are rated highly effective as measured by the district’s evaluation system.

Baseline data will be established in project year 1 and annual performance measures will be determined.

Performance measures associated with objective 3:

- Annually recruit 5% of highly effective teachers in high need subjects to teach in high need schools.
- Annually retain at least 90% of highly effective teachers in high need subjects to teach in high need schools.

Activities to support objective 3:

- Alignment and refinement of professional development to the educator evaluation system
- Provide coaching to teachers from highly effective teacher leaders
- Provide career ladder opportunities
- Increased supplement for mentor teachers to work with new teachers or teachers in need of assistance in high need schools, particularly in high need subjects
- Bonus and performance pay for highly effective teachers of high need subjects

Objective 4: Increase in the number of human capital decisions related to recruitment; hiring; placement; retention; dismissal; professional development; and promotion based on the district’s evaluation system. Baseline data will be established in project year 1 and

annual performance measures will be determined.
Performance measures associated with objective 4: <ul style="list-style-type: none"> • Annually hire at least 50% career ladder positions tied to performance.
Activities to support objective 4: <ul style="list-style-type: none"> • Alignment and refinement of professional development to the educator evaluation system • Recruitment and hiring focus on the needs of schools based on previous year’s evaluation data. • Provide career ladder opportunities tied to evaluation system • Retentions and dismissals are documented based on evaluation system • Bonus and performance pay for highly effective teachers of high need subjects and highly effective principals who agree to teach in high need schools • Pay scale based on performance data

(4) Includes an effective project evaluation plan;

An independent external evaluator of this project will have extensive experience in evaluation procedures including information and data collection, statistical and analytic methods, qualitative and quantitative procedures, and reporting systems. The evaluator will be responsible for information and data gathering, analysis, and development of both interim and final evaluation reports and will work in cooperation with the project director and other district personnel. LEE must use its formal bid process through its Procurement Department in order to hire an evaluator once the project is funded.

Quantitative data related to the educator evaluation systems will be used extensively in measure all 4 objectives. These data will be collected and assembled by district staff and provide

to the evaluator. Survey data related to professional development, and student achievement data will also be made available to the evaluator. The evaluator will be asked to collect qualitative data through interviews and focus groups with teachers and administrators involved in the project. The evaluator will analyze the data and share findings with the project director and key personnel to discuss formative evaluation data and report on progress toward objectives.

(5) Specifies realistic and achievable timelines for: (Absolute Priority 1[4], Absolute Priority 2[4])

(i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators.

(ii) Successfully completing project tasks and achieving objectives.

Table 6: Timeline of project tasks and objectives to support high need schools

Project Tasks and Objectives		Year 1				Yr	Yr	Yr	Yr
		Q1	Q2	Q3	Q4	2	3	4	5
Communicate award and expectations to <u>all</u> 32 high need schools, update each yr	1-4	X				X	X	X	X
Communicate award and expectations to all departments of HCMS, update each yr	1-4	X				X	X	X	X
Hire TIF Project Director and 83 Teacher Leaders (job description completed by Oct. 2012, by district/union committee)	1-4	X							
Hire secretary	1-4	X							
Assess need in schools and hire teacher mentors	1,3	X				X	X	X	X

(prequalifying training requirements)									
Assess need and hire principal leaders	2	X				X	X	X	X
Assess need and recruit highly effective teachers in high need subject areas	3	X				X	X	X	X
Assess need and recruit highly effective principals (provide expectations)	1-3	X				X	X	X	X
Provide training, expectations, and ongoing support to Teacher Leaders	1, 3		X	X	X	X	X	X	X
Provide training, expectations, and ongoing support to Principal Leaders	1-3		X	X	X	X	X	X	X
Provide training, expectations, and ongoing support to Teacher Mentors	1, 3		X	X	X	X	X	X	X
Provide training and ongoing support to Principals in high need schools	1-3		X	X	X	X	X	X	X
Monitor, evaluate, and report on progress of PBCS	1-3		X		X	X	X	X	X
Monitor, evaluate, and report on progress of HCMS: recruitment, evaluations, retention, dismissal, professional development, promotion, compensation	4		X		X	X	X	X	X
Monitor, evaluate, and report on progress toward project goals	1-4		X		X	X	X	X	X

(f) Sustainability.

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan—

- (1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period; and**

LEE is committed to developing PBCS and educator evaluation systems that are sustainable. As mentioned previously in the application, LEE has participated in successful and ongoing negotiations with its teachers association to restructure its pay system for teachers. LEE has implemented performance pay in past years when additional funds were available or when funds were specifically set aside for performance pay. LEE is working to develop a pay system that will eventually eliminate the old step system that paid teachers on the sole basis of experience. LEE intends to eventually use its budget for salaries to support the new performance pay schedule through negotiations with its teachers association.

District starting teacher pay and pay in the first few years has increased in order to attract higher quality candidates. Another example of commitment toward performance pay occurred during the 2011-2012 school year. Only teachers who achieved an effective or highly effective rating on their final performance assessment received salary increases. The new collective bargaining agreement (included in attachments) that was ratified by 89.9% of teachers includes implementation of a performance salary schedule and agrees to \$5 million additional funds to support the new career ladder and performance schedule for 2013-2014. LEE will contribute

more funds in subsequent years, but cannot guarantee amounts at this time. The new leadership continuum also provides career ladder opportunities for teachers choosing to enter administration. LEE hired a new director of leadership and professional development to further develop and support this new leadership continuum. Teachers and administrators seeking to advance along the educator career ladder or the leadership continuum are only eligible if they receive consecutive effective and highly effective evaluations.

LEE's RTTT project has provided the district with the infrastructure to support the development of a performance pay plan. RTTT funds have provided resources such as personnel, materials, hardware and software that have been used in the development of the evaluation systems, aligning professional development to the evaluation system, and increasing the number of HCMS decisions that are based on evaluation results. TIF resources will allow LEE to pilot some of the career ladder positions and performance based incentives for high need schools to determine if these incentives attract and retain highly effective personnel who continue to produce high quality results.

(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends.

LEE is already committed to implementing its PBCS and new educator evaluation systems. LEE will fully implement all components of its PBCS and new educator evaluation systems by 2013-2014 as indicated in its RTTT project. Each step in the process is designed with a focus on sustainability. LEE has already implemented components of its PBCS and new education evaluation systems. The following activities have occurred to date:

- Developed and negotiated a teacher appraisal system that includes student growth measures and negotiated a teacher salary schedule.
- Developed a principal salary schedule.
- Evaluated the district's professional development system.
- Developed a principal appraisal system that includes student growth measures
- In process of revising teacher and principal mentor programs
- Demonstrated use of evaluation data to effectively inform human capital decisions
- Created staffing plan that reflects assignment of effective and highly effective teachers and principals to high need schools.
- Submitted collective bargaining agreement that shows use of teacher evaluation data to inform human capital decisions.
- Submitted documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions

LEE will continue to demonstrate its support and implementation of its PBCS and its evaluation systems after the grant period ends. The TIF project will provide LEE the opportunity to advance its implementation. The proposed TIF project incentives have been researched and the LEE believes these incentives are likely to increase teacher and principal effectiveness and increase student achievement.

References

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- Kaboolian, L. (2008). Win-Win Labor-Management Collaboration in Education: Breakthrough Practices to Benefit Students, Teachers, and Administrators. Bethesda, MD: Education Week Press.
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- McCaffrey D., Lockwood J., Koretz D., Louis T., & Hamilton L. (2004). Models for value-added modeling of teacher effects. *Journal of Educational and Behavioral Statistics*, 29, 67–101.
- Rivkin, S. G., Hanushek, E., & Kain, J. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73, 417-458.
- Seyfarth, J. (2008). *Human Resource Leadership for Effective Schools*. Boston, MA: Pearson Education, Inc.

Stotko, E.M., Ingram, R., & Beaty-O'Ferrall, M. E. (2007). Promising Strategies for Attracting and Retaining Successful Urban Teachers. *Urban Education*, 42(1), 30-51. doi: 10.1177/0042085906293927

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Other Attachments

1. Reference Chart	1 – 10
2. High Need Documentation	11
3. Indirect Cost Rate	12, 13
4. Collective Bargaining Agreement	14 – 25
5. School Board Personnel Policy	26
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Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1			
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Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.			
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;			
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such			

<p>as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>			
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>			
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>			

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>			
(1) The frequency of evaluations, which must be at least annually;			
(2) The evaluation rubric for educators that includes at least three performance levels and the following--			
(i) Two or more observations during each evaluation period;			
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and			
(iii) Additional factors determined by the LEA;			
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and			

(4) The applicant’s timeline for implementing its proposed LEA-wide educator evaluation systems.			
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Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>			
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p>			

<p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;</p> <p>(ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</p> <p>(iii) Demonstrate effectiveness in one or more STEM subjects; and</p> <p>(iv) Accept STEM-focused career ladder positions;</p>			
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>			
<p>(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>			
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>			
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>			
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>			

Competitive Preference Priority 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>			
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>			

Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure</p>			

based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;			
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and			
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.			

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel.</p> <p>In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.</p> <ul style="list-style-type: none"> • Design Model 1 or 2 • PBCS Optional Features 			

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>			
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>			
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>			

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>			
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not</i></p>			

<p><i>accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>			
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>			

School District of Lee County
High Need Documentation

High-Need Schools (32)	*F/R Lnch Rt 5-24-12	Enrollment	Trn Ovr Rt 3yr Avg
Elementary Schools (20)			
Bonita Springs Elementary School	94%	364	28.2%
Colonial Elementary School	94%	659	8.3%
Edgewood Academy School	97%	457	13.9%
Franklin Park Magnet School	98%	462	19.6%
G. Weaver Hipps Elementary	91%	687	34.9%
Harns Marsh Elementary School	93%	873	18.9%
Hector A. Cafferata, Jr. Elementary School	84%	742	23.9%
J. Colin English Elementary	95%	321	22.0%
James Stephens International Academy (Counted in middle schools)	98%	340	18.4%
Lehigh Elementary School	87%	934	3.7%
Dr. Carrie D. Robinson Littleton Elementary	86%	488	5.8%
Manatee Elementary School	94%	871	18.9%
Mirror Lakes Elementary School	87%	1001	14.4%
Orange River Elementary School	94%	773	26.2%
Ray V. Pottorf Elementary School	95%	618	13.0%
Spring Creek Elementary School	87%	679	11.4%
Sunshine Elementary School	88%	1092	6.7%
Tice Elementary School	99%	393	2.5%
Treeline Elementary School	80%	913	14.9%
Tropic Isles Elementary School	83%	869	12.5%
Villas Elementary School	89%	733	15.1%
Middle Schools (5)			
Fort Myers Middle Academy	95%	572	5.2%
James Stephens International Academy	92%	380	18.4%
Lehigh Acres Middle School	90%	1124	17.5%
Mariner Middle School	83%	844	11.4%
Oak Hammock Middle School	84%	1270	15.1%
High Schools (7)			
Dunbar High School	82%	932	16.4%
East Lee County High School	86%	1679	19.4%
Estero High School	54%	1524	17.2%
Island Coast High School	74%	1631	21.3%
Lehigh Acres Senior High School	78%	1640	24.3%
Riverdale High School	53%	1803	13.6%
South Fort Myers High School	59%	1796	18.4%

*Eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act

FLORIDA DEPARTMENT OF EDUCATION



Gerard Robinson
Commissioner of Education

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May 15, 2012

Ms. Greta Campbell
Lee County School District
2855 Colonial Blvd.
Fort Myers, Florida 33966-1012

Your indirect cost proposal for fiscal year 2012-2013 has been reviewed and the restricted rate of 3.76% and unrestricted rate of 17.32% is approved with an effective date of July 1, 2012 through June 30, 2013.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

(b)(6)

Norman Holley

NORMAN V. HOLLEY
ASSISTANT DEPUTY COMMISSIONER, BUREAU OF THE COMPTROLLER

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220
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PR/Award # S374A120024

Page e90

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

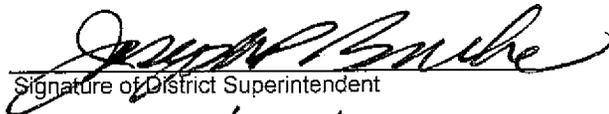
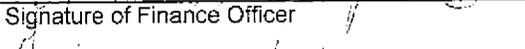
I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other 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	<u>3.76%</u>
---	--------------

Federal Programs - Unrestricted with Carry Forward	<u>17.32%</u>
---	---------------

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 2010-2011, 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.

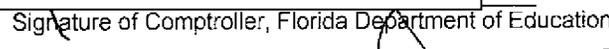
 Signature of District Superintendent Date Signed <u>2/27/12</u>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">(b)(6)</div>  Signature of Finance Officer Date Signed <u>February 24, 2012</u>
--	--

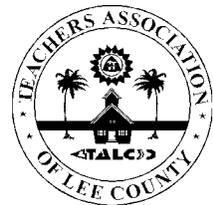
Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	<u>3.76%</u>
---	--------------

Federal Programs - Unrestricted with Carry Forward	<u>17.32%</u>
---	---------------

These rates become effective **July 1, 2012, and remain in effect until June 30, 2013**, and will apply to all eligible federally assisted programs as

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">(b)(6)</div>  Signature of Comptroller, Florida Department of Education	Date Signed <u>5-14-12</u>
--	----------------------------



ARTICLE 10

TEACHER EVALUATION

10.01 - Within the first sixty (60) days of the teacher's contract year and prior to preparing the formal written report of a teacher evaluation required by law, each teacher shall be informed of the criteria and the procedures to be used in his/her formal observations and evaluation. Each teacher shall be assessed utilizing the Final Performance Evaluation form found on the District's Web site, (www.leeschools.net).

10.011 – A Performance Evaluation must be conducted twice (mid-year and final) for a newly hired teacher in the first year of teaching in the school district. For the purposes of this provision, newly hired means a person that has never taught in the School District of Lee County.

10.012 - Each Probationary Contract and Annual Contract teacher shall be the subject of a formal observation by an appropriate administrator at least two (2) times each school year. The first formal observation shall be completed by the first work day of December. At least one formal observation of each classroom teacher is to be conducted by the principal or assistant principal. Each teacher shall complete, with the appropriate administrator, a Professional Development Plan (PDP) utilizing the form found on the District's Web site (www.leeschools.net). Employees who hold a Continuing or Professional Service Contract may be observed by an appropriate administrator as part of the Professional Development Plan (PDP). Procedures for completing the PDP and the Final Teacher Evaluation are outlined in the Board approved District Performance Evaluation Development System. Each administrator responsible for the evaluation of teachers shall be trained in the Teacher Evaluation process prior to any observation or the completion of any PDP. Other members of the instructional unit, including but not limited to guidance counselors, media specialists, school social workers, school psychologists, Prep/Curriculum specialists, and teachers-on-assignment, will be evaluated by an appropriate administrator.

10.013 - All formal observations shall be reduced to writing and shall be discussed with the teacher within ten (10) days of the observation. No later than five (5) days following the discussion, the teacher shall receive a copy of the formal observation report after signing to indicate that the report has been discussed with the teacher. If deficiencies are noted during the observation, the administrator conducting the observation shall provide the teacher with written recommendations for improvement. The administrator shall thereafter confer with the teacher and make recommendations as to specific areas of unsatisfactory performance and provide assistance in helping to correct such deficiencies within a prescribed period of time.

10.014 - Observations of a teacher's performance of duties and responsibilities shall be conducted openly with no intent to conceal such from the knowledge of the teacher.

10.015 - Each teacher's Final Performance Evaluation form shall be discussed with him/her by the administrator responsible for preparing the report. Any documentation

related to a teacher's Final Performance Evaluation shall be given to the teacher within ten (10) days of the observation or incident giving rise to the documentation. All documentation used to support the Final Performance Evaluation shall be given to the teacher following the administrator's completion of the Final Performance Evaluation.

10.016 - After discussion of the Final Performance Evaluation, the teacher shall acknowledge the report.

10.017 - If a teacher disagrees with the Final Performance Evaluation, he/she may provide written comments which shall, become part of the Board's file copy of his/her evaluation report.

10.018 - All probationary and annual contract teachers shall be notified of their reappointment recommendation by the principal/supervisor by May 10.

10.019 - The date for completion of the teacher's Final Performance Evaluation shall be May 10. These evaluations may be performed earlier when notice of dismissal or non-renewal is given.

10.020 - Comments relating to the observation or evaluation of a teacher's performance of duties and responsibilities shall be made in private.

10.021 - For the purpose of this evaluation procedure, the Board's evaluation document shall include the assessment criteria in F.S. 1012.34(2).

10.022 - COLLEGIAL COACH: Upon receipt of written notice of unsatisfactory evaluation from the Superintendent during the school year, a continuing contract/professional services contract teacher may select a collegial coach for the purpose of providing professional support and feedback. The individual designated as the collegial coach shall be decided upon mutual agreement between the principal, teacher and collegial coach. The collegial coach will not participate in the formal evaluation of the teacher. The teacher may request an opportunity to be considered for a transfer to another school upon written request to the Superintendent.

10.023 - Each teacher shall have the right to review the contents of his/her personnel file. Each teacher has the right to have another person accompany him/her in the review of his/her personnel file, if he/she so chooses. Such review shall be made in the presence of the person responsible for the safekeeping of the personnel files of the Board.

10.024 - Upon request from a teacher, the Board will provide, within five (5) working days, a copy of such contents and records of the teacher's personnel file as is requested in writing by the teacher. The cost of preparation and duplication of such records shall be at the teacher's expense.

10.025 - A teacher shall have the right to comment, in writing, concerning any materials in his/her personnel record.

10.026 - Teacher personnel files shall be maintained according to F.S. 1012.31.

10.11 - NEW TEACHER INDUCTION PROGRAM: Peer teacher assignments shall be voluntary. Teachers who serve as peer teachers must complete the Clinical Education Training or its equivalent.

10.12 - When preparing observation report forms, the peer teacher shall be required to document only the time and date of the observation and the competencies or other areas covered during the observation.

10.13 - Peer teachers shall be evaluated only on their regular classroom performance and not on their peer teaching activities.

10.14 - Peer teacher supplements shall be paid for a minimum of one semester.

ARTICLE 15

COMPENSATION

15.01 - SALARIES: Effective July 1, 2012, each teacher shall be paid in accordance with the yearly salary schedule shown in (Appendix). Effective July 1, 2012, increment increases shall only be paid following the ratification of a successor agreement.

15.011 - Teachers who are employed beyond the 196-day work year, including but not limited to summer school, will be paid on the same hourly rate of pay as received in the school year just completed, exclusive of any supplements paid.

15.012 - Teachers who, during the 196-day work year, are employed for instruction beyond the defined teacher work day will be paid according to their current hourly rate, exclusive of any supplements paid.

15.013 - Teacher participation in voluntary workshops or inservice training outside the school year may be paid a Voluntary Training Stipend of \$15 per hour of training.

15.014 – EXPERIENCE CREDIT: Effective July 1, 2009 experience credit shall be determined as provided in the following provision. Experience credit shall be determined using the step conversion table in (see Appendix). A maximum of ten (10) years experience in out-of-state public schools, state colleges and universities, U.S. government schools for dependents, public school in the American Virgin Islands, Guam, American Samoan Islands, and Puerto Rico shall be allowed for salary credit. All years experience in Florida public school districts outside of Lee County shall be recognized for salary credit. To be eligible, creditable experience must have been attained after the person held a valid teaching certificate and a four-year degree except when specified otherwise by Florida certification rules. Documentation of experience credit shall be provided to the District's Personnel Department within 120 calendar days of the employee's first day of employment. Failure to provide such documentation within 120 days of the employee's first day of employment will result in experience credit being granted from the date of submission of the documentation.

15.015 - FOR SPEECH PATHOLOGISTS, OCCUPATIONAL THERAPIST AND PHYSICAL THERAPIST: Experience credit shall be determined using the step conversion table in (see Appendix). One year of salary credit shall be granted to speech pathologists for each year of related experience in public or private agencies serving children and families. A maximum of ten (10) years out-of-state experience or sixteen (16) years in-state experience or any combination thereof which does not exceed sixteen (16) years shall be permitted.

15.016 - FOR SCHOOL SOCIAL WORKERS, SCHOOL COUNSELORS AND SCHOOL PSYCHOLOGISTS: Experience credit shall be determined using the step conversion table in (see Appendix). One year of salary credit shall be granted to school social workers, school counselors and school psychologists for each year of related

experience in public or private agencies serving children and families up to a maximum of three (3) years.

15.017 - FOR ROTC INSTRUCTORS: Experience credit shall be determined using the step conversion table in (see Appendix). ROTC instructors initially employed prior to July 1, 1993, shall be placed on the salary schedule at the appropriate experience level based on actual teaching experience as defined above or six (6) years of experience credit for military service, or an experience credit in accordance with the District agreement with the military, whichever is greater. ROTC instructors initially employed after July 1, 1993, shall be paid a salary equivalent to the pay they would receive on active duty minus army retirement pay currently received, or starting teacher salary, whichever is higher. Additionally, instructors who hold advanced degrees would be compensated for those advanced degrees in accordance with the current teacher salary schedule. Those instructors who hold a Florida Teaching Certificate, and teach at least two (2) non-ROTC classes shall be placed on the salary schedule at the appropriate experience level based on actual teaching experience as defined above or six (6) years experience credit for military service, or an experience credit in accordance with the District agreement with the military, whichever is greater.

15.018 - For advancement to a higher salary level, the effective date shall be the date of completion of all requirements for the degree as stated on official documentation or registrar confirmation. Such advancement shall be initiated upon the receipt of said documentation in the Personnel Office.

15.019 PERFORMANCE SALARY SCHEDULE –TALC and the District agree to meet within 30 days of reaching a tentative agreement to discuss the development of a restructured/performance salary schedule which complies with the requirements of Race To The Top and Florida Statutes.

The parties agree to implement a performance salary schedule beginning 2013 – 2014 with career ladder options for teachers (i.e. mentor teacher, instructional lead teacher, and critical need teacher). The parties agree that \$5 million additional funds will be allocated to the TALC salary schedule to support implementation of the career ladder/performance schedule for 2013 – 2014 should the legislative funding for fiscal year 2013 – 2014 be adequate.

15.02 – PAY DELIVERY: Teachers will receive an initial pay check reflecting an amount equal to the pay period rate multiplied by the percentage of the days worked in the initial pay period, not to exceed a full pay period rate of pay. Thereafter, paychecks representing a full pay period rate based on the employee's annual salary will be issued semi-monthly. The balance of contract shall be issued on the last scheduled payday for the employee's work year. By the end of the 2012 calendar year the parties agree to meet to discuss the feasibility of providing additional pay delivery options.

15.021 - Teachers employed in summer school shall be paid on the last work day in June provided the teacher has worked at least five (5) days in June, and was assigned prior to the pre-established personnel cut-off date for processing activity for the current pay period. Teachers who are assigned after the personnel cut-off date and who work at least

five (5) days during June shall be paid no later than the middle-of-the-month payroll in July for all days worked through June 30 in the summer school program. Otherwise, paychecks will be delivered on the last scheduled pay date in July and the balance paid on the middle-of-the-month payroll in August. The summer school director will notify, by telephone, all teachers who will not receive a check on the last day in June. Verification of telephone notification will be confirmed to the teacher in writing.

15.022 - When the 15th or last day of the month falls on a weekend or holiday, checks will be issued on the last scheduled work day prior to the weekend or holiday.

15.023 - Paychecks will be delivered in a manner that ensures confidentiality. Upon written request, an employee shall receive his/her paycheck in an envelope.

15.024 - The parties shall meet prior to the end of the 2010 calendar year to discuss the feasibility of additional pay delivery options.

15.03 - DIRECT DEPOSIT: Employees may be paid by automatic direct deposit upon completion of an application available from the school site or the Payroll Department. Employees hired on or after July 1, 2005 shall be paid by automatic direct deposit for all jobs held in the District.

15.04 - SUPPLEMENTS: Each year eligible teachers shall be paid a salary supplement in accordance with the supplemental salary schedule shown in (see Appendix). No teacher shall receive more than three (3) supplements, excluding the position of Athletic Trainer. Any request beyond three (3) supplements must be approved by the Superintendent and the TALC President.

15.05 - SUPPLEMENTAL POSITIONS: Those supplemental positions designated on the salary schedule as countywide shall be advertised in the District Employment Opportunities no later than May 15 of each school year. The deadline for applications shall be ten (10) working days after the date of publication. Any athletic position listed on the salary schedule supplement which cannot be filled by a faculty member of the team's school shall be advertised in the District Employment Opportunities. The deadline for applications shall be ten (10) working days after the date of publication. Each principal shall post a list of supplemental positions allocated to that school for the subsequent school year until all positions have been filled. Supplements will not be paid until ratification of the contract covering the school year during which the supplement is provided, or September 30, whichever is earlier, with the exception of the following supplements: school counselor, agriculture teacher, school social worker, exceptional student education teacher, speech-language pathologist, detention center teacher, school psychologist and ROTC, curriculum/technology specialist (elementary), teacher-on-special assignment, and environmental education center resource teacher.

Supplement for high school band director, assistant band director, associate band instructor, athletic director, and seasonal athletic supplements, including cheerleading, shall be initiated when the season begins and shall be prorated for the remainder of the school year. Upon completion of a specific athletic season, that coach may request written verification from the principal that all responsibilities have been completed and the balance will be paid upon receipt of said verification by the Payroll Department.

The head coach and varsity assistant coaches shall be paid \$100 per week for coaching any or all of the defined work week during FHSAA sponsored post-season events. The post season athletic week shall be defined as Monday through Saturday for supplement calculation purposes. The TALC salary supplement shall be signed by the employee, the Principal, and the Athletic/Activities Director. The Athletic/Activities Director shall maintain records to monitor and authorize payment of the post-season supplements.

15.06 - Legislative Bonus Programs: The parties agree to implement the three bonus programs, including the Advanced Placement Test, Critical Shortage, and Alternative School bonuses if funded and any others developed in the future. The Labor/Management Committee will develop and implement by memorandum of understanding all Legislative Bonus Programs.

15.07 – SUBSTITUTE COVERAGE: When no substitute is available for an absent teacher another teacher may be assigned to cover the class as follows:

- (a) Volunteers will be sought and a rotation schedule will be followed. The building principal shall maintain a list of those teachers who voluntarily agree to substitute during the teacher's planning time. Teachers may only receive additional compensation equal to one period per day.
- (b) Use of planning time will be compensated pro-rated at the regular rate calculated to the minute based on the length of the period covered.
- (c) At the elementary level, when a teacher covers a class the teacher will be compensated at the regular rate calculated to the minute based on the length of the period covered.
- (d) At the elementary level, when students are added to a class, the teacher will be compensated based on the percentage of the absent teacher's total class enrollment added to the covering teacher's class.
- (e) Teachers who do not have a regularly assigned classroom will be compensated at the regular rate for the actual student contact time covered.
- (f) School Counselors, Technology Specialists and Media Specialists shall be given one (1) continuous planning/conference time of not less than one instructional period per day for the purposes of receiving substitute coverage compensation.

15.08 – READING ENDORSEMENT INCENTIVE: Teachers who obtain their reading endorsement after July 1, 2006, and teach an intensive reading course at the secondary level (middle and high school) shall be eligible for a supplement of \$500. Determination of an assignment in intensive reading shall be made through course identification in accordance with the Florida Course Code Directory or by the principal.

15.081 – TUITION REIMBURSEMENT FOR COURSEWORK LEADING TO CERTIFICATION IN A CORE ACADEMIC SUBJECT: Teachers who take coursework toward obtaining certification or re-certification in a Core Academic Subject after July 1, 2006, will be eligible to apply for tuition reimbursement. Tuition reimbursement will be for no more than 6 semester hours per year. The amount of tuition reimbursement awarded will be commensurate with the average credit cost of tuition at a Florida state university. Tuition reimbursement will occur on a first-come, first-served basis until funds are no longer available. The process for awarding eligible applicants tuition reimbursement will be developed and monitored by District Labor Management.

15.082 – REIMBURSEMENT FOR TESTING FEES TOWARD ACQUIRING CERTIFICATION IN A CORE ACADEMIC SUBJECT: Teachers who complete state required certification tests toward obtaining certification or re-certification in a Core Academic Subject after July 1, 2006, will be eligible to apply for reimbursement for testing fees. Reimbursement will be for the cost of the test only and will be distributed on a first-come, first-served basis until funds are no longer available. The process for awarding eligible applicants for testing fee reimbursement will be developed and monitored by District Labor Management.

ARTICLE 16

PARTICIPATORY DECISION MAKING

16.01 - CONCEPT: The parties to the Agreement endorse the concept of providing opportunities for teachers to participate in decisions that affect their classroom, school or department.

16.02 – CONTRACT DEVIATION: Schools that choose to participate in a Participatory Decision Making program shall be permitted to deviate from Article 5, Teaching Conditions; and Article 6, Provision 6.01, Teacher Authority and Protection of this Agreement. All other terms and conditions of this Agreement shall not be altered, modified or deviated from except with the express written consent of the Association. If a Participatory Decision Making program requires a deviation from the Agreement, the decision making process shall include an opportunity for all teachers to share their opinion. Such a decision shall not be implemented in any school without at least an 80% concurrence of the teachers.

16.03 – SCHOOL COMMITTEES: Teachers that serve on Participatory Decision Making committees in individual schools will be selected by the teachers in that school by secret ballot counted by the Association’s designated representative(s) and the Board representative(s).

16.04 – PARAMETERS FOR PARTICIPATORY DECISION MAKING: The TALC and District Labor Management Committee shall review the parameters for decision making to include but not be limited to budgets, instructional materials, personnel, and curriculum design.

16.05 – OPTION FOR SCHOOLS TO DISCONTINUE: Each participating school shall establish procedures whereby employees within the school may choose not to continue in the program for an ensuing year. Such procedures shall be forwarded to the TALC and District Labor Management Committee prior to initiating the procedures for discontinuation of Participatory Decision Making.

16.06 – WAIVERS: All schools can request a waiver of contract language. The TALC and District Labor Management committee shall develop a process for waivers of contractual provisions. Prior to implementation of any waiver it must be reviewed and approved by a committee consisting of District representatives and representatives of the TALC Executive Board and by the School Board. The waiver process shall include an opportunity for all teachers to review the waiver, share their opinion regarding the deviations requested and to vote by secret ballot. Such a waiver decision shall not be implemented in any school without at least an 80% concurrence of the teachers. The Association’s designated representative(s) and the District’s representative(s) shall count the ballots.

2010-2011, 2011-12 and 2012-13
TALC Collective Bargaining Agreement

This Agreement is signed this 3rd day of April, 2012.

In Witness Whereof:

For the Associations:

(b)(6)

Mark J. Castellano, President

(b)(6)

Donna M. Mutzenard, Executive Director

For the Board:

(b)(6)

Mary Escher, M.A., Chairman


Joseph Burke, Ed.D., Superintendent

(b)(6)

Gregory W. Adkins, Ed.D.
Chief Negotiator

APPENDIX
2012-13
INSTRUCTIONAL SALARY SCHEDULE

Step	Base Salary for Bachelors Degree	Additional 30 min/week	Base Salary with 30 min/week
1	\$38,192	\$509.23	\$38,701
2	\$38,574	\$514.32	\$39,088
3	\$39,345	\$524.60	\$39,870
4	\$40,526	\$540.35	\$41,066
5	\$41,336	\$551.15	\$41,887
6	\$42,163	\$562.17	\$42,725
7	\$43,217	\$576.23	\$43,793
8	\$44,514	\$593.52	\$45,108
9	\$45,894	\$611.92	\$46,506
10	\$47,316	\$630.88	\$47,947
11	\$48,972	\$652.96	\$49,625
12	\$50,441	\$672.55	\$51,114
13	\$51,450	\$686.00	\$52,136
14	\$52,479	\$699.72	\$53,179
15	\$53,791	\$717.21	\$54,508
16	\$55,136	\$735.15	\$55,871
17	\$56,349	\$751.32	\$57,100
18	\$57,758	\$770.11	\$58,528
19	\$59,086	\$787.81	\$59,874
20	\$61,169*	\$815.58	\$61,984

Master Degree = \$2,500
Specialist Degree = \$4,000
Doctorate Degree = \$5,000

F.S. 1012.22 (1)(c)3
For instructional personnel hired on or after July 1, 2011, credit for the advanced degree held must be in the individual's area of certification and paid as a salary supplement.

Step Increase for FY13 will be contingent upon an overall evaluation rating of highly effective or effective.

POLICY

The School Board of Lee County

5.01

Related Entries: (Not identified at this time)

Personnel

The School Board of Lee County through its personnel policies shall establish a school environment that shall attract and retain qualified and high-performing employees whose mission shall be to provide the best learning opportunities for students.

Personnel vision and practices shall be based on:

- (1) Recruiting, employing, and retaining the best qualified personnel to staff the District schools and ancillary facilities.
- (2) Providing compensation and benefits to attract and retain qualified employees.
- (3) Providing staff development for employees to improve results.
- (4) Conducting employee evaluations that contribute to the continual improvement of staff performance and results.
- (5) Assigning personnel to ensure that they are used as effectively as possible.
- (6) Establishing and maintaining the District as a learning community committed to high student achievement.

The implementation of personnel policies shall include communication and procedures through which people may express their suggestions and concerns.

STATUTORY AUTHORITY: 1001.41, 1001.42, 1001.43, 1012.22, F.S.

Adopted: 3/20/12

THE SCHOOL DISTRICT OF LEE COUNTY

2855 COLONIAL BLVD. ♦ FORT MYERS, FLORIDA 33966-1012 ♦ (239) 334-1102 ♦ WWW.LEESCHOOLS.NET

THOMAS SCOTT
CHAIRMAN, DISTRICT 5

MARY FISCHER, M.A.
VICE CHAIRMAN, DISTRICT 1

JEANNE S. DOZIER
DISTRICT 2

JANE E. KUCKEL, PH.D.
DISTRICT 3

DON H. ARMSTRONG
DISTRICT 4

LAWRENCE D. TIHEN, PH.D.
INTERIM SUPERINTENDENT

KEITH B. MARTIN, ESQ.
BOARD ATTORNEY

Memorandum of Understanding

Please be advised that The School District of Lee County and The Teachers Association of Lee County (TALC) have been actively engaged in collective bargaining negotiations and/or teacher evaluation system development consistent with the precepts contained in SB 736 and the Race to the Top grant. It remains our intent to continue good faith negotiations in accordance with Chapter 447.

This letter and accompanying documents combine the Review and Approval Checklist for Race To The Top (RTTT) Teacher Evaluation Systems for each component of the evaluation system required for developing and conducting teacher and principal evaluation systems with those required in the recently amended section 1012.34, Florida Statutes, and Rules 6B-4.010 and 6A.5.065, F.A.C.

The checklist and the activities of negotiations included with this letter will chronicle what we have accomplished, the process that we are using, the challenges that we now or will soon confront and the work yet to be developed and negotiated. It is also our intent that this document will assist the Florida Department of Education (FLDOE) in ensuring that we have met the requirements in each area for the RTTT grant and SB 736, while also satisfying requirements for State Board Rule.

Agreed to on this 31st day of May, 2011:

(b)(6)

Donna M. Mutzenard, Service Unit Director
Island Coast, FEA

(b)(6)

Lawrence D. Tihen, Ph.D., Interim Superintendent

(b)(6)

Mark J. Castellano, President
The Teachers Association of Lee County

(b)(6)

Gregory K. Adkins, Ed.D. Chief Negotiator

 School District of Lee County	Performance Rating			
	Requires Action	Developing	Accomplished	Exemplary
Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy	Lesson plans and practice display little knowledge of the state standards, content, or the instructional practices specific to that discipline. Lesson plans are incomplete. Lesson plans are not evident on a consistent basis.	Lesson plans and practice reflect some knowledge of the state standards, content and instructional practices specific to that discipline. Lesson plans are lacking basic elements, or are difficult for others to follow. Lesson plans not evident on a consistent basis. No evidence of extension activities, methods, and higher level thinking skills.	Lesson plans and practice reflect solid knowledge of the state standards and the instructional practices specific to that discipline. Lesson plans include all basic elements of lesson design including objectives. Some evidence of extension activities, methods, and higher level thinking skills.	Lesson plans and practice reflect detailed knowledge of state standards, content and instructional practices specific to that discipline. Lesson plans consistently include higher level thinking skills activities and application. Research and new or innovative methods are consistently incorporated into lesson plans and instructional strategies.
1b. Designing Student Assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is not appropriate for most students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, lacks clear criteria, and is not appropriate for at least some students. Teacher utilizes assessment results to plan for future instruction for the class as a whole. Assessments provide students with limited ways to demonstrate mastery.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher utilizes assessment results to plan for future instruction for groups of students. Assessments provide students with multiple ways to demonstrate mastery.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher utilizes results to plan for future instruction for individual students. Assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery.
1c. Setting Instructional Outcomes	The teacher develops general student achievement goals for the class or does not develop goals at all.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Outcomes reflect more than one activity, but there is no evidence of or attempt at coordination or integration. The teacher develops measurable student achievement goals for her or his class.	Instructional outcomes are stated as goals reflecting high-level learning and state standards, are suitable for most students in the class, represent different types of learning, and can be assessed. Outcomes reflect opportunities for extension and interdisciplinary application. The teacher develops measurable student achievement goals for the class that are aligned to content standards and are differentiated based on the needs of the class.	The teacher collaboratively develops and monitors ambitious and measurable achievement goals with individual students, as well as instructional outcomes for the class or course, that are aligned to the state standards.

 School District of Lee County	Performance Rating			
	Requires Action	Developing	Accomplished	Exemplary
1d. Demonstrating Knowledge of Resources and Technology	<p>The teacher demonstrates little or no familiarity with resources and technology available to enhance own knowledge, use in teaching, or to provide for students who need them.</p> <p>The teacher does not seek knowledge of resources and technology.</p>	<p>The teacher, at times, demonstrates some familiarity with resources and basic technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them.</p> <p>The teacher does not seek to extend knowledge of resources and technology.</p>	<p>The teacher is fully aware of and utilizes the basic or required resources and technology available through the school or district to enhance own knowledge, use in teaching, or to provide for students who need them.</p> <p>The teacher utilizes available support for required knowledge of resources and technology.</p>	<p>The teacher fully and consistently integrates resources and technology (as available) in and beyond the school, the district and the community to enhance own knowledge, to use in teaching, and to provide for students who need them.</p>
1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	<p>The teacher's plan for learning experiences is poorly aligned with instructional outcomes and does not represent a coherent structure.</p> <p>Lessons are not differentiated.</p> <p>Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>The teacher's plan for learning experiences is partially aligned with instructional outcomes.</p> <p>Lessons have a recognizable structure and reflect partial knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan.</p> <p>Lessons are infrequently differentiated.</p> <p>Teacher demonstrates some knowledge of the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>The teacher's plan for learning experiences is aligned to instructional outcomes and demonstrates the teacher's knowledge of content, students, and resources.</p> <p>Lessons have a clear structure and reflect effective knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan.</p> <p>Lessons are often differentiated and suitable for groups of students, and are likely to engage students in significant learning.</p> <p>Teacher clearly demonstrates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>The teacher's plan for learning experiences is detailed, aligned to instructional outcomes and demonstrates the teacher's knowledge of content, students, and resources.</p> <p>Lessons have a clear structure, are reflective of detailed knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan, and allow for different pathways according to student needs. Detailed interdisciplinary instruction is utilized, as appropriate, for the content, setting and level.</p> <p>Lessons are consistently differentiated where appropriate, suitable for individual students, and likely to engage students in significant learning.</p> <p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p>

 School District of Lee County	Performance Rating			
	Requires Action	Developing	Accomplished	Exemplary
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. Students themselves ensure high levels of civility among members of the class.
2b. Establishes a Culture for Learning	The teacher has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low. Student pride in work is not evident.	The teacher has partially established a positive culture for learning. Commitment to the subject matter is developing, and there are modest expectations for student achievement. Students show modest pride in their work.	The teacher has created a positive classroom culture for learning, characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject matter by both the teacher and students. Students demonstrate pride in their work.	The teacher has created a culture for learning characterized by high levels of student energy and the teacher's passion for the subject area. Everyone shares a belief in the importance of the subject and the belief that all students can succeed if they work hard. All students hold themselves to high standards of performance; for example, by initiating improvement to their work.
2c. Establishes and Manages Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which are only partially effective.	Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

 School District of Lee County	Performance Rating			
	Requires Action	Developing	Accomplished	Exemplary
2d. Stops Misconduct by Using Effective, Appropriate Techniques	<p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p>The teacher does not address off-task, inappropriate, or challenging behavior efficiently, thereby creating significant negative impact on the learning of students in the class. The teacher does not reinforce positive behavior.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful.</p> <p>The teacher addresses some off task, inappropriate, or challenging behavior efficiently, thereby creating some negative impact on the learning of students in the class. The teacher reinforces positive behavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.</p> <p>The teacher addresses most off-task, inappropriate, or challenging behavior efficiently, thereby creating little negative impact on the learning of students in the class. The teacher strategically reinforces positive behavior.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Expectations are developed and taught. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to individual student needs.</p> <p>The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently, thereby creating no negative impact on the learning of students in the class. Students take an active role in monitoring the standards of behavior and there is significant evidence that students support the positive classroom culture.</p>
2e. Organizing Physical Space	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

 School District of Lee County	Performance Rating			
	Requires Action	Developing	Accomplished	Exemplary
Domain 3: Instruction				
3a. Communicating with Students	<p>The teacher has an inadequate presence in the classroom.</p> <p>The teacher ineffectively develops students' understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective.</p>	<p>The teacher has a positive presence in the classroom.</p> <p>The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson and connecting the objective to prior knowledge.</p>	<p>The teacher has a positive presence in the classroom.</p> <p>The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, and explaining the importance of the objective.</p>	<p>The teacher has a positive presence in the classroom.</p> <p>The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson.</p>
3b. Using Questioning and Discussion Techniques	<p>The teacher checks for understanding of content, but misses nearly all key moments.</p> <p>Checks do not provide an accurate pulse of the class' understanding.</p> <p>The teacher asks questions that are low-level or inappropriate, elicits limited student participation and recitation rather than discussion, and does not respond to students' correct answers by probing for higher-level understanding in an effective manner.</p> <p>The teacher does not use guided discussion techniques.</p>	<p>The teacher checks for understanding of content, but misses several key moments.</p> <p>Checks sometimes provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction, if necessary.</p> <p>The teacher asks few questions that elicit a thoughtful response, attempts to engage all students in the discussion but is only partially successful, and rarely responds to students' correct answers by probing for higher level understanding in an effective manner.</p> <p>The teacher attempts to use guided discussion techniques with limited success.</p>	<p>The teacher checks for understanding of content, but misses one or two key moments.</p> <p>Checks often provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction, if necessary.</p> <p>The teacher asks many questions that elicit a thoughtful response and allows sufficient time for students to answer, engages all students in the discussion, steps aside when appropriate, and sometimes responds to students' correct answers by probing for higher level understanding in an effective manner.</p> <p>The teacher uses guided discussion techniques with success.</p>	<p>The teacher checks for understanding of content at all key moments.</p> <p>Checks almost always provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction if necessary.</p> <p>The teacher regularly asks questions that reflect high expectations and are culturally and developmentally appropriate, allows sufficient time for students to answer, promotes critical and creative thinking, ensures that all voices are heard, and frequently responds to students' correct answers by probing for higher level understanding in an effective manner.</p> <p>The teacher frequently uses guided discussion techniques with success.</p>

	Performance Rating			
School District of Lee County	Requires Action	Developing	Accomplished	Exemplary
3c. Engaging Students in Learning	<p>Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcome or not sensitive to the students' culture or level of understanding, resulting in little intellectual engagement.</p> <p>Lessons have no structure, are poorly paced, and have no academic focus.</p> <p>The teacher does not use technology (as available) in the teaching and learning processes.</p> <p>Teacher's knowledge of subject is very limited.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or are rarely sensitive to the students' culture or level of understanding, resulting in moderate intellectual engagement.</p> <p>Lessons have recognizable structure, but are not fully maintained, are poorly paced, and have limited academic focus.</p> <p>The teacher rarely uses technology (as available) in the teaching and learning processes.</p> <p>Teacher demonstrates partial knowledge of subject matter.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and are sometimes sensitive to the students' culture and level of understanding, resulting in intellectual engagement with most students engaged in work of a high level of rigor.</p> <p>Lessons have coherent structure, are appropriately paced, and have consistently apparent academic focus.</p> <p>The teacher sometimes uses appropriate technology (as available) in the teaching and learning processes.</p> <p>Teacher demonstrates knowledge of subject matter.</p>	<p>Activities and assignments, materials, and groupings of students promote significant learning for the instructional outcomes and are frequently sensitive to the students' culture and level of understanding, resulting in high intellectual engagement with all students engaged in work of a high level of rigor.</p> <p>Lessons have coherent structure that is adapted as necessary to the needs of individuals, are appropriately paced to allow for student reflection and closure, and continuously maintain academic focus.</p> <p>The teacher frequently uses appropriate technology (as available) in the teaching and learning processes, and teaches students how to use technology to create projects.</p> <p>Teacher demonstrates a depth and breadth of subject matter.</p>
3d. Using Assessment in Instruction	<p>Formative assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students.</p> <p>Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is rarely used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven.</p> <p>Students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is sometimes used in instruction, through self-assessment by students and monitoring of progress of learning by the teacher and/or students. Feedback to students is of high quality.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is frequently used in a sophisticated manner in instruction, through student involvement in establishing criteria, self-assessment by students, and monitoring of progress by both the teacher and students. Feedback to students is of high quality and from a variety of sources.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>

	Performance Rating			
School District of Lee County	Requires Action	Developing	Accomplished	Exemplary
3e. Demonstrating Flexibility and Responsiveness	<p>The delivery of instruction deviates from the instructional standards and/or Academic Plan.</p> <p>The teacher does not adjust the lesson plan or instructional momentum to address student needs.</p> <p>The teacher does not re-teach or attempt to differentiate instruction to ensure or reinforce student learning.</p>	<p>The delivery of instruction is typically aligned to the instructional standards and/or Academic Plan.</p> <p>The teacher attempts to respond to student needs through modification of the lesson plan or instructional momentum, with moderate success.</p> <p>The teacher rarely attempts to differentiate instruction to ensure student learning.</p>	<p>The delivery of instruction is almost always aligned to the instructional standards and/or Academic Plan.</p> <p>The teacher successfully promotes the learning of most students through modification of the lesson plan and instructional momentum.</p> <p>The teacher uses a multitude of differentiated strategies to ensure student learning.</p>	<p>The delivery of instruction is always aligned to the instructional standards and/or Academic Plan.</p> <p>The teacher successfully promotes the learning of all students through modification of the lesson plan and instructional momentum.</p> <p>The teacher uses a multitude of differentiated strategies to ensure student learning. The teacher considers student questions, needs, and interest when instructing.</p> <p>The teacher holds students accountable for personal learning through the use of data folders, goal statements, and/or reflection of individual learning. The teacher adjusts long term plans when needed.</p>

 School District of Lee County	Performance Rating			
	Requires Action	Developing	Accomplished	Exemplary
Domain 4: Professional Responsibilities				
4a. Showing Professionalism	<p>The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The teacher fails to comply with school and district regulations and timelines.</p> <p>The teacher has difficulty demonstrating respect, responsibility, honesty and integrity, requires frequent support supervision, and resists feedback from colleagues and administration.</p>	<p>The teacher adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality, with some support supervision.</p> <p>The teacher complies only minimally with school and district regulations.</p> <p>The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity, and requires some support supervision. The teacher responds appropriately to and acts upon feedback.</p>	<p>The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The teacher complies fully and voluntarily with school and district regulations. Performs with minimum supervision.</p> <p>The teacher models the values of respect, responsibility, honesty, and integrity, and performs with minimum supervision. The teacher responds appropriately to and acts upon feedback.</p>	<p>The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The teacher complies fully and voluntarily with school and district regulations.</p> <p>The teacher positively influences members of school community to understand and adhere to these professional obligations. The teacher responds appropriately to and acts upon feedback.</p>
4b. Maintaining Accurate Records	<p>The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.</p> <p>The teacher does not use student grades to monitor and analyze student progress.</p>	<p>The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.</p> <p>The teacher tracks and monitors student progress.</p>	<p>The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.</p> <p>The teacher tracks, monitors, and analyzes student progress data to drive instructional planning.</p>	<p>The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Students contribute to the maintenance of these systems.</p> <p>The teacher tracks, monitors, and analyzes student progress data to drive instructional planning and uses results to differentiate instructional and curriculum design.</p>
4c. Communicating with Families	<p>The teacher's communication with families about instructional programs or about individual students is sporadic and/or insensitive.</p>	<p>The teacher's communication with families meets minimum requirements for frequency, however; communication is not always appropriate.</p> <p>The teacher makes modest attempts to engage families in the instructional program.</p>	<p>The teacher's communication with families is frequent and conveyed in an appropriate manner.</p> <p>The teacher successfully engages families in the instructional program, as appropriate.</p>	<p>The teacher frequently communicates with all families using a variety of methods. Communication is sensitive to cultural traditions. Students participate in the communication.</p> <p>The teacher successfully engages families in the instructional programs, as appropriate.</p>

	Performance Rating			
School District of Lee County	Requires Action	Developing	Accomplished	Exemplary
4d. Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects, rarely collaborates with colleagues, and has negative or self-serving relationships with colleagues.	The teacher becomes involved in the professional community and in school and/or district events and projects when specifically asked, makes some effort to collaborate with colleagues, and has cordial relationships with colleagues.	The teacher participates actively in the professional community and in school and/or district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with/coaches others through difficult situations, and assumes a leadership role among the faculty.
4e. Growing and Developing Professionally	The teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contribution to the profession. The teacher accepts feedback from supervisors and colleagues with some reluctance.	The teacher seeks out opportunities for professional development based on an individual assessment of needs, and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

ELEMENTARY MATH ON-SITE PROFESSIONAL DEVELOPMENT

FCAT 2.0	Description	Timeframe/Audience	Handouts	Registration Component	Teacher Evaluation Alignment
<p style="text-align: center;">Targeting Content Limits Gr 3 - 5</p>	<p>This training will provide an in depth look at the content limits for each grade level. Since the FCAT 2.0 Item Specifications document is over 190 pages long, a consolidated report has been created for use in this workshop. This document will provide teachers quick access to the NGSSS content limits for mathematics.</p>	<p style="text-align: center;">30 – 60 minutes <i>Grade-level Teams</i> <i>After School Inservice</i></p>	<p style="text-align: center;">Reporting Category Outlines Consolidated Content Limits Report</p>	<p style="text-align: center;">FCAT 2.0 Math Training</p>	<p style="text-align: center;">1a, 1c, 1e</p>
<p style="text-align: center;">Reaching Your Low Achievers with CRA Gr K - 5</p>	<p>Making sure instruction for our lowest achievers includes the concrete and representational stages of learning will increase their success in mathematics. This training will provide grade-level examples and an opportunity to discuss the importance of CRA implementation.</p>	<p style="text-align: center;">45 – 60 minutes <i>Grade-level teams</i> <i>After School Inservice</i></p>	<p style="text-align: center;">Content examples</p>	<p style="text-align: center;">Mathematics Content</p>	<p style="text-align: center;">1a, 1c, 1e, 3c</p>
<p style="text-align: center;">Solving Problems With Bar Diagrams Gr K-2, Gr 3-5</p>	<p>enVision It: Bar Diagrams training introduces teachers to "bar diagrams" and provides an opportunity to practice this important problem solving tool.</p>	<p style="text-align: center;">1 – 3 hours <i>Grade-level teams</i> <i>After School Inservice</i></p>	<p style="text-align: center;">Practice using bar diagrams</p>	<p style="text-align: center;">enVision It: Bar Diagrams</p>	<p style="text-align: center;">1a, 1c, 1e, 3c</p>
<p style="text-align: center;">Mastering Mathematics through Games Gr K - 5</p>	<p>This activity-based workshop will incorporate games appropriate for increasing computational fluency or, upon request, specific math content.</p>	<p style="text-align: center;">45 - 60 minutes <i>Faculty Meeting</i> <i>After School Inservice</i></p>	<p style="text-align: center;">Game directions and game boards, if appropriate</p>	<p style="text-align: center;">Mastering Basic Facts</p>	<p style="text-align: center;">1a, 1e, 3c</p>
<p style="text-align: center;">Integrating Math and Literature Gr K-2, Gr 3-5</p>	<p>Provide teachers with a sample lesson on generating interest and increasing understanding of a concept through the use of quality children’s literature.</p>	<p style="text-align: center;">60 minutes <i>Grade-level teams</i> <i>Class Presentations</i></p>	<p style="text-align: center;">Sample Lesson Plans</p>	<p style="text-align: center;">Integrating Math and Children’s Literature</p>	<p style="text-align: center;">1a, 1c, 1e, 3c</p>
<p style="text-align: center;">SMART Math Gr K - 5</p>	<p>This face to face training provides an overview of how to get the most from enVisionMath and the SMART board.</p>	<p style="text-align: center;">45 – 60 minutes 3 hours <i>Faculty Meeting</i> <i>After School Inservice</i></p>	<p style="text-align: center;">One Page Overview</p>	<p style="text-align: center;">Elementary SMART Math</p>	<p style="text-align: center;">1a, 1d, 3c</p>

ELEMENTARY MATH ON-SITE PROFESSIONAL DEVELOPMENT

 COMMON CORE <small>ORGANIZED BY GRADE LEVEL AND BY DOMAIN</small>	Description	Timeframe/Audience (Available March 1)	Handouts	Registration Component	Teacher Evaluation Alignment
Implementing the Common Core State Standards Part 1 Examining the Mathematics Practices Part 2 Unpacking the Standards Gr K – 2	Part 1 will look at the eight Mathematical Practices included in the CCSS. These are the process skills we expect mathematically proficient students to exhibit (e.g., perseverance).	60 minutes <i>Grade-level teams</i> <i>Planning Time</i> <i>After School Inservice</i>	Mathematical Practices Chart	Introduction to the Common Core State Standards for Mathematics	1a, 1c, 1e, 3e
	Part 2 will provide an overview of the grade-level standards including changes in content and formatting. The process for unpacking a standard will be shared and practiced with participants.	60 minutes <i>Grade-level teams</i> <i>Planning Time</i> <i>After School Inservice</i>	A Process for Unpacking the Standards	Introduction to the Common Core State Standards for Mathematics	1a, 1c, 1e, 3e
CCSS Resources Gr K – 1	Overview of the new Academic Plans and integration of the “Transitioning to the Common Core” workbook and enVisionMATH.	60 minutes <i>Grade-level teams</i> <i>After School Inservice</i>	Resource Sheet	Introduction to the Common Core State Standards for Mathematics	1a, 1c, 1d, 1e

Data Tracking	Description	Timeframe/Audience (Available March 1)	Handouts	Registration Component	Teacher Evaluation Alignment
Find your “Teaching Trends” with Pinnacle Analytics	Face to face training that will allow participants to find their teaching trends based on subtest analysis of FCAT data. Using Pinnacle Analytics, teachers will be able to identify their strengths and opportunities, as well as, the strengths and opportunities of their current students.	30 – 60 minutes <i>Grade-level teams</i> <i>Faculty Meeting</i> <i>After School Inservice</i>	Pinnacle Analytics Access Guide	Pinnacle Analytics Level 1	1e, 3d, 3e

ELEMENTARY MATH ON-SITE PROFESSIONAL DEVELOPMENT

Using the Classroom Reports in Achievement Series	Want to know how to get the most data out of Achievement Series? Participants will learn how to navigate Achievement Series to access the data needed to guide and adjust daily instruction.	30 – 60 minutes <i>Grade-level teams</i> <i>Faculty Meeting</i> <i>After School Inservice</i>	Achievement Series Quick Access Guide	Achievement Series	1e,3d, 3e
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<i>MATH</i> Reading and Writing <i>Strategies</i>	Description	Timeframe/Audience	Handouts	Registration Component	Teacher Evaluation Alignment
NGCAR-PD: Vocabulary	Roots, prefixes, and suffixes. This hands-on training will give participants some new strategies on incorporating vocabulary structures into their mathematics classrooms.	30-45 minutes <i>Faculty Meeting</i> <i>After School Inservice</i>	Word Sort Linear Array	NGCAR-PD	1a, 1e, 3c
Questioning Strategies	Participants will have a greater understanding of Depth of Knowledge with relationship to FCAT complexity. The session will include a hands-on activity to practice raising the cognitive complexity of questions.	40-60 minutes <i>Faculty Meeting</i> <i>After School Inservice</i>	Depth of Knowledge Sort	FCAT 2.0 Math Training	1a, 1e, 3c
Writing to Explain	For students to truly master mathematics, they must be able to explain their thinking orally and in written form. This session will review opportunities for writing in math.	40-60 minutes <i>Grade-level teams</i> <i>After School Inservice</i>	One page overview	Mathematics Content	1a, 3c

The above trainings are available to schools for on-site delivery. Both content and training times can be adjusted to meet your specific needs. Please feel free to contact Sharon Vandeventer to discuss and/or schedule any of these professional development opportunities.

FSLA Proficiency Areas with Indicators

Florida School Leader Assessment

A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A **summative performance level** is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 - <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 - <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 - <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 - <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.
Indicator 2.4 - <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards,

effective instructional practices, student learning needs, and assessments.
Indicator 3.1 - <u>FEAPs</u> : The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.
Indicator 3.2 - <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - <u>Curriculum Alignments</u> : The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <u>Quality Assessments</u> : The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <u>Faculty Effectiveness</u> : The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Indicator 4.1 - <u>Recruitment and Retention</u> : The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - <u>Feedback Practices</u> : The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - <u>High Effect Size Strategies</u> : Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 - <u>Instructional Initiatives</u> : District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u> : The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - <u>Faculty Development Alignments</u> : The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - <u>Actual Improvement</u> : The leader improves the percentage of effective and highly effective teachers on the faculty.
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
Indicator 5.1 - <u>Student-Centered</u> : The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 - <u>Success-Oriented</u> : The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - <u>Diversity</u> : To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and

implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - <u>Achievement Gaps</u> : The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

<p>Domain 3 - Operational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score</p>
<p>Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.</p>
Indicator 6.1 - <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 - <u>Problem-Solving</u> : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 6.3 - <u>Quality Control</u> : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
Indicator 6.4 - <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - <u>Technology Integration</u> : The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
<p>Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.</p>
Indicator 7.1 - <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 - <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - <u>Succession Planning</u> : The leader plans for and implements succession management in key positions.
Indicator 7.4 - <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
<p>Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.</p>
Indicator 8.1 - <u>Organizational Skills</u> : The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - <u>Strategic Instructional Resourcing</u> : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 - <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
<p>Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular</p>

communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.
Indicator 9.1 - <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - <u>Clear Goals and Expectations</u> : The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - <u>Accessibility</u> : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - <u>Recognitions</u> : The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area - 4 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 10.1 - <u>Resiliency</u> : The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - <u>Professional Learning</u> : The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 - <u>Commitment</u> : The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - <u>Professional Conduct</u> : The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

	Developing Leaders	Developing New APs	Preparing for the Principals	Supporting New Principals	Continuing Education
Audience/Target Group	Teacher Leaders <ul style="list-style-type: none"> Establish Eligibility Requirements Application Process 	New/Current Assistant Principals	Assistant Principals wanting to be Principals	New Principals	
Vision/Purpose	<ul style="list-style-type: none"> Orientation to include: <ul style="list-style-type: none"> -PLC Model as designed by DeFour -Development of Individualized Leadership Plan based on Needs Assessment Teacher Leadership Roles and Responsibilities as defined by TALC contract Intro. to Florida Leadership Standards 	<ul style="list-style-type: none"> Orientation Understanding Florida Leadership Standards Instructional Leadership Facilitating PLCs 	<ul style="list-style-type: none"> Orientation Instructional Leadership FCIM PLC Creating a Successful School Culture 	<ul style="list-style-type: none"> Orientation Instructional Leadership New Principal PLC Mentoring/Mentorship 	
Learning, Accountability, Assessment <i>Domain 1: Student Achievement</i> <ul style="list-style-type: none"> Student Learning Results Student Learning as a Priority 	<ul style="list-style-type: none"> Data Analysis for Student Achievement School Grades and AYP Subgroups Florida's Accountability System Academic Plans/Unwrapping Benchmarks Reading Competency 2 	<ul style="list-style-type: none"> Using Technology for Instructional Purposes Differentiated Instruction for School Leaders RTI Exceptional Student Education Process Support ELL Students Using Data to Lead Change Academic Plan and Fidelity Process Execution Supporting Reading Instruction Research Based Instructional Strategies 	<ul style="list-style-type: none"> Supporting the use of Technology for Instructional Purposes Analyzing Data using Lee Resources Reading Leadership Exceptional Student Education Core Content Area Training CARPD Using Data to Lead Change Technology Leadership Framework for Understanding Poverty 	<ul style="list-style-type: none"> Differentiated Accountability Plan FCIM 	
Managing the Learning Environment <i>Domain 2: Instructional Leadership</i> <ul style="list-style-type: none"> Instructional Plan Implementation Faculty Development Learning Environment 	<ul style="list-style-type: none"> Using Technology for Instructional Purposes Differentiated Instruction for School Leaders Book Club—pertinent book 	<ul style="list-style-type: none"> Quality Driven Prof. Development FCIM (F) Classroom Walkthroughs Creating Effective School Culture School and Business Services Academic Plans with Fidelity Student Services Alignment Title I Requirements School Safety and Security Managing Student Behavior 	<ul style="list-style-type: none"> Quality Driven Prof. Development FCIM (A) Classroom Walkthroughs Developing Effective School Culture Business Services Schools and Business Communications / Media Relations Facility Maint. for School Success Budget Understanding Internal Accounts Managing Student Behavior 	<ul style="list-style-type: none"> FCIM (A) Developing and Supporting Reading Instruction Maintaining Effective School Culture Working with Media, Community Relations, Partnerships and Parent Involvement Extra-Curricular Activities Alignment Managing Student Behavior 	

<p>Human Resource Development <i>Domain 2: Instructional Leadership</i></p>	<ul style="list-style-type: none"> • Clinical Educator Collegial Coaching/Refresher Training • Adult Learner Training (to develop trainers) 	<ul style="list-style-type: none"> • ESOL for Administrators • The Hiring Process • Retaining Quality Staff • Teacher Evaluation System • Effective Professional Development Models • Understanding Reading Instruction • Best Practices Roundtable Discussions • Employee Management/ Relations/Contracts 	<ul style="list-style-type: none"> • Facilitating Effective Teams • Employee Management/ Relations/Contracts • The Hiring Process • Teacher Evaluation System • Interaction Management: Coaching for Success 	<ul style="list-style-type: none"> • Teacher Evaluation Process • The Hiring Process • Staff Development 	
<p>Decision Making Strategies <i>Domain 3: Organizational Leadership</i></p> <ul style="list-style-type: none"> • Decision Making • Leadership Development • School Management • Communication 	<ul style="list-style-type: none"> • Writer's Workshop • "Choosing Excellence" to include the Florida Continuous Improvement Model (FCIM) • Participate in Safety Audit/ review and update Safety Plan • Facilitating Effective Teams • Speaker Bureau • Evaluation System/Charlotte Danielson Research 	<ul style="list-style-type: none"> • Data Analysis for School Improvement • Budget Overview • Using Data to Build a Master Schedule • Item Test Specifications • Florida's Accountability System 	<ul style="list-style-type: none"> • Data Analysis for School Improvement • Using Data to Build a Master Schedule • Assessment (including standardized testing) • Budget Experiences 	<ul style="list-style-type: none"> • Data Analysis for Systemic School Improvement • Budget Overview • Florida Continuous Improvement Model • Staff Development 	
<p>Ethical Leadership <i>Domain 4: Professional and Ethical Behavior</i></p>	<ul style="list-style-type: none"> • Evaluation of personal growth based on pre/post needs assessment 	<ul style="list-style-type: none"> • FRISK Training for Administrators • Employment Law • Understanding ESE and IDEA • Ethical Leadership 	<ul style="list-style-type: none"> • Employment Law • Understanding ESE and IDEA • Ethical Leadership 	<ul style="list-style-type: none"> • Ethical Leadership • School Culture 	
<p>Assessments (exiting)</p>	<ul style="list-style-type: none"> • Participation in Professional Learning Community • Action Research Project based on SIP and Florida Leadership Standards • Individual Professional Development Plan • Competency Checklist/ Portfolio • Exit conference 	<ul style="list-style-type: none"> • Participation in Professional Learning Community • W.C. Golden Online Assessment of Florida Principal Leadership Standards • Individual School Improvement Plan Implementation Project • Creation of a professional development leadership portfolio • Exit conference 	<ul style="list-style-type: none"> • Participating in a Professional Learning Community • Action Research that focuses on Student Achievement • Individual Leadership Development Plan • Creation of a professional development leadership portfolio • Exit Interview 	<ul style="list-style-type: none"> • Participating in a Professional Learning Community • Individual Leadership Development Plan • Creation of a professional development leadership portfolio • Final Evaluation • Exit Interview with Mentor 	

GREGORY K. ADKINS, Ed.D.

(b)(6)

SUMMARY OF QUALIFICATIONS

Innovative and proven executive leader in a district with 114 schools; 82,000 K-12 students; 11,500 full and part-time staff members; and a budget of more than \$1.4 billion. Demonstrated leadership focused on building collaborative relationships and finding durable and highly successful solutions to complex problems. Exemplary leader with a personal mission and a proven record of providing high quality educational experiences for all children.

NOTABLE ACHIEVEMENTS

- Provided Executive leadership and facilitated the successful implementation of an Enterprise Resource Project with a budget of \$32 million. Project was fully implemented on time, under budget and is considered to be one of the largest successful public sector ERP implementations in North America.
- Planned and negotiated cost reduction strategies resulting in a savings of approximately \$20 million annually.
- Implemented a self-sustaining Interest-Based Bargaining Model resulting in multiple successful contract ratifications, excellent labor relations and significant cost savings.
- Facilitated and implemented as part of the executive team, a district-wide integrated curriculum and assessment system linked to teacher performance and evaluation. This system has produced remarkable and continuous district-wide improvement in student achievement resulting in a designation as a Florida High Performing A+ district.
- Developed, negotiated and implemented the Merit Award Program, one of only seven districts statewide to successfully deploy a performance pay program recognized and approved by the State of Florida.
- Deployed a comprehensive employee performance management and evaluation system linked to student growth outcomes.
- Performs frequently as Acting Superintendent.
- Received the NAACP Closing the Achievement Gap Award as Principal.
- Implemented successful academic programs as principal and district administrator resulting in significantly improved academic achievement and recognition as an A+ Florida School and A+ Florida District.

PROFESSIONAL BACKGROUND

The School District of Lee County, Florida

2003-Present

Chief Human Resources Officer

Executive leader for the Division of Human Resources and Employee Relations in a district with 114 schools; 82,000 K-12 students; 11,500 full and part-time staff members; and a budget of more than \$1.4 billion

Business and Fiscal Management:

- Managed the successful implementation of the Navigator Project, a \$32 million dollar Enterprise Resource Project. The ERP was implemented on-time, under budget and recently received a highly favorable audit review.
- Organized and managed the implementation of a cross functional, ERP Steering committee resulting in substantial improvement in business process efficiency and integration.
- Facilitated the District reorganization due to a \$98 million reduction in state funding.
- Planned and negotiated cost reduction strategies resulting in an annual savings of approximately \$20 million.
- Negotiated and implemented new health insurance plans eliminating high cost options and offering innovative, cost saving plans with flexible options to meet employee needs.

GREGORY K. ADKINS, Ed.D.

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Labor Relations and Negotiation:

- Implemented, as *Chief Negotiator*, a self-sustaining Interest-Based Bargaining model resulting in multiple successful contract ratifications with positive labor relations and an annual cost savings of more than \$100,000.
- Re-engineered and re-organized district labor/management processes resulting in greatly improved labor relations and drastically reduced labor conflicts (grievances, arbitrations).
- Negotiated numerous collective bargaining agreements successfully involving over \$500,000,000 in salaries and benefits.
- Negotiated all collective bargaining agreements achieving full ratification of all parties.
- Presented at the both the state and national level in the areas of Interest Based Bargaining (IBB) and Labor Management Strategies.
- Developed, negotiated and implemented numerous performance pay plans for teachers and school-based administrators including the current Merit Award Program.

Human Resources and Employee Performance:

- Developed and implemented comprehensive performance-based assessment instruments for District teachers and administrators.
- Developed and facilitated the expansion of web-based initiatives, including teacher recruitment and performance pay, decreasing cost and increasing process effectiveness.
- Implemented an innovative mentor teacher program for schools in need of improvement which significantly increased the new teacher retention rate in these schools.
- Facilitated the implementation of an on-line application system eliminating the need for paper files.
- Implemented an on-going job classification process which reviewed and revised over 300 job descriptions.
- Facilitated the implementation of a highly innovative wellness program with high employee participation.

Academic Achievement:

- Facilitated and implemented as part of the executive team, a district-wide integrated curriculum and assessment system linked to teacher performance and evaluation. This system has produced remarkable and continuous district-wide improvement in student achievement resulting in a designation as a Florida High Performing A+ district.
- Worked with the management team of a struggling school to develop strategies resulting in improved instructional performance. School-wide student achievement increased significantly, resulting in a dramatic improvement in the state rating from a D to a B.
- Implemented TeacherInsight™ (TI) on-line screening system, significantly increasing process efficiency and improving candidate selection. Candidates with higher TI scores demonstrate a higher probability for successful instructional performance and greater student achievement gain.

The School District of Lee County, Florida

2002-2003

Director of Employee Relations and Contract Management

Responsible for leadership and management of the Department of Employee Relations and Contract Management

- Successfully negotiated multi-year collective bargaining agreements with the District's bargaining units.
- Reduced incidence of grievances and arbitrations.
- Improved the internal investigation process.
- Developed and implemented an administrative performance-based compensation plan for District administrators.

GREGORY K. ADKINS, Ed.D.

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Paul Laurence Dunbar Middle School, Fort Myers, Florida

1997-2002

Principal

Responsible for providing innovative leadership for a large, culturally diverse, urban middle school.

- Developed and implemented an academic improvement effort resulting in the State accountability school grade improving from a grade of C to the grade of A+.
- Developed and implemented highly effective and innovative academic programs including the highly acclaimed talented and gifted program resulting in the school moving from under selected status to over selected status with a large, prospective student waiting list in the District's school assignment system.
- Developed and fostered the expansion of a tremendously popular and award-winning music and arts program.
- Fostered the development of a highly effective and sought after Exceptional Student Education program in a wide variety of exceptionalities.
- Developed and implemented an immersion model for English Language Learner students resulting in improved student achievement and engagement.
- Designed, developed and implemented school-wide safety and discipline programs which dramatically reduced incidence of student discipline issues.
- Designed, developed and implemented a community service based Alternative to Suspension (ATS) program reducing out of school suspensions by over 95%. The ATS program was widely supported by parents, teachers and the community. It also contributed to improved school-wide attendance and increased academic achievement.

Gulf Middle School, Cape Coral, Florida

1994-1996

Assistant Principal

Responsible for the administration and supervision of a middle school to include the supervision and evaluation of staff and the management of student affairs.

- Performed other major responsibilities including supervision of Exceptional Student Education, building level transportation, scheduling substitute teachers, and oversight of the alternative to suspension program.

Gulf Middle School, Cape Coral, Florida

1990-1996

Science Teacher

Responsible for the instruction of science at the 7th grade level.

- Performed additional duties to include Safety and Security Supervisor responsible for management of student discipline and building security, Science Department Chairperson, Science Academic Coach and School Leadership Committee Chairperson.
- Nominated Science Teacher of the Year.

Pine Island Middle School, Pine Island, FL

Teacher

1988-1990

Responsible for the instruction of science, health, and computer science at the 6th, 7th and 8th grade levels.

Sanford Rose Associations, Akron, OH

1986-1988

Senior Technical Recruiter

Responsible for the recruitment of engineers and other technical personnel for Fortune 500 aerospace and defense corporations.

United States Army and Ohio National Guard

1982-1988

Combat Engineer

Responsible for performing combat engineer duties to include demolitions, explosives, mine, counter mine operations, and general infantry functions. Additional duties include serving as platoon leader, squad leader, fire team leader, M-60 machine gunner and communications specialist. Honorably discharged.

GREGORY K. ADKINS, Ed.D.

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 EDUCATION

Doctor of Education , University of Central Florida, Educational Leadership	2004
Master of Education , University of South Florida, Educational Leadership	1994
Bachelor of Arts , University of Akron, Secondary Education	1987

 PROFESSIONAL ASSOCIATIONS

- Society for Human Resource Management SHRM
- Florida Association of School Administrators
- North American Educational Negotiators
- Florida Educational Negotiators
- Southwest Florida Human Resources Executives
- Association for Supervision and Curriculum Development
- Lee County Educational Administrators Association (past president)

 COMMUNITY INVOLVEMENT AND INTERESTS

- Florida Gulf Coast University Teacher Education Advisory Board
- Florida Gulf Coast University Educational Leadership Advisory Board
- Animal Refuge Center Volunteer
- Society for Leukemia and Lymphoma Teams in Training
- Geared Up Triathlon Team
- Ironman

 REFERENCES

Available upon request

Denise M. Carlin

(b)(6)

EDUCATION:

2002 – Ed.D., Educational Leadership, University of South Florida, G.P.A. 3.90.

1994 – M. Ed., Educational Leadership, University of South Florida, G.P.A. 4.0.

1991 – Bachelor of Science, Elementary Education, University of South Florida, G.P.A. 3.70.

1989 – Associate of Arts, Elementary Education, Edison Community College, G.P.A. 3.80.

ADMINISTRATIVE

EXPERIENCE:

2012 – present: Director, Professional Development and Leadership, School District of Lee County

2004 to 2012: Principal, Pinewoods Elementary School

2000 to 2004: Principal, Edgewood Renaissance Academy Magnet

1997 to 2000: Assistant Principal for Curriculum, Lee Middle Magnet School

1995 to 1997: Assistant Principal, Spring Creek Elementary School

TEACHING

EXPERIENCE:

2004 - 2006 Adjunct Professor, Florida Gulf Coast University, Educational Leadership Program

1993 to 1995 Fourth Grade Teacher, Hancock Creek Elementary School

1991 to 1993 Third Grade Teacher, Spring Creek Elementary School

1990 to 1991 First Grade Teacher, Tanglewood Elementary School

HONORS AND
PROFESSIONAL

ORGANIZATIONS: Association for Supervision and Curriculum Development – Member
National Association of Elementary School Principals – Member
Florida Gulf Coast University Educational Leadership Advisory Board – Member
LCSD Quality Advisory Committee - Member
CHADD Professional Advisory Board – Member
Phi Delta Kappa - Member
Lee County Administrators’ Association – Member
Golden Apple Finalist – 1993
Lee County Counselors’ Association Principal of the Year – Nominee

PROFESSIONAL
DEVELOPMENT:

Collegium for the Advancement of Teaching (June, 2011) – Selected by the Foundation for Lee County Public Schools as one of two Lee County Administrators to attend.

Choosing Excellence (September, 2009 and February, 2011) – focused on Glasser and Sterling Quality Principles

Dr. Mark Rolewski’s School Improvement Strategies (2009-11)

International Reading Association’s Annual Conference (2010)

Response to Intervention (2009)

Classroom Walkthroughs (2008)

Reading First Leadership Training (2005 – 2009)

REFERENCES: Dr. Greg Adkins, Chief Human Resources Officer, Lee County School District, (239) 337 -8503.

Dr. Lawrence Tihen, Chief Administrative Officer, Lee County School District, (239) 337-8106.

Mr. Ron Davis, Principal, East Lee County High School, Lee County School District, (239) 369-2932.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

School District of Lee County

(Top Teacher/Administrator Pay for Performance) TTAPPED for High-Need Schools

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
1 - Project Director is an experienced, highly effective school principal, 255 day schedule (2% cost of living increase each year) this person will oversee management of grant. (1.0 FTE)	\$98,430	\$100,399	\$102,407	\$104,455	\$106,544
1 - Secretary to support the project director, equivalent to a principal's secretary, 255 day schedule (2% increase per yr) (1.0)	\$40,800	\$41,616	\$42,448	\$43,297	\$44,163
83 - Teacher Leaders to work directly in classrooms modeling, training, and coaching teachers, 2 at each elementary, 3 at middle, and 4 at high, 32 high need schools, 201 day schedule, teacher salary + \$10,000 for increased responsibilities (83 X 1.0 FTE)	\$5,810,000	\$5,926,200	\$6,044,724	\$6,165,618	\$6,288,930
10 - Supplements for Principal Leaders to coach and mentor new or in-need principals in high need schools (number needed may change based on performance evaluation), \$3,000 each	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
160 - Supplements for Teacher mentors to coach and mentor new or in-need teachers in high need schools (number needed may change based on performance evaluation), \$1,000 each	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000
160 - Bonuses for Teacher mentors in high need schools who are highly effective and their mentee is highly effective	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000
5 - Bonuses for Highly Effective Principals who agree to work in high need school for at least 3 years, \$10,000 each, based on vacancies	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
55 - Bonuses for Highly Effective Principals and Assistant Principals in high need schools based on annual final performance evaluations, \$3,000 each (Number eligible will vary based on performance)	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000
150 - Bonuses for Highly Effective teachers in high-need subjects teaching in high need schools based on annual final performance evaluations, \$3,000 each Number eligible will vary)	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
Personnel subtotal	\$6,964,230	\$7,083,215	\$7,204,579	\$7,328,370	\$7,454,637
Fringe Benefits					
Retirement, 5.18%	\$360,747	\$366,911	\$373,197	\$379,610	\$386,150

School District of Lee County

(Top Teacher/Administrator Pay for Performance) TTAPPED for High-Need Schools

Social Security, 7.65%	\$532,764	\$541,866	\$551,150	\$560,620	\$570,280
Group Insurance \$6,438 X 73 positions	\$469,974	\$469,974	\$469,974	\$469,974	\$469,974
Worker's Compensation 1.24%	\$86,356	\$87,832	\$89,337	\$90,872	\$92,437
Unemployment, 0.19%	\$13,232	\$13,458	\$13,689	\$13,924	\$14,164
Fringe Benefits subtotal	\$1,463,073	\$1,480,041	\$1,497,347	\$1,515,000	\$1,533,005
Travel					
3-Annual TIF Grantee meeting, project director and 2 others, air \$350, hotel \$700, per diem x 4= \$245, ground transport \$60	\$4,065	\$4,065	\$4,065	\$4,065	\$4,065
2-Annual TIF Topical meeting, project director and 1 other, air \$350, hotel \$700, per diem x 4= \$245, ground transport \$60	\$2,710	\$2,710	\$2,710	\$2,710	\$2,710
Vacinity mileage for Project Director to regularly visit project schools, \$0.55 per mile X 75 miles X 30 weeks	\$1,238	\$1,238	\$1,238	\$1,238	\$1,238
Travel subtotal	\$8,013	\$8,013	\$8,013	\$8,013	\$8,013
Equipment	No equipment is needed				
Equipment subtotal	\$0	\$0	\$0	\$0	\$0
Supplies					
2-computer, printer for project director and secretary	\$5,000	\$0	\$0	\$0	\$0
Project director's office supplies	\$500	\$500	\$500	\$500	\$500
Training or meeting supplies and materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Supplies subtotal	\$6,500	\$1,500	\$1,500	\$1,500	\$1,500
Contractual					
Evaluator services	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
Contractual subtotal	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
Other					
Other subtotal	\$0	\$0	\$0	\$0	\$0
Total Direct Costs	\$8,476,816	\$8,607,769	\$8,746,439	\$8,887,883	\$9,032,155
Indirect Costs 3.76%	\$318,728	\$323,652	\$328,866	\$334,184	\$339,609
Training Stipends					

School District of Lee County

(Top Teacher/Administrator Pay for Performance) TTAPPED for High-Need Schools

No costs allowed - associated with long term training programs and college or university coursework, not workshops or short-term training supported by this program.	\$0	\$0	\$0	\$0	\$0
Training Stipend subtotal	\$0	\$0	\$0	\$0	\$0
TOTAL ANNUAL COSTS	\$8,795,544	\$8,931,421	\$9,075,305	\$9,222,067	\$9,371,764
Five year project total	\$45,396,101				

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	School District of Lee County
Applicant's DUNS Name:	0659123540000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

School District of Lee County

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	6,964,230.00	7,083,215.00	7,204,579.00	7,328,370.00	7,454,637.00	36,035,031.00
2. Fringe Benefits	1,463,073.00	1,480,041.00	1,497,347.00	1,515,000.00	1,533,005.00	7,488,466.00
3. Travel	8,013.00	8,013.00	8,013.00	8,013.00	8,013.00	40,065.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	6,500.00	1,500.00	1,500.00	1,500.00	1,500.00	12,500.00
6. Contractual	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	175,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	8,476,816.00	8,607,769.00	8,746,439.00	8,887,883.00	9,032,155.00	43,751,062.00
10. Indirect Costs*	318,728.00	323,652.00	328,866.00	334,184.00	339,609.00	1,645,039.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	8,795,544.00	8,931,421.00	9,075,305.00	9,222,067.00	9,371,764.00	45,396,101.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization School District of Lee County	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.	
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**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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)