

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



APPLICATION FOR GRANTS
UNDER THE

TIF Competition with a Focus on STEM

CFDA # 84.374B

PR/Award # S374B120012

Grants.gov Tracking#: GRANT11189294

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.).

There were problems converting one or more of the attachments. These are: 1239-AppendixC1_LettersOfSupport.pdf, 1240-AppendixC2_EvaluationSupportMaterials.pdf

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:

N/A

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Calcasieu Parish School System

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

726000235

* c. Organizational DUNS:

0741791440000

d. Address:

* Street1:

3310 Broad St.

Street2:

* City:

Lake Charles

County/Parish:

* State:

LA: Louisiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

70615-3310

e. Organizational Unit:

Department Name:

Grant Department

Division Name:

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

Prefix:

Mr.

* First Name:

Wayne

Middle Name:

* Last Name:

Savoy

Suffix:

Title:

Superintendent

Organizational Affiliation:

* Telephone Number:

337-217-4000 ext. 1703

Fax Number:

* Email:

wayne.savoy@cpsb.org; yvette.ardoin@cpsb.org

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-061412-002

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF Competition with a Focus on STEM CFDA Number 84.374B

13. Competition Identification Number:

84-374B2012-1

Title:

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

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

PROGRESS Project

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	<input type="text" value="35,116,914.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* 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>Yvette Ardoin</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Calcasieu Parish School System</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
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Calcasieu Parish School System * Street 1: 3310 Broad Street Street 2: * City: Lake Charles State: LA: Louisiana Zip: 70615 Congressional District, if known: 7		
6. * Federal Department/Agency: ED	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: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A 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: Yvette Ardoin * Name: Prefix: Mr. * First Name: Wayne Middle Name: * Last Name: Savoy Suffix: Title: Superintendent Telephone No.: (337) 217-4000 Date: 07/27/2012		
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

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_statement.pdf

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENTS

SECTION 427 OF GEPA

In accordance with Section 427 of the General Education Provisions Act (GEPA), the Calcasieu Parish School System ensures equity of access and participation of all persons – students, teachers, principals, and district leaders – in all aspects of the Calcasieu Parish *Professionally Rewarding Outcomes and Growth Raising Effectiveness and Student Success (PROGRESS) Project*. All activities of the PROGRESS Project are designed without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability, or age. All activities of the PROGRESS Project planning process and implementation process include equity concerns so as to involve full participation in the execution of the plan without barriers. The following strategies will be used to help comply with Section 427 of GEPA:

1. Information relative to participation in the program will be made available via both print and electronic media, as well as in technical assistance meetings to which all eligible participants will be invited.
2. All prospective high-need schools identified by local system will be provided face-to-face technical assistance in the planning and implementation phases of the process to assure that all participating schools have equal opportunities to succeed.
3. Recruitment of coordinator, educator development leader, leadership specialists, HCMS consultant, instructional coaches, and STEM master teachers, critical to the success of the program, will follow district policy for hiring grant personnel which also includes posting all job opportunities on the www.cpsb.org website for everyone to view.

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 <input style="width: 90%;" type="text" value="Calcasieu Parish School System"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 150px;" type="text" value="Wayne"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Savoy"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Yvette Ardoin"/>	* DATE: <input style="width: 100px;" type="text" value="07/27/2012"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Yvette		Ardoin	

Address:

* Street1:	600 S Shattuck Street
Street2:	
* City:	Lake Charles
County:	
* State:	LA: Louisiana
* Zip Code:	70601
* Country:	USA: UNITED STATES

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

(337) 217-409	
---------------	--

Email Address:

yvette.ardoin@cpsb.org

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:

Calcasieu Parish PROGRESS Project

PROJECT ABSTRACT

The Calcasieu Parish School System **Professionally Rewarding Outcomes and Growth** • **Raising Effectiveness and Student Success (PROGRESS)** Project is applying for the Teacher Incentive Fund STEM Focused Competition (CFDA # 84.274B) as a single applicant LEA. PROGRESS is requesting \$35,116,914 over 5 years to implement a comprehensive performance based compensation system in 21 of the district's 57 schools. The PROGRESS Project's 21 high-needs schools employ approximately 720 teachers, 45 administrators, and serve 8,566 students.

Consistent with the legislative intent of TIF, PROGRESS proposes 5 related goals:

1. Create and implement a Human Capital Management System (HCMS) that increases educator effectiveness and student achievement.
2. Create and implement a rigorous, valid, and reliable teacher evaluation system.
3. Develop and implement a research-based, data-driven professional improvement plan that provides every educator with the opportunity to succeed.
4. Ensure long-term sustainability of the newly developed HCMS and professional improvement plan.
5. Improve student achievement and foster student interest in STEM disciplines.

The proposed activities and objectives facilitate the achievement of these goals. The HCMS will recruit, retain, and manage personnel in support of Calcasieu's vision of instructional improvement. The system's components and activities (e.g. recruitment strategies, performance management system, PBCS, communication plans, and job-embedded professional development) are aligned and driven by the metrics of educator effectiveness. With these initiatives, Calcasieu will PROGRESS.

Calcasieu's PROGRESS Project is applying for Competitive Preference Priorities 4 and 5.

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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Calcasieu Parish PROGRESS Project

Calcasieu Parish PROGRESS Project Narrative

Calcasieu Parish School System (CPSS) is applying to the TIF Competition with a Focus on STEM.

Calcasieu is a high-needs school district comprised of 32,612 students, of which 59.2% are eligible for the federal Free and Reduced Lunch. Per the State Accountability System, the district's 2011 Performance Score was 101.9, a C ranking reflecting steady growth for the past 3 years. However, there is a significant achievement gap between our high and low performing schools. Calcasieu's **Professionally Rewarding Outcomes and Growth ■ Raising Effectiveness and Student Success (PROGRESS) Project** is an instructional improvement and performance management model that will target 21 high-needs schools demonstrating the need for a program aligned to TIF goals.¹

PROGRESS participating schools face significant barriers to student achievement with an average 89.61% of students receiving free or reduced lunch, high minority populations (on average 83.9%), high teacher turnover, and many teachers with fewer than 5 years experience. Louisiana's accountability system gives each school a performance score based on combinations of attendance, assessments, dropouts and graduations. While Calcasieu is a C district comprised of 57 schools, 19 of the 21 PROGRESS schools were classified as Ds in 2011 and 2 were Cs. Of the non-PROGRESS schools 22 were A or B, and 14 were Cs. Preliminary 2012 raw assessment index data indicates that many of the targeted elementary and secondary schools will drop in ranking. There is an evident student achievement gap between PROGRESS schools with high poverty and minority populations and the system as a whole, particularly in the areas of math and science.

PROGRESS schools face significant challenges increasing student achievement and attracting and retaining highly effective teachers and principals. Although the percentage of students achieving *Basic*

¹ Documentation of High-Needs Appendix B

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or above on the State Assessments increased for 2012, Calcasieu declined in the overall state achievement ranking from 15th to 16th. The EPE Research Center, a division of Editorial Projects in Education, ranked states in their 2011 “State Grades for Education Performance” report. This used a K-12 Achievement Index with 18 individual indicators to capture current achievement, improvements over time, and poverty based disparities. Louisiana ranked 48th with a score of F. Calcasieu campuses share challenges exacerbated in high-need schools. Therefore, the PROGRESS Project is a system with replicable components that can increase the effectiveness of all educators. With the TIF grant, Calcasieu is confident our students, our teachers, our leaders and our district will PROGRESS.

Calcasieu is actively involved in the ongoing Louisiana education reforms. ACT 54, enacted in May of 2010, mandates annual teacher evaluations and the statewide implementation of a value-added assessment model beginning in the 2012-2013 school year. By law, student growth will comprise 50% of a teacher’s evaluation. The ensuing reforms are propelling teachers, principals and districts to higher accountability and increased effectiveness while simultaneously supporting gains in student achievement. In early 2012, Act 1 was signed into law directly linking teacher performance to human capital decisions. COMPASS, the state mandated comprehensive performance management process, will use value-added student growth data, performance assessment and other measures to generate an educator effectiveness rating in the Human Capital Management Information System (HCIS), a centralized data system. The overall educator effectiveness rating will inform human capital decisions, promoting improved teaching and learning, and resulting in student college and career readiness. Increased educator effectiveness will lead to rewards and recognition, the acceptance of additional responsibilities by effective educators, increased collaboration and instructional feedback, and constructivist instruction of the recently adopted CCSS. Increased effectiveness will manifest itself as the district’s ultimate goal of increased achievement for all

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students. The challenge presented by this climate of accelerated change is ensuring that the implementation provides cohesive, quality support to teachers and leaders.

Calcasieu desires to combine the power of the State's directives with the TIF goals to invigorate and reform this progressive district. Aligned performance competencies, instructional practice rubrics, and comprehensive data systems linking student achievement directly to teacher effectiveness will allow Calcasieu to provide educators quality feedback, reward effectiveness and deliver differentiated support. Calcasieu is ideally situated for a project with TIF goals, specifically the development of a Performance Based Compensation System (PBCS). The PROGRESS Project will develop a comprehensive system to strategically increase educator effectiveness and raise student achievement, specifically in Calcasieu's high-need schools.

Consistent with the legislative intent of TIF, PROGRESS proposes 5 related goals:

1. Create and implement a Human Capital Management System (HCMS) that increases educator effectiveness and student achievement.
2. Create and implement a rigorous, valid, and reliable teacher evaluation system.
3. Develop and implement a research-based, data-driven professional improvement plan that provides every educator with the opportunity to succeed.
4. Ensure long-term sustainability of the newly developed HCMS and professional improvement plan.
5. Improve student achievement and foster student interest in STEM disciplines.

Specific objectives, activities, and outcomes are discussed in the sections that follow.

Selection Criteria A: Coherent and Comprehensive Human Capital Management System

Calcasieu's Human Capital Management System (HCMS) will recruit, retain, and manage personnel in support of Calcasieu's vision of instructional improvement. The system components are aligned and driven

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by the metrics of educator effectiveness. The HCMS's goal is to improve student achievement through improved instructional practices and increased educator effectiveness. Specifically, Calcasieu will diminish the achievement gap between the 21 PROGRESS Project schools serving high-needs minority and poverty populations and the district in its entirety. To achieve this goal, the practices of the HCMS are strategic, incisive, and evolve from Calcasieu's vision of instructional improvement and performance competencies.

Current human capital practices mirror that of other school districts throughout the nation. Without vertical alignment to the improvement strategies and minimal alignment among its interlocking human resource elements, the human capital decisions have been made in "central office silos" (Heneman and Milanowski, 2011). Calcasieu's HCMS operates in a similarly limited scope, with 'personnel administration' separated from the professional development system, and other human capital management components operating in isolation.

At present, the Personnel Department oversees the district's human resource management. An equal opportunity employer, Calcasieu's applicants are screened for qualifications, given written questions and a brief interview using standard legal provisions. Principals further interview approved applicants using their self-selected methods and criteria. The School Board approves recommended employees for hire and placement. Reassignments and terminations follow "Plan A", relying on length of employment and seniority. Tenure is granted after 3 consecutive years of successful service. Compensation is based on years experience, level of educational attainment, and a stipend for National Board Certification, regardless of proven effectiveness. These practices have created issues in our high-needs schools such as: staffing with ineffective, inexperienced, and un-knowledgeable educators; high teacher turnover; and a large proportion of inexperienced, out of field, and non-certified teachers, especially in math and science at the secondary level.

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Calcasieu believes in professional development. Professional Learning Communities (PLCs) have been implemented in all elementary and middle schools but have no district aligned focus. School level data is used to identify school-based areas of need. High schools may participate in grade level or subject specific meetings as scheduling permits. Principals have discretionary spending for professional development funds with Title I staff approval. The Curriculum and Instruction (C&I) department guides professional development at the elementary, middle and high school levels. PD is based upon needs gathered from multiple sources. However, the district has not consistently implemented a centralized plan that aligns to the performance competencies, nor does it conduct program evaluations to gauge PD's relevance to the competencies before funding and approval. Many schools spend large amounts of professional development money on conferences and programs not expressly targeting or tied to identified performance competencies or individual teacher needs.

Schools serving primarily high-minority and high-poverty populations are generally lower performing than their counterparts, partly due to the inequitable distribution of effective teachers (Alliance for Education, 2008). Low performing schools are often staffed by a high number of novice teachers, and in lower performing secondary schools, there is a higher percentage of out of field teachers. Therefore, students with the most need are taught, on average, by teachers with less experience, less content knowledge and less expertise (Peske and Haydock, 2006). The ramifications are apparent when analyzing student achievement scores in Calcasieu's PROGRESS schools, which sharply contrast with that of comparable schools within the district. In target schools, 18.64% more elementary students perform below *Basic* on State Assessments, and in participating middle schools 21.22% more students do not pass the state assessments. High School data reflects similar achievement gaps between PROGRESS and non-PROGRESS schools on both the GEE and SAT, particularly in Science.

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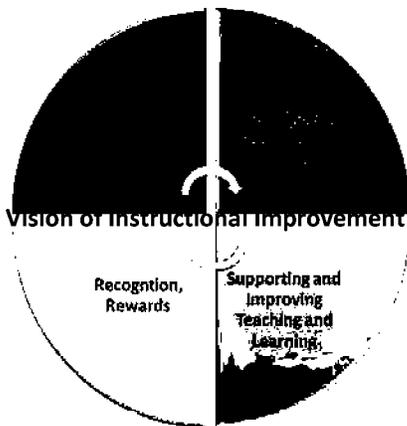
Calcasieu is designing a comprehensive HCMS with the initial implementation phase beginning in the 2012-2013 school year.² Calcasieu will integrate aligned performance competencies throughout the HCMS, resulting in increased student achievement. Each component of the proposed HCMS will be clearly outlined and reflect the necessary modifications to the district's current practices. The HCMS district wide implementation will initially require TIF funding for the reforms, compensations, incentives, supports and mechanisms specific to the participating high-need PROGRESS Project schools.

Selection Criteria A.1: HCMS and Vision of Instructional Improvement Alignment; Priority 1(1)

Calcasieu's vision of instructional improvement is a multifaceted set of strategies, focusing on 4 core areas:

Developing Effective Human Capital, Informing the Educational Process, Supporting and Improving

Teaching and Learning, and Recognition-Rewards. From this vision of instructional improvement have evolved human resource management (HRM) strategies aligned to performance competencies. The HCMS will engage and align the district with the goals of continuous improvement and high student achievement.



The vision of instructional improvement aligns school and district level personnel in the support of district goals by: fostering collaboration and communication among stakeholders; setting clear expectations of instruction, accountability, and evaluation; ensuring support and feedback; replicating best practices; and, promoting effectiveness. Each of the four components act as a medium to improved instruction and student learning, and are comprised of specific actions contributing to efficacy of the model.

² Absolute Priority 1 Timeline pg. 21, 50-53

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1. Developing Effective Human Capital: A succession of highly effective teachers is a critical element in closing the achievement gaps across income groups (Hanushek and Rivkin, 2006). Attrition rates of effective teachers closely correlate to the quality of administrator support and effectiveness (Allen 2005). The district will develop strategies for recruiting, retaining and developing an effective workforce, and integrate the articulated professional competencies throughout. Such strategies are: increased collaboration with local pre-service providers; district level systems of support and opportunities (i.e. induction, coaching, leadership training, and multiple career paths) promote continuous growth and development; district wide evaluation measures and performance metrics allow performance assessment that will direct training, assistance, and focused professional development.

2. Informing the Educational Process: Calcasieu is creating a culture of continuous improvement.

Classroom, school and district levels, with the support of the accountability department, will utilize multiple data sources to inform educators' instructional practices and educational processes. Data sources include state value-added student growth data, professional practice evaluations, school performance scores and others (e.g., balanced scorecards, subgroup data). Teachers and leaders will collaboratively establish, monitor, and adjust goals. Collaborative data analysis, the development of pedagogy and content, and the sharing of best practices within PLCs and other professional venues will foster continuous improvement.

The district will leverage internal human capital functions with external expertise (consultants, professional associations, etc.) The collection and analysis of information, coupled with specific feedback and support, will address individual, school and district needs. Information management and pertinent data will be integrated throughout the district and organized to facilitate and inform HCM decisions.

3. Supporting and Improving Teaching and Learning: District, school level, and classroom personnel will utilize a constructivist framework of teaching aligned with the rigorous CCSS. Content, pedagogy and research-based best practices will increase educator expertise and proficiency with the support of

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Instructional coaches. Teachers are evaluated using the Danielson *Framework for Teaching* (2011 Louisiana edition) performance competencies to which the principals' Leadership Competencies are aligned. Educators are evaluated through the performance management process, COMPASS. Teachers will receive targeted interventions from the analysis of student achievement data and professional practice evaluations. Curriculum, assessment, intervention, and constructivist instruction are key topics addressed in campus level PLCs. Students will also receive interventions during the Response to Intervention (RTI) time established at every school. Administrators will develop a deeper understanding of the evaluation system and teacher performance competencies to inform human capital decisions, allocate resources, and contribute to professional development decisions. Calcasieu's New Teacher Academy will induct and support new teachers in the district. Leaders and teachers will receive focused feedback and support from many sources.

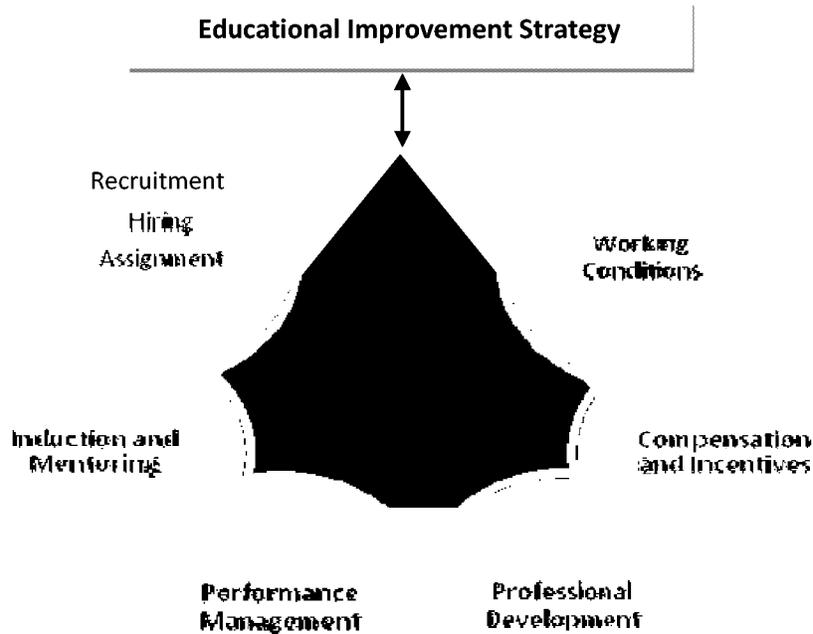
4. Recognition and Rewards: Calcasieu will recognize educators exhibiting exemplary instructional practices. Effective teachers will have opportunities for promotion and teacher-leader positions. PROGRESS schools' educators may advance with multiple career pathways, such as Leadership Mentors, Instructional Coaches, or STEM Master Teachers. Through the PROGRESS website, educators will be able to view videos and postings by effective educators as they articulate their personal path to effectiveness. Effective PROGRESS school educators may also voluntarily contribute to the district's professional development website for TIF-funded stipend pay, where archived or scheduled sessions will offer individuals and PLCs resources for study and incorporation into practice. Differentiated Compensation through the TIF-funded PROGRESS Awards Program will allow effective educators at PROGRESS schools the opportunity to earn compensation for raising student achievement through effective instructional

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practices³. The district will foster a culture of interaction and support where individuals learn from each other to advance the effectiveness of themselves, their school and, ultimately, the district.

As previously mentioned, Calcasieu is designing a comprehensive HCMS with the initial implementation phase beginning in the 2012-2013 school year.⁴ Calcasieu will integrate the performance competencies throughout the HCMS, resulting in increased student achievement. (fig. 1.A) The implementation plan of the HCMS will initially require TIF funding for the reforms, compensations, incentives, supports, and mechanisms specific to the participating high-needs PROGRESS Project schools.

Figure 1.A Model of Aligned HCMS



Selection Criteria A.2 (i)(ii); Priority 1.2

The HCMS will increase the number of effective educators in our district, especially in our high-need schools. Calcasieu is implementing processes and systems to comply with recent State laws placing

³ Requirement 2 PBCS pg. 38

⁴ Absolute Priority 1 Timeline, pg.21, 50-53

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educator effectiveness at the heart of human capital management. The entire HCMS will have phased implementation over the next 5 years⁵. Educator effectiveness, based upon the educator evaluation system, will become the significant factor when considering all human capital decisions, and aligned to the vision of instructional improvement.⁶

**Recruitment
Hiring
Assignment**

Beginning in 2012, educators will no longer be able to receive or renew certification without evidence of effectiveness during a three-year period as measured by the educator evaluation system. This demands increased collaboration between district and local teacher education programs. Calcasieu's New Teacher Academy will continue to collaborate with the supervisors of local alternative certification program and student-teaching departments, and participate in informational sessions and job fairs. The district will implement aggressive recruitment strategies to attract top talent from a broader range of teacher preparation programs. Educator recruitment and selection correlates to effectiveness even at the pre-service level. Louisiana is the first state to develop a statewide value-added model to measure the impact of Louisiana's teacher preparation program's graduates on student achievement. This information, combined with applicants' graduation results and responses to behavioral, content and pedagogical interview questions (reflecting the performance competencies) will help screen and select applicants. Placement will be based upon a 'professional draft' model, with applicants demonstrating high-levels of effectiveness or effectiveness in the high priority STEM subjects encouraged to apply at high-needs schools and informed of the additional TIF-funded compensation available upon one year of successful employment at a PROGRESS campus.

Under the provisions of Act 1, the district superintendent shall delegate to the principal all decisions regarding the hiring or placement of personnel, subject to his approval. This indicates that school

⁵ Absolute Priority 1 Timeline of Implementation pg. 21, 50-53

⁶ Educator Evaluation System Selection Criteria B pg. 22

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improvement depends upon a principal's implementation of the instructional improvement vision, facility with the evaluation system, and "effective hiring, firing, mentoring and promotion practices." (Hanusheck, Rivkin and Kain, 2005). At high-need PROGRESS schools, where effective teachers are critical to raising student achievement, school leaders will attend a TIF-funded leadership Institute (utilizing contract services) with the focus of identifying individual strengths, creating a cohesive and effective team, and developing school goals. A TIF-funded Leadership Specialist (LS) will provide PROGRESS principals with the skills and support to identify, select, and retain effective teachers through effective interviewing and development techniques. The LS and Leadership Mentors (LMs) will support leaders at PROGRESS schools to create strategic staffing plans, address ineffectiveness, and recognize and reward effective teachers. Effective teachers and effective instruction can "substantially offset disadvantages associated with low socioeconomic backgrounds;" therefore, we must ensure our neediest students and schools receive quality educators (Hanusheck, Rivkin, & Kain, 2005).

Human capital decisions regarding current educators will also significantly consider educator effectiveness. The state's directives regarding staffing clearly state that educators with a high degree of effectiveness or readiness to execute the new Louisiana Teaching Standards (i.e. Danielson *Framework of Teaching*, 2011), must be distributed throughout the district, with particular attention to low income and low performing schools. Educators at PROGRESS schools not wishing to participate in the PROGRESS project will have the opportunity to request transfers to other locations. PROGRESS positions will be advertised on the CPSB "job opportunities" website and emailed to all existing employees. Calcasieu's HCMS will allow effective educators across the district the opportunity to transfer to a high-need PROGRESS school with a TIF-funded recruitment bonus offered upon the successful year's completion. Teachers transferring into Calcasieu will also be a part of the "professional draft" model and directed to PROGRESS participating schools. Teaching assignments will be strategic, ensuring novice and veteran teachers teach courses in

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which they are trained or licensed. The district will also maintain its high standards of teacher/pupil ratios, utilizing “Classroom Size Reduction” (CSR) when appropriate.

Induction and Mentoring

Induction and mentoring are strong Calcasieu practices. The New Teacher Academy holds Induction prior to each school year, introducing novice and veteran teachers to district policies and practices. Future Inductions will focus on the performance competencies. Instructional coaches of the Transition to Teaching Project mentor, co-teach and provide professional development for those seeking certification through alternative certification programs. Novice principals also benefit from an induction program with assigned Principal Mentors.

Teachers at PROGRESS schools will benefit from TIF-funded Instructional Coaches and STEM Master Teachers supporting content and skills in their classrooms and in PLC meetings. The TIF-funded Leadership Specialist and Leadership Mentors will support PROGRESS principals with leader competencies, effective instruction knowledge, and content-specific knowledge to better implement the new evaluation system. Coaching and mentoring will induct educators into beginning levels of effective instructional practice and performance, supporting them towards increased effectiveness while fostering a stable personnel base in high-needs schools.

Performance Management

Calcasieu will utilize the State enacted COMPASS Performance Management System, a cycle consisting of performance management planning, on-going focused discussions utilizing multiple data sources and personal reflections, performance evaluation, professional development, and recognition. All educators will set personal and student goals, with expectations and developmental needs thoroughly discussed with the educator’s supervisor or principal.⁷ These continuous discussions will be sensitive to the ongoing observations, educator self-reflections and review processes. The educator

⁷ See Educator Evaluation System, Selection Criteria B, pg.22

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evaluation system identifies the educator's level of effectiveness. Ratings will provide opportunities for feedback, and inform professional development, the process of recognition and rewards, and human capital decisions regarding placement, assistance or dismissal. Intensive assistance will be offered to struggling educators through a jointly constructed and monitored plan.

Teachers not tenured prior to September 1, 2012 must earn five *Highly Effective* ratings during the course of a six-year period to earn tenured status. On a national basis, tenure has rarely been withheld for ineffectiveness or poor instructional practice, but beginning in 2014 any teacher rated *Ineffective* by the evaluation system will lose tenure. Moreover, the superintendent alone will have authority to dismiss a tenured teacher due to poor performance. Underperforming teachers and principals, rating *Ineffective* for a single year, will be placed on an Intensive Assistance Plan (IAP). Dismissal proceedings will begin for those who remain ineffective after a year of intensive assistance and monitored support. After three years of ineffectiveness, that educator's **certification will not be renewed**. Termination of employment for tenured and non-tenured teachers will depend upon ineffectiveness or legal reasons and shall, if applicable, follow due process. Act 1, enacted into law April of 2012, states that neither tenure nor seniority shall be the determining factor in layoff decisions. Reduction in force policies shall be based upon effectiveness, demand, performance, and qualifications.

Educator effectiveness affects promotions and fosters teacher leadership. Educators earning ratings of *Effective Proficient* or *Highly Effective* will become eligible for career-ladder positions such as lead teachers and curriculum coordinators. At PROGRESS schools, effective teachers that exhibit leadership qualities (based on leadership style and capability analysis assessments) may apply for TIF-funded Instructional Coach or STEM Master teacher positions. PROGRESS administrators have opportunities for TIF-funded additional compensation as Leadership Mentors based upon evaluated effectiveness and

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leadership capabilities. Effectiveness will also guide principal consideration for future district-level positions. Administrators and directors at every level must demonstrate student growth and effective leadership.

The new educator evaluation system will clearly differentiate levels of effectiveness among educators. Differentiation will allow for recognition of strengths as well as the identification of areas for targeted professional development. Calcasieu will implement a long-range district wide Professional Development Plan founded upon the instructional vision and performance competencies. Prior to each school year, teachers will receive projected student rosters, and in school based planning days, use CSV and Leap Query Data Systems to analyze students' percent correct in each assessed strand. This allows for identification of student needs both individually and by sub-group. Lead teachers and administrative personnel will assist in data analysis and facilitate teacher creation of Student Learning Targets (i.e. goals). This will aid teacher identification of the professional development they require to strengthen student learning that year. In PLCs, grade-levels and individuals will collaboratively disaggregate student-performance data, identify curriculum supports and instructional best practices, targeting both individual and school level needs. The existing PLC structure will expand to include PROGRESS high schools. Lead teachers, Curriculum Coordinators, and in PROGRESS schools, Instructional Coaches, will guide data discussions, present correlating strategies, and aid lesson planning to improve student learning. There will also be classroom follow-up providing monitoring, co-teaching, and modeling. Teachers and leaders at PROGRESS schools will benefit from coaches that provide student outcome-aligned feedback to drive enhanced practice. The educator's degree of effectiveness and observed areas of need will determine the intensity and focus of assistance. The district's Professional Development website will allow individuals or PLCs to access specific and myriad forms of professional development tied to each performance competency. For educators in PROGRESS schools, there will be additional

Professional
Development

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professional development workshops, job-embedded coaching, and professional development tools targeting the competencies and educator evaluation standards.

Compensation and Incentives

Based upon demand, experience, and effectiveness determined by evaluation results, teacher compensation will align to the current pay scale as directed by the new State laws. Teachers rated as effective will earn salaries with annual incremental increases for years experience (STEP) and level of degree. Teachers rated *Ineffective* will not receive STEP pay and will remain at their current salary levels until they receive an evaluation rating of *Effective Emerging* or higher. Educators employed at all 21 PROGRESS participating schools will have multiple opportunities to earn TIF-funded incentives and additional compensation. Effective educators who transfer to a PROGRESS school earn a TIF-funded stipend upon the successful conclusion of their first year. Effective teachers hired to instruct STEM classes in the PROGRESS high schools receive an additional TIF-funded successful first year stipend. Educators located at participating PROGRESS schools have the opportunity to earn differentiated compensation for effectiveness through the PBCS, as determined by results of the educator evaluation system.⁸ Effective educators at the PROGRESS schools may contribute to the PD website and conduct professional development sessions for TIF-funded stipends. Consideration for multiple career paths (e.g. Leadership Mentors, Instructional Coaches, and STEM Master Teachers) and promotions depend upon leadership abilities demonstrated through performance based interview questions, leadership capability assessments, and effectiveness ratings from the educator evaluation system.

Working Conditions

Calcasieu aspires to high standards of ethics and collegiality. With increased focused on the recruitment and retention of effective educators to enhance the professional working environment, Calcasieu has and will continue to maintain reasonable class sizes and equitable workloads. The district realizes that a supportive, positive, and healthy culture founded upon the

⁸ Professional Based Compensation System (PBCS) Requirement 2 pg. 38

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belief that all students can succeed is vital for necessary structural change to occur (Schlechty, 2001). This collegial culture will build leadership at every level, and the precedence of support to accountability will strengthen the collective professional behavior of all educators. The district will also continue prioritizing the use of district resources and school funds (Title I, Title II, etc.) to ensure their strategic and effective usage.

Calcasieu's Human Capital Management System will consider educator effectiveness when making decisions across the entire span of human capital decisions. This alignment of the HCMS strategies will increase the effectiveness of Calcasieu's educators and specifically increase the effectiveness of educators employed in the participating high-need, PROGRESS Project schools. Aligned human capital management practices will improve organizational performance through the equitable distribution of effective educators demonstrating the competencies and developing instructional expertise over time. The HCMS will recruit, support, and motivate educators, consequently producing high levels of student achievement and reducing the achievement gap between our district as a whole and the high-need PROGRESS schools.

Selection Criteria A.2 (iii) Feasibility

Calcasieu's HCMS design is feasible. State laws require LEA-wide implementation of many components in the 2012-2013 school year. Our vision is to have complete HCMS alignment and implementation by the 5th year of the grant.⁹ Calcasieu has the infrastructure and departments with the administrative support and vision to accomplish the changes. The district is in a time of transitional improvement as we focus our energies on increasing educator effectiveness and all departments understand that necessary policy-based and structural modifications will be ongoing.

Louisiana's COMPASS performance management system, which Calcasieu will utilize at the start of the 2012-2013 school year, began piloting in 2009-2010 with the value-added model. Calcasieu has

⁹ Absolute Priority 1 Timeline pg 21, 50-53

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become familiar during this time with value-added scores, although not previously used to direct human capital decisions. The Louisiana Department of Education (LDOE) selected districts to pilot COMPASS in 2011-2012 as an integrated system including the comprehensive management performance cycle, measures of student growth (value-added and student learning targets for non-tested grades and subjects), observations and other measures of effectiveness. The results were successful and facilitated statewide implementation. For the 2011-2012 school year, Calcasieu teachers of Value-Added Measure (VAM) classes (core subjects 3-8, Geometry and Algebra I EOCs), and administrators were able to access the web-based Curriculum Verification Rosters (CVR) and directly tie teachers to student achievement on the State Assessments. The test results constituted the Student Growth Scores for the teachers and provided an Effectiveness Rating for that portion of their evaluation. Teachers and administrators were able to access these effectiveness ratings in June 2012 and initiated discussions about their ramifications and significance for the coming year.

While Calcasieu does not have prior experience using *this* educator evaluation system to inform human capital decisions, the district has prior experience with the comparable Teacher Advancement Program (TAP). TAP is a similar process using scored observations aligned to an instructional rubric and value-added student achievement data to determine professional development and additional compensation. TAP also provided site based support, multiple career paths and teacher recognition such as Mentor and Master Teacher opportunities for effective teachers. Although the COMPASS evaluation system is new, Calcasieu is familiar with a model of educator effectiveness directing human capital decisions. The proposed HCMS will build and improve upon our current capabilities.

Modifications to district policy and practice are necessary to utilize educator effectiveness as a determining factor in human capital decisions. Louisiana's ACT 1 and current legislation state that educator effectiveness must be the primary determinant in most human capital decisions, and any existing policies

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barring these laws are currently under revision. Our HCMS will augment these directives to oversee the equitable distribution of effective teachers to our high-needs PROGRESS participating schools.

Selection Criteria A.2. (iv) Commitment of Leadership

Calcasieu's HCMS has full support from the State Superintendent of Education, John White, Calcasieu's Superintendent Savoy and department directors.¹⁰ Recently enacted State law has removed school local boards from human capital management decisions, but the PROGRESS Project received local board approval at the Curriculum and Instruction (C&I) sub-committee meeting, July 2012. Human Resource Directors and all C&I Directors over K-12 currently and will continue to fulfill key roles in the development, implementation and oversight of the HCMS. Analysis revealed that the departments operate in quasi-autonomous capacities, with little alignment or communication; but each department has the necessary resources and infrastructure to develop a coherent HCMS.¹¹ During collaborative HCMS planning, stakeholders identified current and future human capital needs, and strategies to provide educators with the knowledge, skills and abilities necessary to pursue the vision of instructional improvement (United States GAO, 2000). Continued communication and involvement will include face-to-face meetings, up-date emails from the TIF-funded PROGRESS Coordinator, and a district accessible PROGRESS Blackboard site with information, resources, and updates, with particular features restricted for key HCM offices and personnel (e.g. schedules, work group information, and discussion boards.) The site will allow key role players to communicate their needs, status, and information to the PROGRESS personnel.

Stakeholder involvement is crucial to project success. Superintendent Savoy is a member of the state's Advisory Committee of Educator Evaluation (ACEE) and has made recommendations to the

¹⁰ Letters of Support Appendix C1

¹¹ Utilizing CECR resources. (2012) *Montgomery County Public Schools: Improving Student Achievement Through Effective Human Capital Management*. Wisconsin: J. Koppich and Associates.

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Louisiana State Board of Elementary and Secondary Education (BESE) on the COMPASS performance management system and Act 54. Multiple Calcasieu employees are serving on state workgroups, contributing to the development of the educator evaluation tools and process. District level and school administrators are a part of the district's COMPASS Implementation Team. Ongoing trainings and the COMPASS Blackboard site address the performance evaluation system. Central office personnel, administrators, and teachers are involved in the development of the HCMS. They will continue to inform the implementation and development of systems (e.g. a transparent and adequate PBCS). A district communication plan for the dissemination of information and a training schedule for all stakeholders are in place, expanding with the addition of HCMS components. The comprehensive PROGRESS Blackboard site will involve all stakeholders through up-dates, information, resources, and survey options. Stakeholder involvement will be ongoing.

Calcasieu has a structure to ensure the effectiveness of the proposed HCMS. A TIF-funded HCMS Consultant will oversee the district's successful development and implementation of the HCMS, ensuring evidence of human capital decisions increasing the number of effective educators in our high-needs PROGRESS schools. The PROGRESS Coordinator (PC) and HCMS Consultant will administer and implement the PBCS (specifically the incentives) in high-needs schools as well as work with district and school-based personnel to strengthen the systems and tools that support the PBCS. An HCMS evaluation process will assess (1) the systems investment in enhancing the effectiveness of individual employees and the organization as a whole; and (2) determine if the district has established, defined, and clearly communicated its vision of instructional improvement and aligned all resources and systems to it (GAO, 2000). The HCMS Consultant will draw pertinent data from qualitative sources which leadership personnel will collaboratively analyze to identify risk factors, targeting data from our PROGRESS schools (e.g. attrition rates, observational evaluation results, percentage of effective educators, data on the number, size, and

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costs of TIF-funded incentives, stipends and their distribution, acceptance rates of career ladder positions, and educator satisfaction survey results). The HCMS will work with the PC to increase the number of effective educators in our high-need schools. Each HCMS component will be continuously evaluated upon implementation.

Selection Criteria A.2 (v): Adequacy of financial and nonfinancial incentives; Priority 1.3

It is imperative that students in Calcasieu's high-need schools be taught by effective teachers and led by effective administrators. It is incumbent upon the district and its HCMS that effective educators be attracted and retained in the high-needs PROGRESS Project schools, where "children who are the most dependent upon their teachers for academic learning" have historically been taught by teachers with less experience, education, content knowledge and skills (Peske and Haycock, 2006). Many teachers leave challenging schools that contain high concentrations of poverty and minority students due to lack of administrative support, inadequate leadership, limited availability of resources and un-supported professional development efforts (Alliance for Education, 2008). The HCMS task is to leverage incentives that will attract, support and ultimately retain effective educators in the 21 PROGRESS Project high-needs schools.

The 21 PROGRESS Project schools employ approximately 720 educators. The proposed HCMS offers multiple financial incentives to attract and retain effective educators at these campuses. The PBCS incentive and compensation amounts offered to effective educators consider the teacher labor market and regional salaries commensurate with level of educational attainment. First year Calcasieu Parish teachers with a Bachelor's Degree earn \$38,745, whereas persons holding a Bachelor's degree and employed in the Calcasieu Parish business workforce earn, on average, \$43,587 per year (Census, 2010). Many teachers incur debt to prepare for an occupation that will pay them less than other college graduates (Darling-Hammond, 2011). PROGRESS schools will offer differentiated compensation for effectiveness, successful first year participation or transfer stipends, and additional stipends to those effective STEM teachers with

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lucrative options in other fields (i.e. Calcasieu's myriad industrial employment options). Incentives acknowledge the challenges presented at the high-needs schools and promote changes in instructional practice, resulting in financial compensation. Additional compensation stipends provide opportunities for effective educators who assume additional responsibilities (fostering teacher leaders and principal development) [\$500] or demonstrate continuous competency based effectiveness [\$3,000 Instructional; \$5,000 Administrative, highly effective].¹²

Career ladder positions offer new roles, provide alternative compensation structures, and increase educator knowledge and skills. In PROGRESS schools, Instructional Coach, STEM Master Teacher or Leadership Mentor positions provide opportunities for exposure, recognition, and development with specialized training and planning time. These opportunities will increase the likelihood of experienced and effective educators remaining in high-needs schools.

Non-financial incentives are also provided to attract and retain effective educators to PROGRESS schools. One incentive is improved working conditions, with focused support from Instructional Coaches, STEM Master teachers, and administrators. PROGRESS principals receive support from the Leadership Specialist and Leadership Mentors to enhance their human resource management practices, which simultaneously increases teacher satisfaction and retention. The increased opportunities for individualized and high-quality professional development, resources, appropriate teaching assignments, and PLCs with facilitated collaboration are incentives fostering stable and effective faculties.

Absolute Priority 1.4 Timeline of HCMS Implementation

Necessary modifications are referenced throughout the previous sections page 3-21 and detailed in Selection Criteria E.5(i) and E.5(ii) pg. 50-54 charts.

¹² Requirement B PBCS pg. 38

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Selection Criteria B: Rigorous, Valid, and Reliable Educator Evaluation System

Louisiana Act 54 calls for an educator support and evaluation model that incorporates qualitative and student growth measures. The COMPASS performance management cycle will be implemented in the 2012 school year, and begins with educators analyzing student achievement and prior performance data to set student goals and create professional growth plans. Educators and their supervisors will plan strategies to accomplish these targets. Observations and evaluations (using state approved standards and rubrics), self-reflection, feedback, support and monitoring will be ongoing.

Selection Criteria B.1 Evaluation Rubric; Priority 2.1, 2.2(iii) 2.3

Teachers and leaders will undergo a similar evaluation process on an annual basis. The system uses multiple measures rated on a scale of 1 to 4, and the average equates to a composite score, which translates into an educator's overall effectiveness rating. *(fig. B.1) Multiple performance levels increase*

Figure B.1 Educator Effectiveness Rating

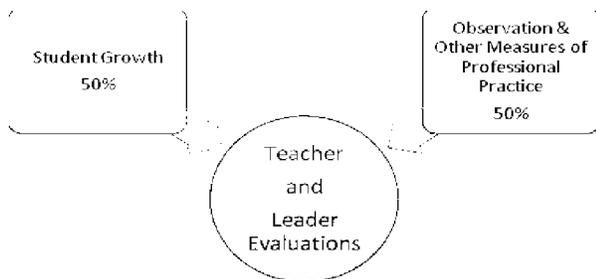
Effectiveness Rating	Composite Score Range
Ineffective	1.00-1.49
Emerging Effective	1.50-2.49
Effective Proficient	2.50-3.49
Highly Effective	3.50-4.0

educators' opportunities for growth and support.

The nuanced and detailed performance data will allow for a clear understanding of an individual's impact on student achievement. All components

and ratings will be entered into the Human Capital Information System (HCIS), where individual and aggregate data will be accessible on an individual, school, district, and state level.

The Louisiana COMPASS performance management system combines qualitative assessments of performance (observations) and measures of student growth (value-added or non-tested grades and



subjects, NTGS) for a composite final evaluation score. Calcasieu Parish will use this evaluation system for the 2012-2013 school year. Calcasieu acknowledges that this evaluation system does not

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include an additional measure and has identified the additional measure to be utilized in the 2nd year of the grant.¹³ The rationale for phased implementation is that the state evaluation system is a large undertaking in a compressed time frame, which inherently presents challenges. Teachers, principals, and district level personnel require training and support for facility with this evaluation system that will effect compensation, tenure, and certification for all educators. *Ineffective* ratings will not count against teachers or principals in the 2011-2012 school year, only ratings of *Highly Effective* will be recorded to count towards a teacher's tenure process. The evaluation system will be implemented in the 2012-2013 school year, but human capital decisions of revoking certification and dismissal will not be enforced until the 2013-2014 school year, if a 2nd year *Ineffective* rating is determined.

Calcasieu's additional measure will be implemented in the 2013-2014 school year. The original evaluation method and 1-4 score will count towards 90% of the overall educator's overall evaluation rating. 10% of the score will be an additional measure. An administrator's additional measure will be a scored Student Learning Target (SLT), targeting the growth of a student sub-group population on a State Assessment in the school's identified subject of greatest need [ELA or Math]. A teacher's additional measure will be an SLT targeting subgroup growth using a State Assessment for VAM teachers, and a Common Assessment or principal approved measure for NTGS teachers. The additional measure combined with the original evaluation methods will create a composite score that aligns to the 1-4 rubric measuring Educator Effectiveness.¹⁴

The 2012 rubric has all components in place and is ready for implementation in the described timeline. The 4-level evaluation rubric was approved by Louisiana's BESE in April 2012. Calcasieu is currently aligning policy to this mandated evaluation system. From December 2011-May 2012, all teachers,

¹³ Evaluation System Timeline pg. 32, 50-53

¹⁴ Year 2 Evaluation System Formula : $A=(\text{Student Growth}; 4,3,2,1); B= (\text{Observation}; 4,3,2,1); C=(\text{Additional Measure}; 4,3,2,1) \left(((A + B) \times .90) \right) + (C \times .10) = \text{Overall Evaluation Score}$

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principals, district administrators, directors, and staff have been in-serviced regarding the Overall Educator Effectiveness Ratings, with further trainings for the multiple measures ongoing.

Selection Criteria B.2: Student Growth Models and Assessments; Priority 2.2 (ii)

Calcasieu's educator evaluation system will begin implementation in the 2012 school year, generating a composite rating from the Student Growth and Professional Practice measures. The use of the outlined Additional Measures will become a part of the evaluation system at the out-set of the 2013 school year (as described above).

Measures of student growth are a significant factor in the determination of educator effectiveness. The process begins with a verification component. VAM teachers and principals enter a LDOE secure web-based portal (the CVR) to verify class rosters prior to their use in the value-added analysis, ensuring a quality and transparent process of deriving value-added scores. Students are included in VAM rosters if: there is prior achievement data available, they attended school for a full year and were in that class for the state mandated time-frame, took the regular state assessment, enrolled in 3-9 grade levels, if a teacher agrees they met the student criteria. The CVR directly links to and populates the HCIS, which generates the overall educator evaluation rating.

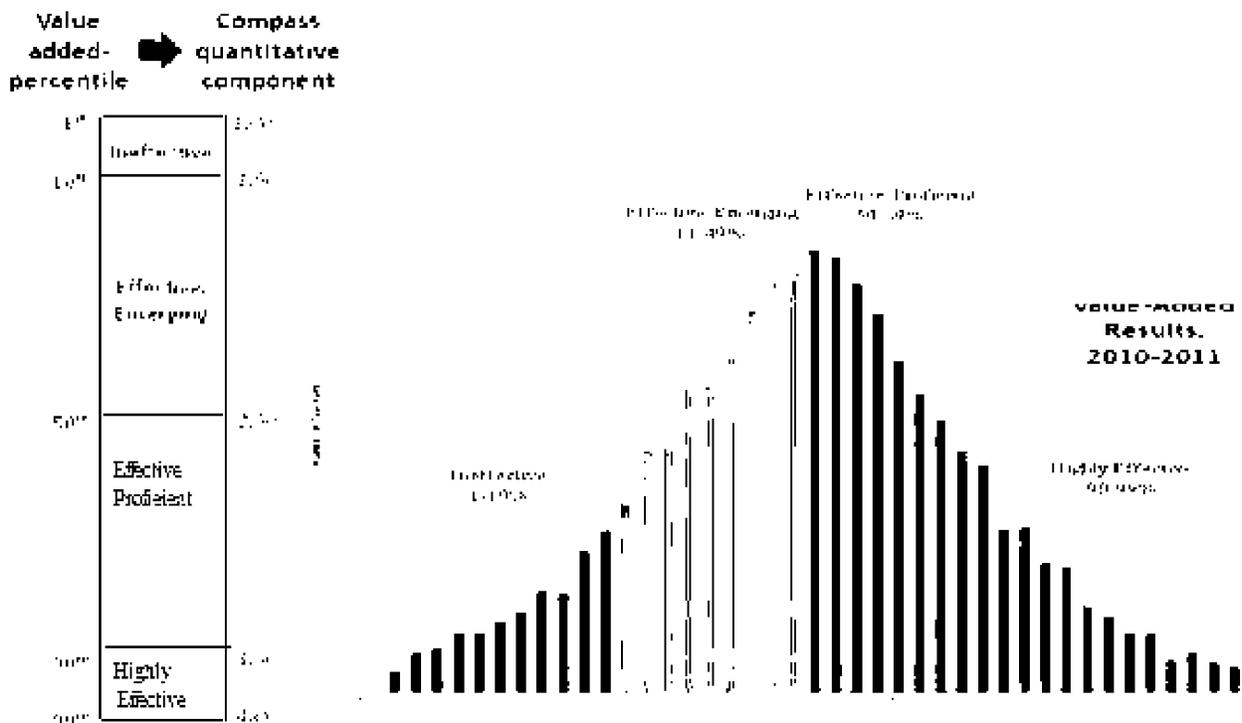
A statistical covariate value-added model measures student growth for teachers and administrators, where available. The value-added model is for all grades and subjects assessed with statewide-standardized tests and that have adequate historical test-data (currently core subjects 3-8, Algebra I and Geometry EOC). Educators with less than 5 students will not be counted as value-added but as NTGS, described later. The model estimates "typical outcomes in a specific content domain based on a longitudinal data set derived from all students who took state mandated tests in grades 4 through 8 in Louisiana," and accounts for variables of demographics, class composition, discipline, attendance, and

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prior achievement history (LDOE, 2011). These typical scores are compared to actual scores to determine if more, less, or projected amounts of progress were made.

The CVR data report generates teachers' scores for the student growth portion of the educator evaluation. The teacher's value-added score appears as a positive or negative number representing classroom level student performance in terms of average points above or below their typical scores. This number determines a teacher's percentile rank, determining where the value-added scores fell in relation to other state teachers teaching that subject (*fig. B.2*). This converts into the COMPASS quantitative component, a 1-4 scale used in the overall educator evaluation.

Figure B.2 COMPASS Quantitative Component



Teacher quantitative component scores that differentiate performance levels clearly correlate to stable data and levels of student growth (LDOE, 2011). The percentile rank and correlating quantitative component underwent multiple analyses from 2007-2010. One study focused on the stability of teacher ranking across years. Within a single year, teachers were ranked, with their results falling in the top or

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bottom 10% of the state's teachers, the top or bottom 11% to 20%, and middle 21%-80%. The results indicated moderate stability across years, with teachers generally remaining in the same percentile ranking. Stability was also examined through the correlation coefficient. Moderate stability was evident and as the number of students a teacher taught across two years increased, the stability increased. The rank stability data indicates a group of teachers will remain at the top or bottom 10% over consecutive years.

Research supports this value-added model, specifically as it includes student demographic characteristics as controls, which lead to increased precision of teacher effect measurements (Milanowski, 2012). Students' achievement is effected not only by their individual background characteristics, but also by the characteristics of other students in their class, which supports the VAM model's inclusion of class composition (Newton, Darling-Hammond et al, 2010). Bayesian shrinkage, a statistical model that eliminates non-queried variables, was applied to the value-added results to reduce the impact of extreme variability across students in some classes and to account for some teachers' results being based on relatively small numbers of students. The variables of gender and ethnicity were omitted from the calculations (Noell and Gleason, 2011). A critical success factor for this VAM model is the presence of a statewide data system designed to assemble data for schools and districts (RAND, 2003). The VAM model reflects the most current research and statistical methodology.

VAM data is gathered from mandated state standardized assessments in grades 3-9, the iLEAP, LEAP, Algebra I and Geometry EOC. The tests are aligned. The testing program begins in the 3rd grade, therefore subsequent 4th graders have matched 3rd grade data as predictors of achievement and so on throughout the future included years. The number of VAM courses will expand as valid state assessments are adopted for additional grades and subjects. Louisiana is participating in the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states working collaboratively to develop new rigorous assessments that align with the Common Core State Standards (CCSS). CCSS and PARCC

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assessments will be fully implemented in the 2014-2015 school year, with the support and guidance of the C&I, Accountability and Assessment departments.

Non-tested grades and subjects (NTGS) teachers and administrators will collaboratively develop two SLTs tailored to the specific context of the educator. SLTs require the use of state-approved common assessments or the presentation of a strong body of evidence (i.e. portfolio) to measure student growth. The NTGS rubric measures the goal attainment of the quality SLT. The SLT is written and scored in the HCIS data system. In the HCIS, the SLT scores will be averaged to create a composite score, equating to the student growth portion of a teacher's total educator evaluation score. All district teachers, with support from administrators and C&I staff, will write one SLT, though not scored for VAM, to "focus instruction, assessment, professional development, and...the full array of teacher endeavors on improving student achievement." (Stronge and Grant, 2009).

Selection Criteria B.3: Observations; Priority 2.2 (i)

In the initial 2012 implementation phase of the educator evaluation system, observations will account for 50% of the educator evaluation. Subsequent phases will account for additional measures. Both teachers and principals will be observed on an annual basis, with one formal announced visit (including a pre and post conference) and a second informal observation (which can be an aggregate of walk-throughs identifying and scoring the competencies.) Teacher observations will be conducted in the teacher's core subjects or a class representative of students taught and instructional duties. Principal observations will be conducted during site-visits. The observation tools are aligned to the performance competencies, their rubrics, and indicators.

Calcasieu has determined that only principals and assistant principals will conduct teacher observations, with trained third party central office personnel used only in cases of a grievance. Principals will have the ultimate responsibility to deliver feedback, support, assign qualitative effectiveness ratings,

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and collaboratively develop and monitor ineffective teachers' IAPs. Curriculum and Instruction (C&I) Directors will conduct administrative evaluations, provide feedback, direct principal professional development, and develop and monitor IAPs.

All evaluators will be annually certified by the LDOE or its designee through an assessment process to ensure inter-rater reliability and accuracy of ratings based upon the observational rubrics. Those unable to pass the inter-rater reliability exam will be provided additional support. The LDOE will conduct Summer Institutes for administrators and central office personnel on the teacher competencies in Calcasieu during 2013-2014 summers. Calcasieu has contracted for additional professional development with originators of the *Framework for Teaching* for all administrators to ensure equitable and reliable implementation. Scheduled systematic support and training will be ongoing.¹⁵ Training on the Leadership competencies will continue throughout the 2012 summer, with additional support for evaluators made available during the year. Implementation guides, trainings, and video-based resources will be available by the state to support accuracy and reliability. The district's COMPASS Blackboard site also has materials and resources to support fidelity and reliability. Calcasieu will continue support as necessary through its HCMS. PROGRESS educators will receive additional support on these measures from TIF-funded personnel and contract services.

Selection Criteria B.4: Experience with Student Growth Measures

Calcasieu used the educator evaluation system to measure student growth for VAM teachers during the 2011 school year. During this "pilot" year, teachers and administrators entered the CVR portal to confirm their courses and student rosters. As the State assessment results were received, the CVR teacher reports became available to teachers and administrators, allowing for individual and school analysis of teacher effectiveness as measured by the value-added student growth data. The data reports allowed for a

¹⁵ Evaluation Support Materials Appendix C2

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disaggregated data analysis of teacher effect by subject and sub-group. Teachers and administrators have realized the importance of correct rosters, class coding, and differentiating instruction focusing on growth for all subgroups, and are preparing for the next year of value-added measurements.

Selection Criteria B.5: Teacher Evaluations; Priority 2.2 (ii)

Calcasieu's teacher evaluation system, to be implemented in the 2012 school year, will generate a composite rating from the Student Growth and Professional Practice measures. The use of the outlined "Additional Measures" will become a part of the evaluation system at the out-set of the 2013 school year (as described above). Student growth at a classroom level, either a VAM or SLT, will account for 50% of teacher effectiveness under the evaluation system initially implemented, and will remain a significant factor in its 2nd phase. Teachers of regular education and special education populations, including inclusion model classrooms, will be evaluated using qualitative and quantitative measures. The term "teachers" includes all personnel with regular instructional responsibilities, librarians, counselors and subject specialists. In PROGRESS schools these teachers will be eligible for TIF funded PBCS incentives.

Figure B.3 *Louisiana's Framework for Teaching*

1c Setting Instructional Outcomes

2c Managing Classroom Procedures

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

For the qualitative measures of teacher effectiveness,

Louisiana has adopted a modified version of Charlotte

Danielson's *Framework for Teaching*, a nationally recognized

evaluation and support model¹⁶ (*fig. B.3*). Louisiana's adopted

Framework (2011) aligns to the CCSS, comes with numerous support materials, and emphasizes planning and instruction (the catalysts to increased teacher effectiveness and student achievement). The performance competencies address the needs of special student populations in the 3 domains and components. *Setting Instructional Outcomes* accounts for the desired learning outcomes and methods of attainments for special student populations. *Managing Classroom Procedures* accounts for all students'

¹⁶ Evaluation Support Materials *Framework of Teaching* Appendix C2

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participation and responsibilities in the class, regardless of disability or need. The domain of *Instruction* includes Questioning, Engagement and Assessment. The *Questioning* component evaluates a teacher's practice using a range of techniques to ensure that all students contribute to the discussion, and that they ask high quality questions that prompt students of all ability levels to deepen their understanding of the content. *Engaging Students in Learning* evaluates a teacher's ability to intellectually engage all students through scaffolded learning tasks aligned to the content. Students should have choices in how they complete tasks with modified resources and materials, as necessary. Teachers provide opportunities for groupings suitable to ability and content. Pacing should be appropriate for all students to be intellectually engaged. The *Using Assessment in Instruction* component evaluates and addresses a teacher's ability to monitor for understanding, provide feedback and adjust instruction to enhance student learning, these practices are critical in meeting the needs of special student populations and accommodating all needs. There are state developed rubric modifications specific to the counselors and librarians to be made available in the fall of 2012.

Teacher development on the SLTs process and the performance competencies are ongoing through the summer of 2012. A multi-year district wide professional development plan is being constructed to support teachers on the competencies. Resources, examples and training videos will be available through the LDOE and the district's COMPASS Blackboard site.

Selection Criteria B.6: Principal Evaluations

In the 2012 school year, Calcasieu's educator evaluation system will generate a composite rating from the Student Growth and Professional Practice measures. The use of the outlined Additional Measures will become a part of the evaluation system at the out-set of the 2013 school year (as described above). School level student growth, including VAM and SLTs scores, will account for 50% of principal, assistant principal, and administrative intern effectiveness under the initial evaluation system, and will remain a significant

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factor in its 2nd phase. The proposed Leader performance competencies will be released by the LDOE in the fall of 2012. The proposed competencies evaluate 6 domains: Shared Vision, Instructional Leadership, Performance Management, School Culture, Strategic Thinking and Management, and Ethics and Integrity.

Multiple individual components evaluate a principal's practice in focusing teachers and the school community on **student growth** (e.g. builds and maintains a shared vision for high student achievement and college readiness; utilizes multiple forms of student-level data to drive increases in student achievement and implement student interventions; conducts frequent formal and informal observations providing timely feedback on instruction; creates a culture of high aspirations and achievement for every student; proactively engages families and communities in supporting student learning and the school's learning goals, etc.) The performance competencies evaluate a principal's ability to establish a **collaborative school culture** focused on **continuous improvement** through the components of: continuous dismantling of inequitable and exclusionary practices and creating a fully inclusive environment where all students and adults can learn at high level; developing structures for individual and collaborative professional development ensuring the growth of all staff; promoting and supporting a leadership team and team leadership opportunities, etc. Principals are also evaluated on their ability to support the **academic needs of special populations** through the components of: effective allocation of school resources to support school goals and priorities; selecting, placing and retaining staff with expertise and evidence of impact to deliver instruction that maximizes all students' learning; ensuring the implementation of rigorous, research-based instructional plans, quality classroom routines and instructional strategies to improve student achievement; and, utilizing multiple forms of student-level data to drive increases in student achievement and implement student interventions. Specific indicators, forthcoming in the fall of 2012, will expound on each component's requirements, ensuring student growth, school improvement, and the needs of special student populations are clearly addressed and evaluated.

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Absolute Priority 2.4 Timeline of Educator Evaluation System Implementation

Reference Selection Criteria E.5(i) and E.5(iii) pg. 50-53

Selection Criteria C: Professional Development Systems

Professional Development (PD) is a critical component of Calcasieu's HCMS and supports the district's vision of instructional improvement lead by the Educator Development Leader (EDL). Quality PD will ensure all students have access to effective educators by improving administrative and classroom practices, increasing content knowledge, and giving adequate support to reduce turnover rates in high-need schools. The district's multi-year plan will systematically address the recent changes in the educator evaluation system to develop educators' understanding of and facility with the performance competencies and the Common Core State Standards (CCSS.) Calcasieu will improve the context, the process, and the content of professional development. The district's plan is predicated upon 4 components:

1. Established district standards for PD: All PD must be of high quality and correlate to instructional priorities. PD must align to the *Louisiana Framework of Teaching*, the Louisiana Leadership Competencies, research-based best practices, the CCSS, or identified critical needs.
2. Use of Student Achievement Data: Ongoing student-achievement data analysis at multiple levels will identify district, school, classroom and individual student instructional needs. This will guide PD opportunities and supports for all educators.
3. Differentiated PD: Collaborative analysis of educators' evaluation measures will identify specific teacher, principal, and school needs. PD will be differentiated by need and presented in a context and process conducive to multiple adult learning styles.
4. PD Evaluation: PD planning must consider the desired outcomes, the adult learning processes used, and methods to gather quantitative or qualitative data to guide recommendations for future actions. Evaluations will (1) gather participants' initial reactions to training; (2) measure educators' perceived learning and

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acquisition of new content or skills; (3) measure effects on instruction or practice; (4) and measure impact on student learning and positive impact on achievement of organization's goals. If applicable, PD will be evaluated for its effect on the school culture or organizational structure.

Selection Criteria C.1 Data Driven

Multiple data sources will drive Calcasieu's professional development. Disaggregated data from educator evaluations (using the Student Growth measures and the performance competency observations) will guide the selection of district goals. Analysis of the needs coupled with goal development will determine C&Is selection of district-level PD content, in the areas of instructional practices, curriculum, and assessment. The C&I elementary, middle and high school curriculum specialists will deliver high quality professional development that involves active learning. Development will not occur in isolation, but will receive sustained support from school based leadership teams and PLCs.

School goals, created by the principal and leadership team, identify critical accomplishments from disaggregated student achievement data and the teacher evaluations (the *Framework of Teaching* rubric and Student Growth measures). Each PLC will identify participants' common needs using individuals' student achievement data, student work samples, and teacher evaluations. From these, PLCs will create yearly Specific, Measurable, Attainable, Rigorous, and Timely (SMART) goals, divided into short-term quarter length goals. These goals will reinforce and are in service to the school goals. Professional development within the PLCs and school-wide opportunities will all support these data driven, needs based, goals.

All educators will collaborate with their administrators or supervisors to develop Professional Growth Plans (PGPs) based upon individual experience, prior knowledge, and prior performance. Collaborative analysis of the educator evaluation-student growth data will identify the subjects in which a teacher's students demonstrated minimal or negative growth. Administrative observations and

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walkthroughs allow for the identification of instructional gaps contributing to the student achievement issues. Administrators and leadership teams will provide quality feedback and appropriate supports. Principals and their supervisors will collaboratively analyze school-wide student achievement data, teacher effectiveness ratings, and their evaluations using the Leadership Performance Competencies. This information will help principals identify their areas of need and determine appropriate development opportunities. Educators receiving *Ineffective* ratings will develop, in collaboration with their administrator or supervisor, an IAP to track and monitor professional development directly tied to their individual professional needs as identified through their evaluation analysis. The educator's supervisor or administrator will enter and monitor the completion of these development plans in the HCIS.

Selection Criteria C.2,3,4: Timely, Job-Embedded, Improves practices, Needs Driven

Professional Learning Communities are **job-embedded**, collaborative and sustained methods of supporting educators in their content knowledge and instructional practices. Elementary and middle schools schedule **weekly** PLCs for the purpose of learning, planning, and problem solving. PLCs offer participants continuous improvement and collaborative opportunities to advance the “achievement of school district and schools' goals for student learning” (NSDC, 2001.) All PROGRESS schools will conduct PLCs, and the 2 PROGRESS high schools, with the support of TIF-funded contract services and TIF-funded Leadership Specialist will develop PLC structures that accommodate scheduling difficulties and increase effectiveness. PLCs engage participants in **data analysis**, research, and strategy application. This develops a team mentality, with a collective responsibility for the learning of all students represented and focused on the same core issues. Strategies will be **applied** in the classrooms, and teachers demonstrating success with the identified strategies will bring student work samples, describe their practice, and act as facilitators in the PLCs, fostering their **leadership practices**. They may also serve as demonstration classrooms for specific skills and practices. PLCs target the **common needs** of the students and teachers, and are **immediately**

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responsive to arising or changing needs. The PLC process will model the professional competencies of engagement, questioning, and integrated assessment applied to teacher evaluations. The facilitators will also allay teacher anxiety natural to times of change through the development of a respectful, trusting culture through multiple trainings.

Administrator PLCs, conducted by C&I supervisors, will target **school and principal needs** common to their level (elementary, middle and high). Monthly PLCs will deepen understanding of instructional leadership, data analysis and evaluation. This works in conjunction with Calcasieu's current novice principal support program. PROGRESS principals will participate in bi-monthly PLCs, facilitated by the Leadership Specialist, and assisted by TIF-funded Leadership Mentors (LMs), to target **needs** identified during analysis of teacher and principal evaluations at the participating high-need schools.

PROGRESS schools will benefit from Instructional Coaches providing targeted classroom supports and gathering information to guide individual teacher's professional development. These TIF-funded career ladder positions will receive additional development in the performance competencies and instructional coaching practices from internal district and external sources. The district's accountability department will provide instruction in effective data analysis and use. Instructional Coaches (ICs) will be hired and trained in the first year of the grant, and begin full coaching capacities in Fall 2013. The rationale for this phased implantation is that it allows for the extensive hiring process, training, and integration into existing school leadership teams. ICs will take part in PLCs, facilitate the analysis of data, and informally observe teachers to **identify individual needs** in instructional practices. This **job-embedded, real-time** coaching improves teacher practice by modeling effective instruction, using co-teaching strategies, encouraging immediate application, focusing on specific strategy implementation, offering detailed feedback, and providing additional resources. ICs add a level of support to the existing leadership team, and do not act in the capacity of evaluators. This coaching model adopts a partnership philosophy, using

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one-to-one methods to remove barriers to change, collaboratively answer challenges, and promote technical performance (Knight, 2007). ICs support the instructional program and a wide array of teachers across grade levels, simultaneously “supporting school-wide improvement efforts” (Zepeda, 2008). The ICs will meet every Friday with the TIF-funded Educator Development Leader to discuss common needs, identify research-based strategies, provide evidence of effectiveness, and ensure alignment to district goals. STEM Master Teachers also support PROGRESS schools (with specific capacities outlined in Priority 3) to address the needs of STEM subject teachers and promote student achievement in STEM subjects.¹⁷

PROGRESS school principals will receive sustained and specific professional development aligned to the Leadership Performances Competencies and the needs of their schools. PROGRESS administrators will attend a yearly contract-service directed Leadership Institute targeting leadership approaches, team development, goal setting and staff development. A TIF-funded Leadership Specialist (LS), hired upon TIF-funding, will help PROGRESS principals focus on instruction, effectively utilize school-based resources and develop **leadership practices**. The LS will facilitate administrative analysis of student and teacher data and plan improvements according to resources and district priorities. The LS and principals will set specific goals aligning to district, school and **individual principal needs** identified through analysis of the principal's evaluation. The goals will align to the principal PGP, and the principal's supervisor and TIF-funded PROGRESS Coordinator will monitor the support process through LS logs and goal setting evidence. The LS will help administrators: strengthen classroom-based knowledge and skills; build collaborative skills to increase teacher capacity and promote teacher-leaders; and, organize their time to allow for observations, feedback, and involvement as instructional leaders. The LS and principals schedule time for planning, feedback, data analysis, and observation/coaching. The Leadership Specialist's level of

¹⁷ Absolute Priority 3 STEM pg. 54

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support will be **differentiated by need**. **Job-embedded** coaching allows for **immediate responsiveness** to administrator or school needs. The LS will utilize a blended coaching strategy, utilizing instructional and facilitative strategies in response to the principal's needs and the developed goals.

The LS will also support the development and implementation of PROGRESS Leadership Mentors (LMs). Current PROGRESS principals may receive compensation for assuming additional responsibilities, and will be selected upon demonstration of effectiveness, leadership capabilities, and knowledge of the performance management system. This corps of LMs will collaborate monthly to identify research-based strategies, develop resources, and confer with the LS to address the needs and challenges specific to administrators' in high-needs schools. The LMs will facilitate the bi-monthly PROGRESS principal PLCs and serve as demonstration sites for practices, strategies, and instructional leadership methods. The LMs will require development specific to coaching principals, therefore the positions will be implemented in the spring of 2013. However, over the course of the grant the PD plan includes expanding the number of Leadership Specialists from the ranks of the Leadership Mentors. The corps of LSs would, beginning in year 4 of the grant, be assigned a specific number of principals and use job-embedded professional development in a highly individualized manner. The rationale for the incremental implementation of LS positions is to allow current PROGRESS administrators time to develop effectiveness using the new evaluation system, to develop their professional practices, to develop instructional leadership skills, and to support administrators towards increased rewards and recognition. This allows for administrator career advancement into LS positions, and simultaneously allows for the expansion of the corps of LMs over time.

Calcasieu will develop a PD website, with initial operational capabilities available spring of 2013. This electronic PD clearinghouse will have district-restricted access, and will eventually contain four categories: Instructional Practice, Leadership Practice, Appraisal and Development Tools, and STEM. The CCSS will be embedded throughout. The Instructional Practice section will provide resources and PD

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opportunities targeting the teacher performance competencies. The Appraisal and Development section offers tools and PD opportunities for teachers, administrators, and PLCs to target **PGPs, IAPs**, or fulfill requisite PD training hours. Podcast or archived sessions provide **self-paced** learning opportunities to accommodate life stage differences affecting individual's availability, and respond to differences in adult learning styles. After-school PD opportunities will be hosted by district personnel or educators meeting district Teacher Development Specialists requirements (experienced educators earning educator effectiveness ratings of highly effective). The website provides information on summits and conferences **aligned** to components of the educator evaluation process or CCSS. PROGRESS educators demonstrating high effectiveness may direct stipend-paid PD sessions, allowing for school and district-wide recognition while simultaneously offering **leadership opportunities**. In the fall of 2013, a STEM category will be added, mirroring the format of the Instructional Practice section and providing resources and trainings for STEM subjects and their grade-level specifications. The PD website will allow district access to high quality professional development opportunities and ensure all PD opportunities align to areas **of need**. The TIF-funded Educator Development Leader (EDL) will have a pivotal role in the design, management and evaluation of professional development to support the PBCS, increase educator effectiveness, and raise student achievement at PROGRESS high-need schools.

Requirement 1: PBCS For Teachers, Principals and Other Personnel

The PROGRESS Project will implement a Model 1 PBCS which will award additional compensation for effective teachers, principals and other personnel (i.e. assistant principals, administrative interns, counselors, and librarians). Implementation of the PBCS will be phased in over year 2 and 3 of the grant, and continue into year 4 and 5. The PROGRESS Project PBCS, known as PROGRESS Awards, will provide additional compensation in high-needs PROGRESS Project school as follows. PROGRESS Award costs have been projected year by year and reflect the district's awareness of its maximum program costs.

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- 1) Additional compensation will be provided for teachers, principals and other personnel who receive an overall rating of *Effective Proficient* or *Highly Effective* under the evaluation system in year 3 of funding. Compensation will be in the form of:
 - a. Personal Compensation: The proposed compensation amounts are sufficient to attract and retain effective educators in high-needs schools and help promote the goal of increased effectiveness and increased student achievement in all grades and subjects. Allowing all school-based personnel evaluated under the new system to take part in the PBCS increases educator buy-in, fosters collegiality, and promotes a collaborative and dedicated school culture. Teachers receiving an overall rating of *Highly Effective* or *Effective Proficient* will receive compensation achieved (respectively \$3,000 or \$1,000). Administrators rating *Highly Effective* or *Effective Proficient* receive \$5,000 or \$2,000. Compensation is paid as a bonus in the July paycheck the year the overall evaluation result was received.
- 2) Of those teachers, principals and other personnel eligible for compensation under paragraph (1), additional compensation will be available to those same participants who take on additional responsibilities and leadership roles as described below:
 - a. Additional Roles and Responsibilities:
 - i. Teachers and Other Personnel who demonstrate effectiveness may earn the additional compensation amount of \$500 for agreeing to strengthen professional development by facilitating their applicable PLC over the course of a goal or study cycle, and by acting as a demonstration classroom for the presented topics and subsequent follow-up meetings.
 - b. Effective Teachers, Principals and Other Personnel may earn additional compensation as district-certified as Teacher Development Specialists, developing PD opportunities targeting the needs of the individual, their PLC, or their school, and presenting this PD first to applicable

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school-based staff and subsequently sharing the PD on the PD website. They will be compensated in the amount of \$500

c. Career Ladder Positions:

i. Instructional Coach (IC): A corps of Instructional coaches will support and strengthen the instructional practices, skills, and pedagogy of teachers in PROGRESS schools. These career ladder positions will be fully TIF-funded for \$59,747. This position will begin in 2013.

1. 14 Elementary Schools: 1 IC per school.

2. 5 Middle Schools: 1 IC per school.

3. 2 High Schools: 2 ICs per High school. The rationale for the additional IC is the increased numbers of faculty members.

ii. STEM Master Teacher (STEMMT): A cadre of STEM Master Teachers will support and strengthen the content knowledge, pedagogy and skills of STEM subject teachers in PROGRESS schools. These career ladder positions will be fully TIF-funded for \$56,790. These positions will begin in 2014 (3rd year of the Funding).

1. 14 PROGRESS Elementary Schools: 7 school-based STEM Master Teachers will work with 2 assigned schools and their 5th grade STEM teachers.

2. 5 PROGRESS Middle Schools: 5 STEM Master Teachers will be site based working with 6th -8th grade STEM teachers.

3. 2 PROGRESS High Schools: 4 STEM Master Teachers will be site based (1 Math, 1 Science per school) and work with STEM subject teachers.

iii. Leadership Mentor (LM): A corps of Leadership Mentors, current PROGRESS school administrators, may receive additional compensation for conducting professional development facilitating the administrative bi-monthly PLCs and serving as demonstration

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schools for the presented topics and subsequent follow-up meetings. They will receive a stipend amount in the July paycheck of the year served for the amount of \$6,000.

3) Optional Elements:

- a. The proposed PBCS provides additional compensation for educators (teachers and principals) who receive an overall rating of effective or higher under the evaluation system (or under another Louisiana LEA using the COMPASS evaluation system) and who:
 - i. Transfer to a high-need school from an LEA school not designated as a PROGRESS high-needs school in the school. Compensation in the amount of \$3,000 will be received in the July paycheck upon the successful completion of their first transfer year in the PROGRESS school. (Available year 2-5 of funding.)
 - ii. For educators who previously worked in another high-need LEA and are hired to work in a PROGRESS high-needs school. Compensation will be received in the July paycheck upon the successful completion of their first transfer year in the PROGRESS school in the amount of \$3,000. (Available year 2-5 of funding.)
 - iii. Additional compensation will be awarded to teachers identified as effective or higher under the proposed evaluation system and transfer to a PROGRESS school in a high-need subject (i.e. STEM subjects). Compensation will be received in the July paycheck upon the successful completion of their first transfer year in the PROGRESS school in the amount of \$3,000. (Available year 3-5 of grant).
 - iv. Additional compensation will be awarded to educators currently employed in a PROGRESS School and agree to participate and remain during the 2012-2013 implementation year of the project. Compensation will be received upon the successful completion of their first year in the PROGRESS project in the amount of \$3,000.

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- b. Compensation for other personnel: As outlined previously, counselors, librarians, assistant principals and administrative interns will all be eligible for additional compensation based upon performance standards established by the LEA and using student growth measures as outlined in the Evaluation System Section.

Selection Criteria D. Involvement of Educators

Selection Criteria D.1 Educator Involvement; Requirement 2 (a)

Educator involvement is critical to the design and implementation of a successful PBCS. Educator participation “affirms the importance of their perspective and communicates a willingness to address their concerns” (Max, Koppich et.al, 2000). Educator participation offers transparency and clarity to stakeholders. Calcasieu’s educator involvement in the reform process has 4 key phases: involvement in the state development of the COMPASS evaluation plan; involvement in the district’s COMPASS implementation; involvement and support in the design and implementation of the PROGRESS Project; and continued involvement in the project’s implementation with a clear plan for ongoing communication.

Educator involvement in the state reforms has been ongoing for two years. District Superintendent Savoy served on the state’s ACEE committee, offering recommendations on the COMPASS evaluation system. Calcasieu’s teachers, principals, and central office staff served on numerous state workgroup including: Common Core State Standards Adoption committees; the revision of Louisiana Components of Effective Teaching committee; the Teacher rubric committee; Leadership Standards Development committee; Non-Tested Grades and Subjects workgroups (Instructional Coaches, Art, Elementary, Band, Librarians, and Counselors); the COMPASS Technical Assistance committee; Evaluation Trainer of Trainers; and the COMPASS Planning workgroups. Calcasieu’s educators offered recommendations informing the development of Louisiana’s COMPASS evaluation process, components, and measures.

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The COMPASS Implementation team oversees the district's implementation plan and training for the new evaluation system. This team is comprised of 12 members, representative of all district departments, principals, and teachers. The district's COMPASS Coordinator has presented the evaluation plan and components to every Calcasieu school's faculty. Training for each component is comprehensive and ongoing throughout the 2012 summer and the fall of 2013. The COMPASS website and Blackboard site have links to webinars, resources, and a question hotlink. Teacher task-forces have been engaged through the spring of 2012 developing sample SLTs and other resources for the evaluation system.

The third phase of Calcasieu's reform efforts engages educators and central office personnel in the design and implementation of the PROGRESS Project. A PROGRESS Advisory Committee comprised of district leaders and the superintendent consult on overarching educational issues, areas of need, the design of the pay plan, and supports necessary for implementation. They will continue to give input on the PROGRESS Project's implementation in high-needs schools. Stakeholder task forces are currently making recommendations regarding teacher compensation, principal compensation, and instructional support. Principals and APs at proposed PROGRESS schools have participated in informational meetings on the Project and have been given resources to forward to their faculties. Surveys will be administered in proposed PROGRESS Project schools to gather teacher and principal impressions, expectations, and views on the PROGRESS Project, and increase educator buy-in by giving them an opportunity to contribute to the process. The combined responses will inform program decisions. Each PROGRESS school will have an informational meeting outlining the timeline, procedures and requirements of the PBCS. PROGRESS educators will be able to access resources and webinars clearly outlining the process and components, and may use the question hotlink via the PROGRESS website. The PROGRESS Project personnel will be invaluable resources for the schools and can provide clear information.

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To send consistent and clear messages to stakeholders, PROGRESS will use a broad range of strategies. The TIF-funded PROGRESS Coordinator will be responsible for communication and ongoing educator involvement and support. The PROGRESS communication plan ensures the dissemination of consistent and clear program information. There is a timeline outlining anticipated communication activities and goals. The plan includes multiple methods of communication such as: an electronic monthly newsletter to PROGRESS educators; the PROGRESS website; an email hotlink; and, the TIF-funded PROGRESS Coordinator, HCMS Consultant, and EDL will regularly meet at school faculty meetings or PLCs to answer questions and promote the Project's goals. The PROGRESS Project will utilize surveys as feedback mechanisms to gather information and make mid-course corrections. The PROGRESS Advisory Committee and the specific task forces will also reconvene at critical points to identify strengths and areas of need in the implementation process. External stakeholders will also be engaged through parent surveys, university outreach, and a proactive media strategy. The communication plan includes the factors of parental awareness, community outreach, and media strategies.

Selection Criteria D.2 Educator Support; Requirement 2 (b)(c)

Educator support is vital to the successful implementation of the PROGRESS Project. The state's COMPASS evaluation system met with some initial resistance in the district due to the abbreviated time schedule and simultaneous implementation of the CCSS, tenure changes, and other reforms. However, the high-needs schools participating in the proposed PROGRESS Project clearly support the elements of the proposed PBCS and the project's component. The educators at the PROGRESS schools believe the Project will support increased effectiveness and raise student achievement. PROGRESS principals agreed to participate in the project and submitted letters of support for its elements. PROGRESS teacher letters illustrate their support for the elements of the proposed PBCS, its support plan and the increased educator

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accountability.¹⁸ The PROGRESS Project received state support from State Superintendent of Education John White, district support from Superintendent Savoy and all department directors.¹⁹ The school board has shown its support in the C&I sub-committee session and by a letter of support from School Board President Webb. Unions are not the exclusive representative of teacher's or principals in this LEA. Calcasieu's strategic communication will ensure the continuation of this support through transparency, clarity, responsiveness, open discussion, and by valuing educator input.

Selection Criteria E: Project Management

Selection Criteria E 1.2. Clearly identified roles and responsibilities, sufficient human resources

Resources (ie. Equipment and supplies) supporting PD and project implementation are TIF funds.

PROGRESS Coordinator (PC): This position will be hired upon notification of funding, 100% of the Coordinator's time is devoted to activities outlined in the proposal. The PC is responsible for the project's promotion, coordination of all Project activities, and ensures the involvement and support of all stakeholders. The PC leads the Advisory Committee meetings, incorporates feedback in ongoing and new PROGRESS activities, and solicits and incorporates feedback from other sources into project activities. The Coordinator ensures the implementation of PROGRESS activities are in accordance with state mandates and TIF guidelines. This position manages the PROGRESS communication plan. The PC oversees the activities of the HCMS Consultant, the Educator Development Leader, and the Leadership Specialist. The PC will visit PROGRESS schools to evaluate project implementation.

Human Capital Management Systems Consultant (HCMS Consultant): This position is to be hired upon notification of funding. 100% of time will be devoted to activities outlined in the proposal. This position acts as a bridge between the PROGRESS Project and the human capital management departments in the central office and participating PROGRESS schools. The HCMS Consultant offers hands-on support to

¹⁸ Sample Survey Appendix C1

¹⁹ Letters of Support Appendix C1

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advance the project and develop systems that promote an increase in the percentage of effective educators in high-needs schools. The HCMS Consultant evaluates the HCMS and collaborates with the PC and the appropriate district level personnel to align all human capital management systems to the vision of instructional improvement. The Consultant oversees the operation of the PBCS, ensuring human resources and personnel have the tools necessary to operate the Project's compensation model.

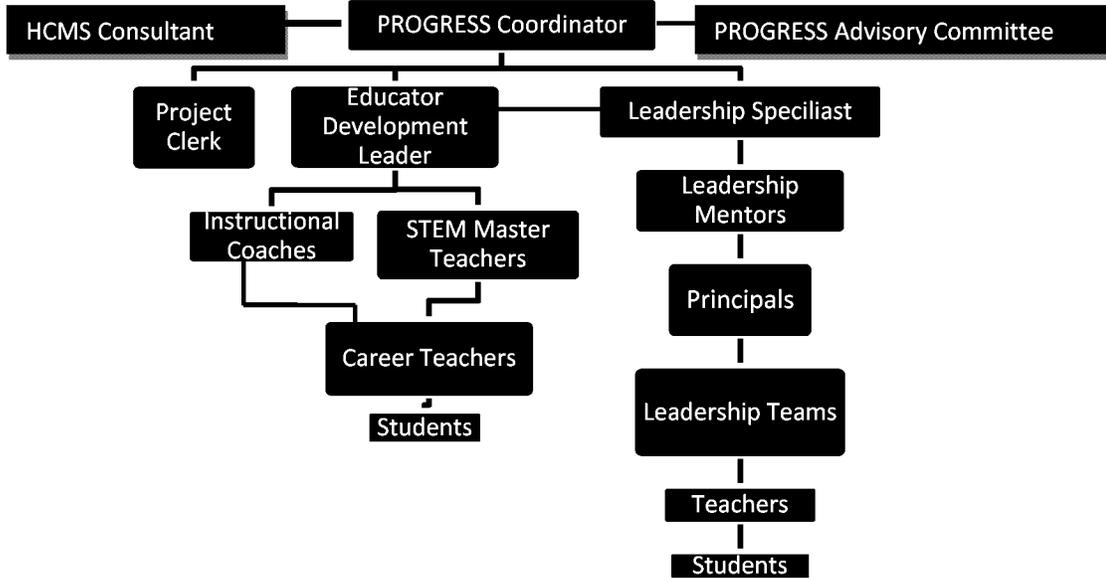
Educator Development Leader (EDL): This position is to be hired upon notification of funding and 100% of time will be devoted to PROGRESS related activities; a minimum of 50% of time in PROGRESS schools. This position will support and act as the management/leadership tier for the Instructional Coaches and STEM Master teachers, ensuring the most effective teacher support practices are in place. This position ensures alignment of all PROGRESS Project professional development activities, oversees PD expenditures, and manages the PD website. The EDL will consult with PROGRESS schools' PLCs, report field data to the PC, and identify additional professional development or resources needed.

PROGRESS Advisory Committee: As part of the project's management plan, the district has established an advisory committee representative of all stakeholders to provide direction and input on the PROGRESS Project. This committee will convene on an annual basis unless circumstances necessitating more frequent meetings arise.

Leadership Specialist (LS): This position will be hired upon notification of TIF funding. 100% of the LS's time shall be devoted to activities described in the proposal. The LS will work in coordination with the Educator Development Leader and HCMS Consultant to strengthen principal and administrative team practices in the manner described previously. The LS will facilitate the bi-monthly PROGRESS administrative PLCs and support the development and activities of the Leadership Mentors.

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The following structure is in place to administer, coordinate, and manage the PROGRESS Project in participating high-needs PROGRESS schools.



Selection Criteria E.3: Project Objectives and Performance Measures

Calcasieu will report progress toward goals through performance measures and GPRA measures. The following table summarizes the goals, objectives, and performance measures of the PROGRESS Project.

Goal 1. Create and implement a Human Capital Management System (HCMS) that increases educator effectiveness and student achievement.					
Objective 1. Recruit and retain a highly effective workforce.					
	YR 1 Target	YR 2 Target	YR 3 Target	YR 4 Target	YR 5 Target
PM 1a. The percent of <i>new</i> teachers recruited to PROGRESS schools who score 3 or higher on their overall evaluation will be at least	NA	60%	65%	70%	75%
PM 1b. Effective (overall evaluation score of 3 or higher) teacher <i>retention</i> in PROGRESS schools will exceed	NA	70%	75%	80%	85%
Objective 2. Create a culture of continuous improvement.					
PM 2a. In an evaluator-developed confidential survey, the percent of PROGRESS teachers who report that their school culture is supportive of continuous improvement will exceed	60%	70%	75%	80%	85%
PM 2b. In an evaluator-developed confidential survey, the percent of PROGRESS school	60%	70%	75%	80%	85%

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administrators who report that the district culture is supportive of continuous improvement will exceed					
Objective 3. Utilize a constructivist framework to align professional development and pedagogy with the Common Core Standards.					
PM 3a. In an evaluator-developed confidential survey, the percent of PROGRESS teachers who report that their professional development experiences are aligned with the teacher evaluation systems and Common Core Standards will exceed	NA	60%	70%	80%	90%
Objective 4. Recognize and reward effective educators with financial and non-financial incentives.					
PM 4a. The percent of PROGRESS teachers who receive performance incentives based on their overall performance score will exceed	NA	50%	60%	70%	80%
PM 4b. The percent of new Instructional Coaches, STEM Master Teachers, and Leadership Mentors recognized and chosen from PROGRESS educators who earned 3 or higher on their last overall evaluation will be at least	NA	85%	90%	95%	100%
Objective 5. Ensure long-term administrative support for Calcasieu's HCMS.					
PM 5a. The number of PROGRESS principals who report continuous district support for the HCMS, professional development, continuous improvement, and STEM in their schools will be at least	16	17	18	19	20
PM 5b. The number of PROGRESS schools that earn school performance grades of C or higher will be at least	3	6	9	12	15
GOAL 2. Create and implement a rigorous, valid, and reliable teacher evaluation system.					
Objective 6. Base educator salaries and incentives on measures of overall educator effectiveness.					
PM 6a. The percent of PROGRESS teachers who receive performance incentives based on their student growth score will exceed	Baseline	+10%	+10%	+10%	+10%
PM 6b. The percent of PROGRESS administrators who receive performance incentives based on their overall evaluation score will exceed	Baseline	+10%	+10%	+10%	+10%
Goal 3. Develop and implement a research-based, data-driven professional growth plan that provides every educator the opportunity to succeed.					
Objective 7. Provide research-based professional development based on teacher performance data.					
PM 7. In an evaluator-developed confidential survey, the percent of PROGRESS teachers who report that professional development is informed by teacher needs will exceed	NA	60%	70%	80%	90%
Goal 4. Ensure long-term sustainability of the newly developed HCMS and professional improvement plan.					
Objective 8. The percent of the district budget allotted for professional development and educator					

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incentives will increase each year of the grant.					
The percent of the district budget slotted to professional development and educator incentives will be at least	Baseline	+5%	+5%	+5%	+5%
Goal 5. Improve educator effectiveness in generating student interest and achievement in STEM disciplines.					
Objective 9. Increase student interest and success in STEM disciplines.					
PM 9a. The minimum percent of STEM teachers earning a performance score of at least 3 will be	Baseline	50%	60%	70%	80%
PM 9b. The percent of students who take advanced, non-required STEM courses in PROGRESS high schools will be at least	Baseline	+10%	+10%	+10%	+10%
The evaluation team also will report data for these GPRA Measures:					
GPRA 1. The number of teachers and principals, who are rated at the highest level, at least effective, and not effective, as measured by the district's evaluation system and the number who are not rated.					
GPRA 2. The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, or STEM, who are rated at the highest level, at least effective, and not effective, as measured by the district's evaluation system and the number who are not rated.					
GPRA 3. The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district's evaluation system, and the number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA.					
GPRA 4. The number of school districts participating in a TIF grant that use educator evaluation systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.					

Selection Criteria E.4 : Effective Project Evaluation

Calcasieu will contract with an independent external evaluator with knowledge of the Louisiana teacher evaluation system and a minimum of five years experience in evaluating state and federal education grants. Using a utilization-focused evaluation model (Patton, 2008; Stufflebeam, 2001), the evaluator is an integral part of the project team, providing ongoing formative data to guide continuous improvement, as well as summative data to address all performance and GPRA measures. The evaluator will meet at least quarterly with project staff and provide a minimum of two written reports to coincide with the U.S. Department of Education Annual Progress Reports and mid-year updates.

Data to be collected, analyzed, and reported by the evaluation team will be derived from included teacher and administrative interviews and surveys, teacher observation rubric results, student test scores,

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and school performance reports. All data will be reported at the aggregate level to protect the confidentiality of participants.

Selection Criteria E.5: Sets realistic and achievable timelines for implementation

Selection Criteria E.5 i: Implementation Timeline for Project Components; Priority 1, Priority 2
 Elements of Evaluation System are yellow*, elements of HCMS are purple**, PBCS are orange•.

PROGRESS Project Component	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
1. Implementation of a HCMS aligned to vision of instructional improvement.					
a. HCMS Consultant supports the development and alignment of human capital management and systems. **	x				
b. Develop and implement recruitment and retention strategies.**	x				
c. Develop and implement a communication plan and resources. **	x				
2. Implementation of a district-wide educator evaluation system that considers student growth as a significant factor.					
a. District-wide Implementation of Phase I educator evaluation system; only ratings of <i>Highly Effective</i> will be used to direct tenure and certification decisions. *	x				
b. Implementation of the completed District-wide evaluation system; all ratings count and will be used in HCM decisions. *		x			
3. Implementation of a PBCS in PROGRESS Project high-needs schools.					
a. Educator stipends for participation or transfer to a high-needs PROGRESS school. •		x			
b. Educator stipends for assuming additional responsibilities and professional development contributions. •		x			
c. Educator stipends for transfer to high-needs STEM subject area in a PROGRESS school. •			x		
d. Educator's receive performance based compensation for overall ratings of <i>Effective Proficient</i> or higher. •			x		
e. Instructional Coach career ladder positions. (fully funded position) •	x				
f. STEM Master Teacher career ladder positions (fully funded position) •			x		
g. Phase II of expanded Leadership Specialist and Mentor positions.				x	
h. Leadership Mentor career ladder positions (stipend pay) •	x				
i. Implementation of a revised salary schedule significantly based upon effectiveness•					x
4. Implementation of a Professional Development System aligned to HCMS.					
a. Educator Development Leader supports the development of aligned and effective professional development.**	x				
b. Leadership Specialist supports PROGRESS School administrators.**	x				
c. Leadership Mentors support PROGRESS administrator PLCs, etc.**	x				
d. All PROGRESS teachers participate in weekly PLCs.**	x				
e. STEM Master Teachers support PROGRESS STEM teachers.**			x		
f. Instructional Coaches support teachers at PROGRESS Schools.**		x			
g. Professional Development Website (phases apply)**	x	x	x		

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Selection Criteria E.5 ii: Timeline for Task Completion, Objective achievement, Priority I, Priority 2 cont.
 Elements of PBCS are orange•, elements of HCMS are purple**, elements of evaluation system are yellow□, elements of Project Management are green◇, objective achievement are red°.

This timeline reflects the specific program activity implementation dates and project outputs, including those items necessitated in Priority I and Priority 2. It should be noted that while these tasks and activities have specific completion timeframes, many of the objectives do not lend themselves to achievement dates. Rather, Project objectives are continuous in their nature and should not be achieved, or completed as they are objectives the district wishes to incorporate as ongoing methods of increasing educator effectiveness and student achievement in high-needs schools.

Project Task/Objectives	Person(s) Responsible	Year 1				Year 2				Year 3				Year 4				Year 5			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Hire PROGRESS staff◇	Project Coord. (PC)	x																			
Establish Advisory Committee and educator task forces◇	PC and District Administrators (DA)	x																			
Advisory Committee Meeting◇	PC	x		x		x				x				x				x			x
Communication plan development◇	PC		x																		
Conduct Project informational workshops at each school◇	PC, EDL, HCMS Consultant (HCMSC)		x			x				x				x				x			
Facilitate communication and development of HCM aligned systems◇	HCMS		x			x				x				x				x			
Evaluate HCMS alignment and effectiveness◇	HCMS, DA, PC			x				x								x					x
Communication Plan in place for PROGRESS schools and stakeholders**	PC, DA, Schools	x				x															
PROGRESS Blackboard site**	PC		x																		
Contract external evaluator consultant◇	PC	x																			
Annual external evaluator report due◇	Contract Services (CS)						x				x				x				x		
Annual TIF report due to LDOE◇	PC			x				x				x				x				x	
Evaluators trained and	State	x				x				x				x				x			

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(re)certified <input type="checkbox"/>																				
Hire Leadership Specialists	PC		X																	
Select Leadership Mentors	PC, LS			X																X
Leadership Specialist and Mentor Training**	CS			X																
Leadership Mentor receive additional compensation*	PC				X				X					X						X
Principal and Leadership Team Support and Development**	LS, HCMSC, DA			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
School trainings in Performance Competencies <input type="checkbox"/>	EDL, CS, IC		X	X		X			X											
Evaluation Certification training <input type="checkbox"/>	x		X			X			X				X							X
Evaluation Phase I (annual, 2 observations and Student Growth) <input type="checkbox"/>	Principals, Assistant Principals, DA				X															
Evaluation Phase II (additional measures included) <input type="checkbox"/>	Principals, Assistant Principals, DA								X				X							X
Evaluation Ratings effect tenure, certification, IAPS <input type="checkbox"/>	Schools, DA					X														
Develop and implement PD plan**	PC, DA, EDL		X		X			X		X		X		X		X		X		X
Evaluate PD plan**	EDL, PC, DA				X															X
PD website (phases)**	PC, EDL		X			X			X				X							X
Educators may earn district PD Specialist Certification**	DA, EDL					X			X				X							X
Stipends for PD, PLC responsibilities*	PC, HCMSC								X				X							X
Principals attend bi-monthly administrative PLC**	DA, LS, PC, LM				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Leadership Institute**	PC, HCMSC, EDL CS			X		X			X				X							X
State Test Administration <input type="checkbox"/>	Schools				X				X				X							X
Hire/Train Instructional Coaches (ICs)	PC, EDL, CS				X		X													
Teachers receive individualized instructional support**	IC, LS					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Teachers attend weekly PLC**	EDL, Leadership Team (LT), LM,LS		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PLC Training and Structuring for High Schools**	CS, HCMSC, EDL				X		X													
Develop recruitment plan of effective educators to PROGRESS Schools**	HMSC, DA, Schools				X															
Data Management will track attrition and turnover rates at	DA, HCMSC				X															

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PROGRESS schools**									
Objective 6: Educator salary based on effectiveness (district wide)	DA, HCMS,								X
Increase effective educator recruitment to PROGRESS schools**	HCMSC, DA, Schools		X	X	X	X	X	X	
Stipend for transfers to PROGRESS schools•	HCMSC, Schools			X		X		X	X
Stipend for participation in PROGRESS Project.•	HCMSC, Schools	X							
Increase effective educator retention in PROGRESS **	HCMSC, DA, Schools		X	X	X	X	X	X	X
PBCS Taskforce•	Stakeholders, DC, HCMSC	X		X	X				
Reward effective educators with performance-based compensation (phases apply) •	Schools, DA			X		X		X	X
Schools receive PROGRESS review◇	PC	X		X		X		X	X
STEM development plan Task Force◇	PC, DA, HCMSC, EDL			X					
Develop STEM performance competencies□	STEMMT, EDL, PC, DA					X			
Use STEM performance competencies in evaluation□	Schools, DA							X	X
STEM Master teachers hired/trained•	PC, EDL, CS, Other				X				
STEM Institute**	STEMMT, EDL			X		X	X		X
Specific STEM support**	STEMMT				X	X	X	X	X
Increase recruitment of effective STEM teachers PROGRESS schools◇	HCMSC, DA, Schools				X	X	X	X	X
Stipend STEM transfer to PROGRESS Schools•	STEM Teachers				X		X		X

Selection Criteria F: Sustainability (F.1, F.2)

Calcasieu seeks to sustain and expand the PROGRESS Project by developing leadership, district vision and capacity through existing funding sources. Calcasieu is committed to raising student achievement through increases in educator effectiveness through the educator evaluation system mandated by Louisiana’s legislated ACT 54 and Bulletin 130, and the project’s PBCS. PROGRESS Awards (PBCS)

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projected the maximum financial exposure on a year-by-year basis and 5 year period using initial effectiveness data from the piloted educator evaluation system and the desired performance measure increases. Fiscal sustainability plans of the PBCS include the redeployment of existing funds and redirection of future expenditures. The strengthened HCMS will analyze programs and actions to determine those not contributing to systematic increases in student achievement and will redirect funding to the PBCS. Beginning in 2013, the state mandates the district's teacher salary structure be modified from a single salary schedule to reflect effectiveness, demand, and qualifications. Teachers rated *Ineffective* will not be eligible for STEP increases. Portions of funding otherwise automatically spent on STEP will be redirected towards supporting a PBCS related to performance criteria. Alternative funding sources include funds from local professional development and mentoring programs such as Title I and Title II.

Selection Criteria G: Comprehensive Approach to Improving STEM Instruction

Selection Criteria G.1: STEM Incentives, Priority 3.3, 3.5 identify and attract STEM teachers

Through State Assessment and personnel data, Calcasieu has identified high-needs, hard to staff subjects. This data reveals critical gaps in instruction and student achievement in the math and sciences at high-needs schools. Student achievement data identifies these needs in elementary, which are exacerbated in PROGRESS middle schools with 56.25% of PROGRESS students scoring below *Basic* on the 2011 State Science Assessment. These achievement patterns culminate in PROGRESS high schools where 65% score below *Basic* on the Science GEE. ACT 2011 data reveals that only 11.5% of PROGRESS students pass the college readiness benchmark for Math.²⁰ Personnel data indicates these schools have a higher attrition rate, increased out of field (OFAT) and temporary certifications, and greater percentages of teachers with fewer than 5 years experience.

²⁰ The ACT College Readiness Letter defines benchmark scores as "the minimum score needed on ACT subject-area tests to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college course" (ACT, 2011).

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The HCMS will attract effective STEM teachers to high-needs, hard to staff positions through a variety of financial and non-financial incentives. Using the recruitment and placement strategies previously detailed, effective STEM teachers will be notified of the increased financial incentives available for working in a PROGRESS school.²¹ Beginning in 2014, effective STEM teachers will also have the opportunity to earn an additional stipend for transferring to a high-needs STEM subject in a PROGRESS school. Effective PROGRESS STEM teachers may also present development to their schools and contribute to the STEM portion of the PD website for an additional stipend. These financial incentives recognize the disparity between median STEM teacher salaries and that of other STEM fields. Non-financial incentives foster professional respect for STEM positions by providing additional relevant professional support, training, and development opportunities. STEM Master Teacher (STEMMT) positions visibly and financially reward effectiveness in STEM subjects while simultaneously setting a high bar for excellence and providing pedagogical, content, and skill support for their peers.

Selection Criteria G2.A Professional Development supports teacher pedagogy, skills, content

PD opportunities will be relevant to STEM instruction, explicitly tied to the curriculum, and prepare STEM teachers to use strategies, skills and materials based upon their needs and the needs of their students. The C&I departments host multiple content specific trainings during the year, and the district consultants present current strategies and college-level content to the STEM teachers. An annual STEM Institute will use district and contract services to strengthen pedagogy and focus on active-learning, cross-curricular instruction, and integrating real-world resources and experiences. PROGRESS STEM teachers will receive additional support by participating in weekly PLCs focusing on constructivist instruction. A bi-monthly STEM PLC will focus on effective STEM instruction pedagogy: “cooperative, collaborative, active and inquiry-based methods.” The STEMMTs will support these PLCs with their expertise and use several methods to model the pedagogy, skills and content.

²¹ HCMS Recruitment and Retention Strategies pg 10

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Priority 3 .1(i, ii, iii, iv): A corps of STEM Master Teachers will be formed to reward their excellence and to serve as leaders in their fields, liaison to the public and STEM fields, and models of pedagogy and best practices for their peers. STEMMTs will be selected per the following qualifications: 1) received an overall evaluation rating of *Effective Proficient* or higher under the proposed evaluation system; 2) demonstrated effectiveness in one or more STEM subjects; 3) demonstrated successful leadership experiences capabilities at school, state or national venues and are successfully assessed for leadership skills using contract services; 4) and accept STEM-focused career ladder positions. STEMMTs will meet on a weekly basis to collaborate, create activities and enriched curriculum, ensure vertical alignment, and develop their own professional skills and content-knowledge.

STEMMT duties are tailored to the needs of the participating schools and grade levels. Effective technology strategies and uses will be integrated at all levels. STEMMTs will use a hybrid method of instructional coaching and “lab-site” models (Neufeld and Roper, 2011). Elementary STEMMTs will be assigned 2 schools and work specifically with the 5th grades, due to data’s identifying 5th grade as the critical area of need with the strongest link to STEM success in middle school. They will provide weekly high quality demonstration lessons in teachers’ classrooms, effectively integrating STEM subjects, and modeling innovative inquiry-based learning techniques. The 4 PROGRESS Middle Schools will have site-bound demonstration classrooms. Middle School STEMMTs model and co-teach with STEM teachers to improve knowledge, understanding, and raise their confidence in these subjects. Elementary and Middle STEM teachers will be expected to observe the lessons, and co-teach in subsequent lessons. STEMMTs will plan and hold follow-up conversations with the STEM teachers in the STEM PLCs, enforcing the skills and content demonstrated in the lessons. STEMMTs will also observe the teachers instruction to address needs in content and pedagogy. The labs, activities, and professional development resources are in place for teachers to reproduce in their classrooms.

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High School STEMMTs primarily act as instructional coaches. Each PROGRESS high school will have 2 STEMMTs, one math focused and a second for sciences. However, high schools STEMMTs will be required to have facility and content knowledge of several STEM subjects as courses are so deeply intertwined. A cycle of observing, modeling, co-teaching, and feedback will enforce quality STEM instruction. STEM specific PLCs, facilitated by STEMMTs, will target the complimentary strategies and content, leading to effective STEM instruction tasks in meaningful contexts.

Priority 3.2: Developing STEM Competencies: Calcasieu's plan for developing competencies characteristic of effective STEM teachers is grounded in the concept that great STEM teachers possess two attributes: deep content knowledge and mastery of pedagogy. Observational records, student achievement and growth data, and research-based best practices derived from national associations will allow teacher focus groups, guided by STEMMTs, district consultants, and the EDL to identify competencies unique to effective STEM teachers. These will scaffold from the *Framework for Teaching*, using constructivist and student-centered instruction. These competencies can be phased into the evaluation system to aid administrators and other directors to make accurate and effective personnel decisions (by year 4 or later).

Selection Criteria G2.B Professional Development supports student learning; Priority 3

The goal of the STEM plan is the *preparation and inspiration* of students. Professional development at PROGRESS schools will ensure students increased access to rigorous coursework and materials (PCAST, 2010). STEM teachers are participating in district and school training in the newly adopted CCSS for mathematics, aligned to college and work expectations with rigorous content and application of knowledge through higher order thinking skills. Teachers are preparing for the proposed 2014 adoption of the "Next Generation Science Standards" by attending workshops and applying more constructivist instructional strategies with real-world application to their lessons.

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STEMMTs model skills and pedagogy, and support their implementation in classrooms, enriching students' STEM experiences. STEMMTs demonstration classrooms and lessons at the elementary and middle levels provide opportunities for deeper engagement in non-standard, personal, and team-oriented ways that will be incorporated and supported in their classrooms. High school STEMMT modeling and co-teaching strategies will support engaging STEM instruction.

This plan will work in collaboration with the district's successful AP Department.²² Over the last few years the Gifted/AP department has focused on increasing the number of AP classes available in high-needs schools. This successful practice will continue. STEMMTs will support and help identify effective teachers to participate in AP trainings, allowing increased student access to college level courses. These district funded trainings enable teachers to use high-level content, college-level textbooks and support materials with accelerated learning and engagement strategies. Professional development in data analysis will also support teachers' identification of student candidates for AP, gifted, and available dual-enrollment courses. PROGRESS principals will also be expected to attend College Board PD workshops, so that they can be aware of how to enhance their existing programs and provide increased opportunities for students in STEM areas.

STEMMTs at all levels will meet to create enriched curriculum and activities, including increased participation in STEM contests and collaborative projects. They will act as liaisons with STEM community partners and businesses to bring authentic experiences, mentors, intern opportunities, or lectures to students. This will increase exposure to STEM applications, increase achievement, enrich classroom experiences, and foster interest in STEM subjects among the students of PROGRESS participating schools.

Selection Criteria G.3: Significant Leverage of STEM related funds

²² Letter of Support Appendix C1

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Calcasieu will leverage funding sources in support of the PROGRESS STEM plan. Local funds through the district's C&I departments will fund multiple training for STEM teachers through district and contract services. Local funds will also be utilized to purchase resources, materials to furnish elementary and middle school STEM classrooms, and STEM lab-sites. Title II monies can be utilized to support professional development opportunities for PROGRESS schools' STEM teachers, beginning in year 2014. The PROGRESS Project will work in collaboration with the MSP grant, of which Calcasieu is a participant.

Selection Criteria G.4: Evidence of STEM experts and resources support; Priority 3.4

Calcasieu is fortunate in its wealth of STEM community resources. Collaboration with the local university's departments of education and engineering, industry representatives, and STEM related businesses, will inform the development and implementation of the STEM Plan. Existing partnerships with experts and resources will be strengthened, and each PROGRESS school will have a STEM Partner in Education to bring students real-life application of STEM subjects. Technology facilitated opportunities and resources will expand students' opportunities and exposure to STEM projects. Evidence of these critical relationships, ensuring the implementation of an effective STEM Plan that prepares students for college-and-career readiness, is included as letters of support.²³

Requirement 3 Documentation of High-Needs Schools: See Appendix B

Priority 4: New Applicant to the Teacher Incentive Fund

Calcasieu assures that it is a new applicant to the TIF grant. Although Louisiana Department of Education proposed Calcasieu as a participant in a past TIF grant, the district did not participate.

Priority 5: Salary Structure Based Upon Effectiveness

Calcasieu Parish proposes a modified salary structure based upon effectiveness. By year 3, a phased in TIF-funded PBCS will compensate effective teachers and principals in PROGRESS schools with a financial incentive in bonus form for overall ratings of *Effective Proficient* or higher using educator evaluation system.

²³ STEM letters of support Appendix C1

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TIF-funds will support the incentives for additional responsibilities and STEM Master Teacher, Instructional Coach, and Leadership Mentor career ladder positions. The estimated costs will be based upon increases in workdays or compensation for additional responsibilities and duties (respective to position). This supports the creation of a salary structure differentiated by effectiveness for all LEA educators. By year 5 of the grant, Calcasieu's LEA-wide revised salary structure differentiated by effectiveness will be in effect. A differential will distinguish educator's rating *Effective Proficient* or higher and similarly situated educators not receiving these ratings.

This plan is feasible in accordance with state laws requiring current pay scale revisions reflecting demand, experience, and effectiveness for all district educators by 2013. Teachers rated *Ineffective* will not be eligible for STEP increases (reflecting years experience and level of degree). Therefore, effectiveness will be the determining factor in salary structure. As stated in the sustainability plan, redirection of STEP funds, and other funding sources, will help provide differentiated salaries for effective educators and support the PBCS stipends for transfers to PROGRESS schools and STEM subject areas in the high-needs schools.²⁴ A partially revised salary schedule, based upon effectiveness, will go into effect January of 2013. The PBCS and additional changes will prepare Calcasieu for a salary structure based upon effectiveness by year 2017.

²⁴ Sustainability pg. 53

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Appendix A:

Application

Reference Chart

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

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.	Selection Criteria A A Coherent and Comprehensive Human Capital Management System	Pg. 3-21	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Selection Criteria A.1 HCMS and Vision of Instructional Improvement	Pg 6-9	
(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 as decisions on recruitment, hiring, placement,	Selection Criteria A.2 HCMS and Vision of Instructional Improvement	Pg 9-16	

<p>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>Selection Criteria A.2 Adequacy of Financial and non-financial incentives</p>	<p>Pg. 20-21</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>	<p>Absolute Priority 1 (4) Timeline <i>and</i> Selection Criteria E.5(i) and E.5 (ii)</p>	<p>Pg. 21 <i>and</i> pg. 50-53</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>	Selection Criteria B: Rigorous, Valid, and Reliable Educator Evaluation System	Pg. 22-32	
(1) The frequency of evaluations, which must be at least annually;	Selection Criteria B.1 Evaluation Rubric	Pg. 22	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Selection Criteria B.1 Evaluation Rubric	Pg. 22	
(i) Two or more observations during each evaluation period;	Selection Criteria B.3 Observations	Pg. 27	Evaluation Support Materials Appendix C2
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Selection Criteria B.2 Student Growth Models and Assessment	Pg. 25	
(iii) Additional factors determined by the LEA;	Selection Criteria B.1 Evaluation Rubric	Pg. 22-24	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Selection Criteria B.1 Evaluation Rubric	Pg. 22-24	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation	Absolute Priority 2.4 <i>And</i>	Pg. 32 <i>And</i>	

systems.	Selection Criteria E.5(i), E.5(ii)	50-53	
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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>Selection Criteria G. Comprehensive Approach to Improving STEM Instruction</p>	<p>Pg. 54-59</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> <ul style="list-style-type: none"> (i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or 	<p>Priority 3.1 (i,ii,iii,iv)</p>	<p>Pg. 56</p>	

more STEM subjects; and (iv) Accept STEM-focused career ladder positions;			
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	Priority 3.2	Pg. 57	
(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;	Selection G.1 STEM Incentives	Pg. 54-55	
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	Selection Criteria G.4 Evidence of STEM experts and resources support	Pg. 59	Appendix C1
(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	Selection Criteria G.1 STEM Incentives <i>and</i> HCMS Recruitment and Retention Strategies <i>and</i> Requirement 1: PBCS	Pg. 54-55 <i>and</i> Pg. 10 <i>and</i> Pg. 40	
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	Selection Criteria 6.2(B) Professional Development Supports Student Learning	Pg. 57-59	Appendix C1

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>			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Priority 4 New Applicant to the TIF	Pg. 60	
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).			

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 based on effectiveness for both teachers and principals. As part of this</p>	<p>Priority 5 Salary Structure Based Upon Effectiveness</p> <p><i>and</i></p> <p>HCMS Compensation and Incentives</p>	<p>Pg. 60</p> <p><i>and</i></p> <p>Pg. 15</p>	

proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Priority 5 Salary Structure Based Upon Effectiveness <i>and</i> HCMS Compensation and Incentives	Pg. 60 <i>and</i> Pg. 15	
(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	Priority 5 Salary Structure Based Upon Effectiveness <i>and</i> Selection Criteria F Sustainability	Pg. 60 <i>and</i> Pg. 54	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Priority 5 Salary Structure Based Upon Effectiveness <i>and</i> Selection Criteria F Sustainability	Pg. 60 <i>and</i> Pg. 54	

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
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. 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.	Requirement 1: PBCS for Teachers, Principals, and Other Personnel	Pg. 38-42	
<ul style="list-style-type: none"> Design Model 1 or 2 	Requirement 1: PBCS for Teachers, Principals, and	Pg. 38	

	Other Personnel		
• PBCS Optional Features	Requirement 1: PBCS for Teachers, Principals, and Other Personnel	Pg. 38 Pg. 41-42	

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</p> <p>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>Selection A.2 (iv) Commitment of Leadership</p> <p><i>and</i></p> <p>Selection Criteria D.1 Educator Involvement</p>	<p>Pg. 18-19</p> <p><i>And</i></p> <p>Pg. 42-44</p>	Appendix C1
	<p>Selection Criteria D.2 Educator Support</p>	<p>Pg. 44-45</p>	
	<p>Selection Criteria D.2 Educator Support</p>	<p>Pg. 45</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>Documentation of High Needs Schools</p> <p><i>and</i></p> <p>Project Narrative</p>	<p>-----</p> <p><i>and</i></p> <p>Pg. 1</p>	Appendix B
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	Documentation of High Needs Schools	-----	Appendix B
<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 accept LEA- or State-level data for purposes</i></p>	Documentation of High Needs Schools		Appendix B

<i>of documenting whether a school is a high-poverty school; and</i>			
(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.	N/A		

Appendix B:

High Need Documentation

Documentation of High Needs

School	Level	Free and Reduced Lunch	Letter Grade 2011 Student Achievement Data
Barbe Elementary School	Elementary	95%	D-
Brentwood Elementary School	Elementary	95%	D-
Jessie . Clifton Elementary School	Elementary	99%	D
College Oaks Elementary School	Elementary	82%	D-
Combre/Fondel Elementary School	Elementary	97%	D
E K Key Elementary School	Elementary	80%	D-
Fairview Elementary School	Elementary	88%	C
Henry Heights Elementary School	Elementary	81%	C
John J. Johnson Elementary School	Elementary	97%	D-
John F. Kennedy Elementary School	Elementary	99%	D-
Oak Park Elementary School	Elementary	94%	D
T.H. Watkins Elementary School	Elementary	95%	D
Pearl Watson Elementary School	Elementary	97%	D+
Ralph Wilson Elementary School	Elementary	96%	D
Average % Free and Reduced Lunch	Elementary	92.5%	
Ray D. Molo Middle Magnet School	Middle	95%	D
Oak Park Middle School	Middle	92%	D
Reynaud Middle School	Middle	93%	D
F.K. White Middle School	Middle	70%	D
LeBlanc Middle School	Middle	72%	D
Average % Free and Reduced Lunch	Middle	84.4%	
LaGrange High School	High	78%	D-
Washington/Marion High School	High	87%	D-
Average % Free and Reduced Lunch	High	82.5%	
All Schools Participating in the PROGRESS Project were TITLE I Status, 2011-2012 School Year			

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The attached file can be viewed as an individual component using Application Log menu option.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Appendix D:

Indirect Cost Rate Agreement

LEA: 010

Indirect Cost Rate Acknowledgement Form

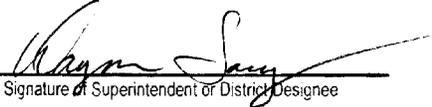
I acknowledge receipt of the 2012-2013 Restricted Indirect Cost Rate and agree that this rate will be used in recovering indirect costs from federal programs.

Calcasieu Parish School District

LEA Name

4.9742%

Indirect Cost rate


Signature of Superintendent or District Designee

7/10/12
Date Signed

Superintendent
Title

Louisiana Department of Education Three Year Average and 3% Discount Indirect Cost Rate for Fiscal Year 2012-2013:

	2010-2011 (Vac Sev Pay Adj) (08/09 AFR Data)	2011-2012 (Vac Sev Pay Adj) (09/10 AFR Data)	2012-2013 (Vac Sev Pay Adj) (10/11 AFR Data)	Three Year Average	Average w/ 3% Discount
Calcasieu Parish School District	5.1518%	5.0657%	5.1666%	5.1281%	4.9742%

Return signed form no later than _____, 2012 to:

Louisiana Department of Education
Division of Education Finance
Attn: Monique Livious
PO Box 94064, Ste 5-264
Baton Rouge, LA 70804-9064
FAX (225) 342-3744

Appendix E1:

Resumes

Philosophical Views Regarding Public Education

All students in the public school district have the right to a quality education. The home, school, and community share the responsibility for this education.

The public school district has an obligation to educate students to become responsible, productive members of society and to reach their highest level of competency. The district seeks to:

- ◆ ensure that students learn the skills and technology necessary to earn a living;
- ◆ develop in the students sufficient knowledge and decision-making abilities to participate responsibly in a democratic society;
- ◆ develop in the students a sense of pride and accomplishment by expecting them to work to their highest potential;
- ◆ have the students develop an understanding of a healthy lifestyle through both mental and physical activities;
- ◆ have the students understand, appreciate, and protect both their natural and cultural environment;
- ◆ develop problem-solving and critical thinking skills that will facilitate lifelong participation in our global society.

Wayne R. Savoy

Education

McNeese State University	Administration and Supervision	Masters +30	1980
McNeese State University	Elementary Education	Masters of Education	1973
McNeese State University	Elementary Education	Bachelor of Arts	1969
LaGrange Senior High	Secondary School	High School Diploma	1964

Areas of Certification

Superintendent of Schools
Supervisor of Instruction
Principalship
Classroom Teacher / Grades 1-8

Louisiana 2012 Superintendent of the Year

Administrative Experience

Superintendent of Schools Calcasieu Parish School System	January 2006 - Present
Assistant Superintendent of Personnel and Auxiliary Services Oversee the operations of the Personnel Department Maintenance Department Planning and Construction Department Transportation Department Food Services Department Warehouse and Receiving	1998 - 2006

Assistant Superintendent of Personnel and Special Education July 1992 - 1998

- All Personnel Activities
 - Oversee the employment / termination of all employees
 - OCR / EEOC complaints
 - Administration of Group Health
 - Life Insurance / Worker's Compensation / Insurance Protection
 - Evaluative process for all employees
 - Keeper of employer files and documents
- All Special Education Activities
 - Assessment
 - Placement
 - Curriculum
 - Compliance
 - Speech Therapy
 - Gifted Services
 - All Contracted Services

Director of Personnel and Special Education January 1992 - July 1992

- All Personnel Activities
 - Oversee the employment / termination of all employees
 - OCR / EEOC complaints
 - Administration of Group Health
 - Life Insurance / Worker's Compensation / Insurance Protection
 - Evaluative process for all employees
 - Keeper of employer files and documents
- All Special Education Activities
 - Assessment
 - Placement
 - Curriculum
 - Compliance
 - Speech Therapy
 - Gifted Services
 - All Contracted Services

Director of Personnel March 1989 - June 1992

- Acting Director July 1988 - March 1989
- Oversee the employment / termination of all employees
- OCR / EEOC complaints
- Administration of Group Health
- Life Insurance / Worker's Compensation / Insurance Protection
- Evaluative process for all employees
- Keeper of employer files and documents

Supervisor of Personnel June 1984 - June 1988

- High Schools / Middle Schools
- Support Personnel - Cafeteria, Janitors, Bus Drivers, Clerical, Maintenance
- Group Insurance / Income Protection
- Worker's Compensation
- EEOC
- OCR
- Unemployment Compensation
- Grievances

Principal - Fairview Elementary School July 1980 - May 1984
Grades K - 6
Pre School Non Categorized
Autism Class (only class in the region)
Emotionally Disturbed Class
Learning Disabled Class
Reading Lab
Math Lab

Assistant Principal - Bell City High School July 1976 - June 1980
Grades K-12
Curriculum / Discipline
Track Coach (unpaid)

Classroom Teaching and Education Experiences

Time Span	1970 - 1976	
Bell City High	Grade 8	Reading
J.I. Watson Elementary	Grade 5	All Subjects
Henry Heights Elementary	Grade 5/6 combination	All Subjects
Cooley Elementary	Grade 6	All Subjects
Molo Middle School	Grades 7/8	Math / Science
Paul Breaux Junior High	Grades 7/8	Math / Science
Lincoln Junior High	Grades 7/8	Math / Science

Additional Educational Involvement

Supervisor of Student Teaching
National Science Foundation Grant - designed math activities for slow learners
Inservice leader for use of the components of the elementary math program
Inservice leader of the parishwide presentation of the metric system
Member of the elementary social studies, math, and reading adoption committee
Elementary 4-H leader

Past and Present Professional and Civic Affiliations

Internal Facilitator for Strategic Planning
South Association of Colleges and Schools Visiting Team
International Personnel Management Association
Louisiana School Personnel Association, Past President, Executive Committee
Calcasieu Personnel Management Association
Phi Delta Kappa
Louisiana Association of Educators
Calcasieu Association of Educators
Southwest District Principals' Association, Secretary / Treasurer
Calcasieu Association of Principals
National Council for Accreditation of Teacher Education
NCATE Board of Examiners Team, Chairperson - Dillard University
Louisiana State Accrediting Team for Teacher Education Programs - Tulane and Loyola
Louisiana Community Development Authority, Executive Committee Member
South Lake Charles Kiwanis
United Way Allocation Committee
ASA Girls' Fast Pitch Softball, Coach

Lake Charles Girls' Soccer Association, Coach
Lake Area Runners, Board of Directors and Member
McNeese State University, Freshman and Sophomore Letterman
United States Marine Corps, Veteran

Louisiana Community Development Authority (LCDA) Projects as Executive Committee Member

Local Government Projects

City Hall of Shreveport - construction of new facility
St. Bernard Port, Harbor, and Terminal District - facilities conversion
Shreveport Independence Stadium - capital outlay of stadium improvements
St. Charles Law Enforcement District - new 590-bed correctional facility
Port of Greater Baton Rouge - bridge rehabilitation and general capital improvements
Port of Shreveport-Bossier - capital improvements
City of Mansfield - capital improvements to City Hall and Police/Fire Complex
City of New Orleans - funding to reduce debt due to judgments and general settlements

Industrial Development Projects

Town and Country Water Service Company, Inc. - Upgrade waterworks system
Crown Dental Studios, Inc. and Bradford Properties, LLC - full-service dental component laboratory and manufacturing facility
Cospolich Refrigerator Company, Inc. - refrigerator manufacturing facility
Southern Ionics, Inc. - chemical manufacturing facility in Calcasieu Parish
Mid-South Extrusion, Inc. - expansion of polyethylene sheeting manufacturing facility
Consolidated Waste, Inc. - new solid waste disposal facility in Ouachita Parish
Fabricated Steel Products - new fabricated steel products manufacturing facility
Barriere Construction Company, LLC - new equipment for asphalt manufacturing facility
BASF - new environmental and sewage disposal facilities at Geismar Plant
Abita Brewing Company - new beverage manufacturing equipment
Honeywell International, Inc. - disposal of industrial plant sites

Non-Profit Organizations

Mary Bird Perkins Cancer Center - upgrade of diagnostic equipment used in specialized cancer treatment
Dillard University - energy efficiency improvements
University of New Orleans Research and Technology Foundation - New Orleans Avondale Maritime Technology Center of Excellence
Delgado Community College Foundation - new Student Life Center
University of New Orleans Foundation - energy retrofit equipment
St. James Place of Baton Rouge, Inc. - 74 new residential living units, 20 lakeview homes, health and wellness center, expanded assisted-living center
Sheltering Palms of Monastery Point, LLC - rehabilitation of existing multifamily housing facilities
Biomedical Research Facility of Northwest Louisiana - facility improvements
Point Camelot, LLC - provision of low to moderate income residencies in Baton Rouge and Metarie
Parking Facilities Corporation - new multilevel vehicular parking facility at New Orleans International Airport
Jefferson Facilities, Inc. - new parking facilities at Gretna Courthouse Complex
Jewish Federation of Greater New Orleans - new multiuse facility for federation offices, school, and community center
LSU-Eunice - new student housing facilities

Yvette Fuselier Ardoin

Professional Preparation

Ed. S. Technology Education Specialist	McNeese State University	May, 2003
Completed +30 Certification	McNeese State University	Dec., 1999
M. Ed. Educational Administration	Louisiana State University	Dec., 1991
B.A. Business Education & Computer Literacy	McNeese State University	May, 1988
Certificate Typist-Clerk Program	Oakdale Vo-Tech Institute	July, 1982

Professional Teaching Experience

1999 – Present Curriculum & Instruction (Central Office) Grant Coordinator
(Grant Department, LINCS/Millennium Coordinator, Challenge/Region V Grant Asst.)
Grant Coordinator in grant writing process for educational, writing and keeping budgets, overseeing and evaluating grants, working with all schools and department in CPSS.
Coordinator for LINCS/Millennium – Hired Instructors, worked with Teachers & Principal in implementing all requirements for LINCS/Millennium grants; completed all necessary documentation; conducted workshops and model lessons in the classrooms
Louisiana InTECH K-6 Training (56 Hours – Baton Rouge)
Presented at TNT, LACUE, NECC, NSBA Conferences
Instructor – Substitute regularly for Calcasieu PM School
Instructor – InTECH K-6 for teachers and administrators in Calcasieu Parish
Instructor – MSU Pre-service for MSU Professors and Student Teachers
Instructor – Region V In-service for Administrators and support personnel
Instructor – Workshops for Calcasieu Parish School Board Members/Central Office Employees
Coordinator – Lab-In-A-Bag Project – Network Setup, Training, Checkout
Purchase Equipment & Software for Challenge Grant, IMPACT, & LINCS/Millennium Grants
Install Equipment & Software, Troubleshoot Computer Problems Including Network and Server Issues, Maintain Computer Labs
Conducted Applied Technology Teacher In-services

1998 - 1999 Oak Park Middle School Curriculum & Technology Specialist
Grades 6 - 8
Work with Teachers to implement Technology within their Curriculum in their classroom
Summer Scheduling on the Calcasieu Parish Computer System
Work with Front Office to Enroll & Schedule Students, Student Attendance, Report Cards
Calcasieu Parish Middle School Applied Technology (AT) Curriculum Writing Teach (AT)
Writing Interdisciplinary Units, Steering Committee for (AT)
BETA Club Co-Sponsor, Chaperoned Overnight BETA Club Trips
Certified for distributing Medicine to Students
Supervise Extra-Curricular Activities and Field Trips
Title I Chairman & Lead Technology Contact Person for Oak Park Middle School
Handle all aspects of Technology – Ordering, Installation, training, troubleshooting, etc.
CPSB Middle School AT Curriculum Writing & Academy Awards Drug Awareness Project
Evaluated first year teachers

4199 West Tank Farm Road, Lake Charles, Louisiana 70605 (337) 474-0557 Home

(b)(6)

PR/Award # S374B120012

1996 - 1998

Calcasieu Career Center – Alternative School

**Site Coordinator
Math, Science, Technology Teacher**

Grades 6 – 12

Site Coordinator (acting assistant principal) for the Alternative School. Handled all daily operations for the START Program located at the Detention Center Branch (Drugs, Weapons & Violent Acts)

Handled all discipline for START

Handbook Committee for creating the Student Handbook for the new Alternative School

Evaluated first year teachers

Order & Inventory computer equipment

Scheduled students, created report cards, completed cumulative folders & student transcripts

Coordinator for summer program involving Alternative School and Barbe Elementary students

Drew Grant recipient for Computers, software, and textbooks – Two years

“Master Teacher” for LATIP/LATEP Program

Certified to give Medication

Attended Conflict Resolution Conference in Chicago, Illinois

Attended 4MAT Training and Cooperative Learning Workshops

Attended Visual Math Workshops and Science Star Lab Workshops

Technology Committee Chairman

Steering Committee for Applied Technology

Presenter of Technology at workshops and conferences – parish wide

1994 – 1996

Vinton Northside Middle School Math & Applied Technology Teacher

1992 – 1994

Oak Park Middle School Applied Technology & Resource Teacher

1991 – 1992

Reynaud Middle School Computer Literacy Teacher

Grade 6 – 8

Taught Seventh Grade Math & Reading Teacher Applied Technology (6 – 8), and a Resource Teacher

Conducted Technology Training Workshops for Vinton Northside & Oak Park Faculty

Facilitated NTV Station – Northside Television

BETA Club Co-Sponsor, Chaperoned Overnight BETA Club Trips

Steering Committee for Applied Technology

CPSB Middle School AT Curriculum Writing

Pep Squad and Cheerleader Co-Sponsor

Computer Club Sponsor

Conducted Fund Raisers

CPSB Middle School AT Curriculum Writing

SACS Committee and Publication

Presented Applied Technology (AT) at Principal’s Meeting, Workshops and Conferences

Presenter at LACUE in Baton Rouge, Louisiana

Registration Committee for LACUE held in Lake Charles, Louisiana

Completed Annual Fixed Assets Report for Entire School

Reconstruction of Computer Labs

4199 West Tank Farm Road, Lake Charles, Louisiana 70605 (337) 474-0557 Home

(b)(6)

PR/Award # S374B120012

1989 – 1991 **False River Academy (Pointe Coupee Parish)** **Business Teacher**
Grades 1 – 5 and Grades 9 – 12
Taught Computer Literacy to grades 1 – 5;
Taught Accounting, Business Math, General Business, Typing I & II, And Clerical Practice to high school students
Established a computerized system for school schedules and student report cards
Purchased new typewriters for the business department
Conducted fundraisers to purchase P.A. system for the school auditorium and a new copy machine for faculty use
Yearbook Advisor
Conducted Graduation Ceremonies
Completed High School Transcripts for all Graduating Seniors

1988 – 1989 **Pickering High School** **Math & P.E. Teacher**
Grades 7 & 8
Taught Math and P.E. to Grades 7 & 8
Conducted Fundraisers
Cheerleader Co-sponsor
Chaperoned field trips, dances, and extra-curricular activities

Post-Secondary Education Teaching Experience

2000 – 2002 **LA Tech University, Ruston, LA**
Taught on-line graduate level courses for the university

1991 – 2001 **Associated Builders and Contractors (ABC) Training Center, Westlake, LA**
Lab Facilitator and Computer Teacher
Schedule Computer Classes; conduct computer-assisted training for business members
Work on special projects and maintain all computer equipment for ABC

1992 – Present **Calcasieu Parish Technology Center, Calcasieu Parish, Lake Charles, LA**
Teach Introduction to Computers, Microsoft Word, Excel, PowerPoint, Web Pages, Microsoft Windows, , etc. to Calcasieu Parish Employees

1992 – 1994 **Sowela Technical Institute, Calcasieu Parish, Lake Charles, Louisiana**
Taught Record Keeping and Business Law

1989 – 1991 **Memorial Vocational-Technical School, Pointee Coupee Parish, New Roads, LA**
Taught Lotus, Word Perfect, Records Management, Introduction to Business, and Business Calculations

Other Work Experience

4199 West Tank Farm Road, Lake Charles, Louisiana 70605 (337) 474-0557 Home

(b)(6)

PR/Award # S374B120012

1982 - 1987 Morris and Temple Insurance Agency

Supervised all computer data-input section for the multi-location insurance agency. Responsible for month-end and year-end system processing, and financial transactions used as general ledger entries, cash disbursements and receipts, journal entries, check print, and invoices. Supervised training of permanent and temporary employees during agency conversion to new computer system. Responsible for purchasing all computer supplies. Part-time employment while attended college involved being receptionist, worked on special projects, organized, sorted and sent mail for all departments in the multi-agency firm.

Professional Skills

Typing: 80 words per minute with accuracy. Keypunch 125 digits per minute. Mainframe, network, and PC computer experience. Professional proficiency with MicroSoft Professional Office (Word, Excel, Power Point), MicroSoft Works, Word Perfect, LogoWriter, and MicroSoft Publisher. Proficient with wide variety of office business equipment including telephone switchboard, fax machines, postage meter, camcorder, VCR, video equipment, scanner, modem, laser printer, camera, and copy machines. Have had training in InTECH, 4MAT, Cooperative Learning, Conflict Resolution, and Inter-disciplinary workshops.

References

Available upon request

Appendix E2:

Job Descriptions

Calcasieu Parish School Board Job Description	Department: PROGRESS Project
Title:	TIF PROGRESS Coordinator
Qualifications:	A valid Type A or III LA Teaching Certificate. Master's degree in Education. Minimum of five successful years of teaching. Demonstrated educational leadership capabilities. Must be knowledgeable of the TIF program, the COMPASS evaluation process, and district systems and policies. Demonstrated leadership capabilities. Excellent interpersonal and communication skills (written and oral). Strong project management and organizational skills. Comfort with analyzing data and statistics. High degree of initiative in resolving problems, developing and implementing solutions. Flexibility and ability to lead and effect change.
Reports to:	Calcasieu Parish Superintendent of Schools
Supervises:	HCMS Consultant, Educator Development Leader, Leadership Specialist and all TIF-funded personnel
Job Goals:	To develop and assist system /school administrators, Instructional Coaches, Leadership Specialists, STEM Master Teachers and educators in the development and implementation of the PROGRESS Project.
Performance Responsibilities:	
<ol style="list-style-type: none"> 1. Conducts those tasks and assignments as directed by the Assistant Superintendent of Curriculum and Instruction in an effective, efficient, and timely manner. 2. Performs and conducts all responsibilities in a manner to be rated not partially successful on those items listed in the Evaluation Plan as Observational Criteria and Explanation of Observational Criteria. 3. Conducts all tasks and assignments in a competent and honest manner. 4. Is consistently supportive of the goals established for Calcasieu Parish Schools by the Superintendent of Schools and/or Board. 5. Demonstrates the ability to supervise as well as to accept supervision and directives in a productive manner. 6. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a. Oversees all TIF Program Management. b. Responsible for the overall implementation of the PROGRESS Project within the Calcasieu Parish School System. c. Facilitates the implementation of a comprehensive teacher and leader evaluation system and their integration into the district's current HCMS. d. Acts as a liaison to the US Department of Education (DOE) TIF Program Officer and reporting all project activities and results to the US DOE. e. Works with the district and participating PROGRESS schools to ensure quality and consistent implementation of the TIF model. f. Manages the HCMS Consultant, Educator Development Manager and all TIF-funded 	

<p>personnel positions.</p> <p>g. Ensures that data, financial management and reports occur in alignment with project goals, timelines and project evaluation criteria.</p> <p>h. Work with district-level leaders, university-level leaders, and policy makers to create policies and practices to facilitate the placement of effective teachers in high-need PROGRESS schools teaching in areas of critical shortages and high need.</p> <p>i. Working with the district and PROGRESS Project schools in the promotion and implementation of the PROGRESS Project.</p> <p>j. Maintains awareness of State laws, directives and programs, including the COMPASS evaluation system.</p>	
<p>Terms of Employment:</p>	<p>Salary based on teacher salary schedule for Calcasieu Parish School System; 222 days per year</p>
<p>Evaluation:</p>	<p>Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.</p>
<p>Signature of Evaluatee: _____</p> <p>Printed Name of Evaluatee: _____</p> <p>Date: _____</p> <p>Signature of Evaluator: _____</p>	

Calcasieu Parish School Board Job Description	Department: PROGRESS Project
Title:	Educator Development Leader
Qualifications:	<p>A valid Type A, II or III Louisiana teaching certificate, which includes certification in elementary or secondary education. Master's degree.</p> <p>Minimum of five successful years of teaching.</p> <p>Demonstrates knowledge of a variety of frameworks/approaches for educator development.</p> <p>Demonstrates knowledge of COMPASS evaluation process, Teacher and Leader Performance Competencies, and TIF guidelines.</p> <p>Demonstrates effectiveness as an educator and leadership capabilities. Demonstrates strong skills in data analysis, communication, organization and development skills.</p>
Reports to:	TIF PROGRESS Coordinator
Supervises:	Leadership Specialists, Instructional Coaches, STEM Master Teachers
Job Goals:	<p>To assist in coordinating, organization and administering all aspects of the district's Professional Development Plan. Offerings will be developed and delivered based on individual, school, and district needs. Assists in locating resource material, monitors the PD website, monitors PROGRESS PD budgets and evaluates professional development. Guides, supports and monitors professional development programs, PLCs, and PROGRESS professional development personnel.</p>
Performance Responsibilities:	
<ol style="list-style-type: none"> 1. Coordinates and oversees the implementation of the PROGRESS school professional development offerings, including the PD website. 2. Ensures professional development is designed to improve educator effectiveness and aligns to: <ol style="list-style-type: none"> a) align to the <i>Louisiana Framework of Teaching</i> b) the Louisiana Leadership Competencies c) research-based best practices d) the Common Core State Standards (CCSS) e) or other identified critical needs. 3. Coordinates with district personnel to develop and maintain educator support and training programs. 4. Uses data to review, evaluate, and modify the professional development plan or programs. 5. Ensures that professional development offerings are needs driven and based upon data from Educator Evaluations, Student Achievement Data, or other pertinent data sources. 6. Serves as an effective trainer and staff developer. 7. Oversees the effectiveness, professional offerings, and professionalism of the TIF-funded Instructional Coaches, STEM Master Teachers and Leadership Specialists in the PROGRESS 	

Project Schools.	
8.	Coordinates with the TIF-funded HCMS Consultant to ensure quality professional development occurs at high needs schools, promoting the recruitment, retention and development of effective educators.
9.	Assure that all functions are consistent with applicable TIF guidelines, state and federal regulations, policies and programs and the District's educational goals, objectives and policies.
10.	Researches a variety of information (e.g. courses, materials, contract services, etc.) for the purpose of developing new programs that meet staff training needs.
11.	Demonstrates the ability to supervise as well as to accept supervision and directives in a productive manner.
12.	Monitors and gathers data on varied aspects of the instructional program.
13.	Plans, organizes, and makes decisions on assigned tasks within areas of expertise.
14.	Devises and maintains appropriate records, reports, and communications.
15.	Demonstrates a commitment to professional growth by attending professional meetings, and by reading current journals.
16.	Maintains positive relationships and effective communication with all persons involved in the instructional program.
17.	Performs other tasks as outlined in individual operation plans and as directed by TIF PROGRESS Coordinator and other central office administrators.
18.	Exhibits loyalty and maintains a positive attitude in the promotion of the school/system's goals.
Terms of Employment:	Salary based on teacher salary schedule for Calcasieu Parish School System; 222 days per year
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
Signature of Evaluatee: _____	
Printed Name of Evaluatee: _____	
Date: _____	
Signature of Evaluator: _____	

Calcasieu Parish School Board Department of Human Resources Job Description	Department: TIF PROGRESS Project
Title:	Human Capital Management Systems (HCMS) Consultant
Qualifications:	A valid Type A, II, or III LA Teaching Certificate. Bachelor's Degree in Education. Must be knowledgeable of COMPASS evaluation process, Teacher and Leader Performance Competencies, TIF guidelines, and district HCM Systems. Demonstrates leadership capabilities. Ability to build strong, professional relationship Strong project management and organizational skills. Strong communication, organization and systems development abilities. High degrees of innovation, initiative and flexibility.
Reports to:	TIF PROGRESS Coordinator
Supervises:	
Job Goals:	To align district departments with Calcasieu's vision of instructional improvement and ensure all systems support increased educator effectiveness and student achievement at high needs schools.
Performance Responsibilities: <ol style="list-style-type: none"> 1. Conducts those tasks and assignments as directed TIF PROGRESS Coordinator in an effective, efficient, and timely manner. 2. Performs and conducts all responsibilities in a manner to be rated not partially successful on those items listed in the Evaluation Plan as Observational Criteria and Explanation of Observational Criteria. 3. Conducts all tasks and assignments in a competent and honest manner. 4. Is consistently supportive of the goals established for Calcasieu Parish Schools by the Superintendent of Schools and/or Board. 5. Demonstrates the ability to supervise as well as to accept supervision and directives in a productive manner. 6. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Work with district personnel directors to base human capital decisions (i.e. recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion) on educators' demonstrated effectiveness per the educator evaluation system. b) Work with the district personnel directors and principals to attract, retain, and develop effective educators in high need schools. c) Responsible for the implementation of the Performance Based Compensation System (PBCS) in PROGRESS schools. d) Managing and cultivating relationships with school support providers. e) Work with the District COMPASS Coordinator to align the PROGRESS Project human capital management decisions with State laws and systems. f) Work with district-level leaders, university-level leaders, and policy makers to create policies and practices to facilitate the placement of effective teachers in high-need schools teaching in 	

<p>areas of critical shortages or high-need STEM subjects.</p> <p>g) Work with district-level leaders, PROGRESS Coordinator and policy makers in the development of a strong marketing, and outreach campaign to recruit and retain effective educators in high needs schools.</p> <p>h) Direct the HCMS evaluation process, including but not limited to:</p> <ul style="list-style-type: none"> i. Assessing the systems investment in enhancing the effectiveness of individual employees and the organization as a whole ii. Determining if the district has established, defined, and clearly communicated its vision of instructional improvement and aligned all resources and systems to it iii. Gather and direct collaborative analysis of pertinent qualitative which leadership personnel will analyze to identify risk factors, targeting data from our PROGRESS schools (e.g. attrition rates, observational evaluation results, percentage of effective educators, data on the number, size, and costs of TIF-funded incentives, stipends and their distribution, acceptance rates of career ladder positions, and educator satisfaction survey results) <p>i) Coordinate with TIF-funded Educator Development Leader to ensure the district and PROGRESS schools align their Professional Development to the PBCS and specific areas of strength and development by school and by individual teacher/leader.</p> <p>j) Work with the PROGRESS Coordinator, district-level leaders, and school leadership team to assure that the PROGRESS Project will be administered in accordance with policies and regulation of the State Board of Elementary and Secondary Education and Bulletin 130, Act 1 and Act 2.</p> <p>k) Provide assistance to PROGRESS Project team as necessary and appropriate.</p>	
Terms of Employment:	Salary based on teacher salary schedule for Calcasieu Parish School System; 222 days per year
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
<p>Signature of Evaluatee: _____</p> <p>Printed Name of Evaluatee: _____</p> <p>Date: _____</p> <p>Signature of Evaluator: _____</p>	

Calcasieu Parish School Board Department of Human Resources Job Description	Department: PROGRESS Project
Title:	Leadership Specialist (Principal Experience)
Qualifications:	A valid Type A, II or III Louisiana teaching certificate, which includes certification in elementary or secondary education, as specified by Bulletin 746, Revised, Louisiana State Department of Education. Master's Degree Minimum of five successful years of teaching, and 5 years of successful administrative experience. Demonstrate leadership capabilities, knowledge of Leadership Performance Competencies, knowledge of teacher and leader COMPASS evaluation process, professional and organizational development, effective school leadership, and instructional programs.
Reports to:	TIF PROGRESS Coordinator, Educator Development Leader and Administrative Director of Elementary, Middle and High Schools
Supervises:	Leadership Mentors
Job Goals:	Will build a model for instructional leadership in conjunction with the Educator Development Leader, and Administrative Directors. Assists administrators by providing coaching services, coordinating and delivering professional development to increase educator effectiveness in PROGRESS Project schools. Supports and develops Leadership Mentors.
Performance Responsibilities: <ol style="list-style-type: none"> 1. Conducts those task and assignments as directed by supervisors in an effective, efficient and timely manner. 2. Performs and conducts all responsibilities in a manner not to be rated partially successful on those items listed in the Evaluation Plan as Observational Criteria an Explanation of Observational Criteria. 3. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Participates in all required leadership professional development and remains knowledgeable of current policies, competencies and practices relevant to coaching position. b) Identifies individual and school needs through multiple data sources (e.g. principal evaluations). c) Facilitates job-embedded professional development, differentiating support by administrator need, to support administrators (individually or with the leadership team) to develop instructional leadership, support the evaluation process, strengthen classroom-based knowledge and skills, build collaborative skills to increase teacher capacity and promote teacher- leaders, utilize resources, and develop time management skills. d) Develops a trusting relationship with administrators by respecting confidentiality. 	

<ul style="list-style-type: none"> e) Maintains communication with appropriate supervisors. f) Facilitates creation of coaching goals aligned to administrator's PGP. g) Facilitates and organizes bi-monthly PROGRESS Administrative PLCs. h) Utilizes instructional and facilitative strategies in response to the principal's needs and developed goals. i) Works with PROGRESS school principals to promote and implement PROGRESS Project goals and systems. j) Oversees the practices and development of Leadership Mentors. 	
Terms of Employment:	Salary based on principal salary schedule for Calcasieu Parish School System; 212 days per year
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
Signature of Evaluatee: _____ Printed Name of Evaluatee: _____ Date: _____ Signature of Evaluator: _____	

Calcasieu Parish School Board Job Description	Department: PROGRESS Project
Title:	Instructional Coach
Qualifications:	Valid Louisiana Teaching Certificate with certification in the area of employment. Successful classroom teaching experience. Demonstrate knowledge of <i>Framework for Teaching</i> and teacher evaluation process. Demonstrate leadership capabilities.
Reports to:	Educator Development Leader, School Principal
Supervises:	
Job Goals:	To improve instruction for the students within PROGRESS schools; to work with the appropriate personnel in carrying out the aims and objectives of the overall instructional program; to provide job-embedded professional development and instructional coaching methods to improve teacher content knowledge and instructional practices.
Performance Responsibilities:	
<ol style="list-style-type: none"> 1. Conducts those task and assignments as directed by supervisors in an effective, efficient and timely manner. 2. Performs and conducts all responsibilities in a manner not to be rated partially successful n those items listed in the Evaluation Plan as Observational Criteria an Explanation of Observational Criteria. 3. Participates in all required professional development and remain knowledgeable of current policies, competencies and practices relevant to coaching position. 4. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Identifies individual and school needs through multiple data sources (e.g. informal teacher observations, Teacher evaluation data). b) Facilitates job-embedded professional development to improves teacher practice by modeling effective instruction, using co-teaching strategies, encouraging immediate application, focusing on specific strategy implementation, offering detailed feedback and providing additional resources c) Provides expertise in building level meetings when appropriate. d) Assists with goals of the professional growth plan for school staff. e) Provides support to teachers in the use of data to inform instruction. f) Builds and maintains confidential relationships with teachers. g) Advocates for, facilitates and supports the work of classroom teachers. Does not act in an evaluative role. 5. Performs all other duties or responsibilities as requested by the PROGRESS Coordinator, Educator Development Leader, and other direct supervisors. 	
Terms of Employment:	Salary based on teacher salary schedule for Calcasieu Parish School System; 202 days per year
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of

	Personnel.
Signature of Evaluatee: _____	
Printed Name of Evaluatee: _____	
Date: _____	
Signature of Evaluator: _____	

Calcasieu Parish School Board Department of Human Resources Job Description	Department: PROGRESS Project
Title:	STEM Master Teacher - Elementary Level
Qualifications:	<p>A valid Type A, II or III Louisiana teaching certificate, which includes certification in elementary or secondary education, as specified by Bulletin 746, Revised, Louisiana State Department of Education.</p> <p>Minimum of five successful years of teaching, with at least 2 years demonstrated effectiveness in one or more STEM subject areas.</p> <p>Demonstrate leadership capabilities, knowledge of Teacher Performance Competencies, and strong organizational and communication skills. Have a clear understanding of STEM curriculum, instructional strategies, lesson planning, and assessment. Demonstrate ability and understanding of how to facilitate growth in adults.</p>
Reports to:	Educator Development Leader, School Principal
Supervises:	
Job Goals:	Provide effective supports in pedagogy, skill, and content through a variety of methods to increase STEM teacher effectiveness and student achievement.
Performance Responsibilities: <ol style="list-style-type: none"> 1. Conducts those task and assignments as directed by supervisors in an effective, efficient and timely manner. 2. Performs and conducts all responsibilities in a manner not to be rated partially successful on those items listed in the Evaluation Plan as Observational Criteria an Explanation of Observational Criteria. 3. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Participates in all required professional development and remains knowledgeable of current policies, competencies and practices relevant to coaching position. b) Identifies individual and school needs through multiple data sources (e.g. STEM data, teacher observations). c) Facilitates job-embedded professional development, working with STEM teachers (individually or in PLCs) to support pedagogy, skills, and content knowledge specific to effective STEM instruction. d) Develops a trusting relationship with STEM teachers by respecting confidentiality. e) Maintains communication with appropriate supervisors. f) Provides supportive coaching instruction in the following ways in response to STEM teachers' needs and developed goals including: weekly model lessons in 5th grade STEM teacher classrooms demonstrating effective classroom management, pedagogy, skills and in-depth content knowledge; classroom follow-up with observation/feedback; additional model teaching; and, co-teaching strategies in individual mentoring situations. g) Provides supportive coaching in the following areas: data analysis, classroom management, enriched STEM content for future lessons, differentiation of instructional 	

<p>strategies, or other identified areas of support.</p> <p>h) Participates with the school's leadership team and Professional Learning Communities to: analyze student and STEM teacher data to develop goals, monitor STEM teacher goal attainment, provide classroom follow-up.</p> <p>i) Collaborates with Educator Development Leader and other appropriate personnel to develop teacher competencies specific to effective STEM educators.</p> <p>j) Fosters relationships and collaborates with local STEM resources, experts, and businesses to enrich student STEM experiences.</p> <p>k) Develops enriched curriculum, resources, and student opportunities in STEM subjects.</p>	
Terms of Employment:	192 days and teacher salary as established by the Calcasieu Parish School Board.
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
<p>Signature of Evaluatee: _____</p> <p>Printed Name of Evaluatee: _____</p> <p>Date: _____</p> <p>Signature of Evaluator: _____</p>	

Calcasieu Parish School Board Department of Human Resources Job Description	Department: PROGRESS Project
Title:	STEM Master Teacher - Middle School Level
Qualifications:	<p>A valid Type A, II or III Louisiana teaching certificate, which includes certification in elementary or secondary education, as specified by Bulletin 746, Revised, Louisiana State Department of Education.</p> <p>Minimum of five successful years of teaching, with at least 2 years demonstrated effectiveness in one or more STEM subject areas.</p> <p>Demonstrate leadership capabilities, knowledge of Teacher Performance Competencies, and strong organizational and communication skills. Have a clear understanding of STEM curriculum, instructional strategies, lesson planning, and assessment. Demonstrate ability and understanding of how to facilitate growth in adults.</p>
Reports to:	Educator Development Leader, School Principal
Supervises:	
Job Goals:	Provide effective supports in pedagogy, skill, and content through a variety of methods to increase STEM teacher effectiveness and student achievement.
Performance Responsibilities: <ol style="list-style-type: none"> 1. Conducts those task and assignments as directed by supervisors in an effective, efficient and timely manner. 2. Performs and conducts all responsibilities in a manner not to be rated partially successful on those items listed in the Evaluation Plan as Observational Criteria an Explanation of Observational Criteria. 3. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Participates in all required professional development and remains knowledgeable of current policies, competencies and practices relevant to coaching position. b) Identifies individual and school needs through multiple data sources (e.g. STEM data, teacher observations). c) Facilitates job-embedded professional development, working with STEM teachers (individually or in PLCs) to support pedagogy, skills, and content knowledge specific to effective STEM instruction. d) Develops a trusting relationship with STEM teachers by respecting confidentiality. e) Maintains communication with appropriate supervisors. f) Provides supportive coaching instruction in response to STEM teacher's needs by: conducting daily STEM lessons in Middle School STEM lab-sites demonstrating effective classroom management, pedagogy, skills and in-depth content knowledge; providing classroom follow-up with observation/feedback, additional model teaching, and co-teaching strategies in individual mentoring situations. g) Provides supportive coaching in the following areas: observation of instruction, guidance on classroom management, enriched STEM content for future lessons, differentiation of 	

<p>instructional strategies, using assessment information and professional development to improved student achievement, or other areas of support.</p> <p>h) Participates with the school's leadership team and Professional Learning Communities to: analyze student and STEM teacher data to develop goals, monitor STEM teacher goal attainment, provide classroom follow-up.</p> <p>i) Collaborates with Educator Development Leader and other appropriate personnel to develop teacher competencies specific to effective STEM educators.</p> <p>j) Fosters relationships and collaborates with local STEM resources, experts and businesses to provide opportunities to enrich STEM experiences.</p> <p>k) Develops enriched curriculum, resources, and student opportunities in STEM subjects.</p> <p>l) Support teacher data analysis to identify students to participate in AP courses, dual-enrollment, or gifted classes (as available.)</p>	
Terms of Employment:	192 days and teacher salary as established by the Calcasieu Parish School Board.
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
<p>Signature of Evaluatee: _____</p> <p>Printed Name of Evaluatee: _____</p> <p>Date: _____</p> <p>Signature of Evaluator: _____</p>	

Calcasieu Parish School Board Department of Human Resources Job Description	Department: PROGRESS Project
Title:	STEM Master Teacher - High School Level
Qualifications:	<p>A valid Type A, II or III Louisiana teaching certificate, which includes certification in elementary or secondary education, as specified by Bulletin 746, Revised, Louisiana State Department of Education.</p> <p>Minimum of five successful years of teaching, with at least 2 years demonstrated effectiveness in one or more STEM subject areas.</p> <p>Demonstrate leadership capabilities, knowledge of Teacher Performance Competencies, and strong organizational and communication skills. Have a clear understanding of STEM curriculum, instructional strategies, lesson planning, and assessment. Demonstrate ability and understanding of how to facilitate growth in adults.</p>
Reports to:	Educator Development Leader, School Principal
Supervises:	
Job Goals:	Provide effective supports in pedagogy, skill, and content through a variety of methods to increase STEM teacher effectiveness and student achievement.
Performance Responsibilities: <ol style="list-style-type: none"> 1. Conducts those task and assignments as directed by supervisors in an effective, efficient and timely manner. 2. Performs and conducts all responsibilities in a manner not to be rated partially successful on those items listed in the Evaluation Plan as Observational Criteria an Explanation of Observational Criteria. 3. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Participates in all required professional development and remains knowledgeable of current policies, competencies and practices relevant to coaching position. b) Identifies individual and school needs through multiple data sources (e.g. STEM data, teacher observations). c) Facilitates job-embedded professional development, working with STEM teachers (individually or in PLCs) to support pedagogy, skills, and content knowledge specific to effective STEM instruction. d) Develops a trusting relationship with STEM teachers by respecting confidentiality. e) Maintains communication with appropriate supervisors. f) Provides supportive coaching instruction in the following areas in response to STEM teacher's needs and developed goals including: observation of instruction, guidance on classroom management, enriched STEM content for future lessons, differentiation of instructional strategies, using assessment information and professional development to improve student achievement, or other areas of support. g) Provides STEM teachers instructional support through: professional development, observation/feedback, additional model teaching, and co-teaching strategies in individual 	

<p>mentoring situations.</p> <p>h) Participates with the school's leadership team and Professional Learning Communities to: analyze student and STEM teacher data to develop goals, monitor STEM teacher goal attainment, provide classroom follow-up.</p> <p>i) Fosters relationships and collaborates with local STEM resources, experts and businesses to enrich student STEM experiences.</p> <p>j) Develop enriched curriculum, resources, and student opportunities in STEM subjects.</p> <p>k) Collaborates with Educator Development Leader and other appropriate personnel to develop teacher competencies specific to effective STEM educators.</p> <p>l) Assists principal in identifying teachers to participate in STEM subject AP trainings.</p> <p>m) Support teacher data analysis to identify students' to participate in STEM subject AP courses, dual-enrollment, or gifted classes (as available).</p>	
Terms of Employment:	192 days and teacher salary as established by the Calcasieu Parish School Board.
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
<p>Signature of Evaluatee: _____</p> <p>Printed Name of Evaluatee: _____</p> <p>Date: _____</p> <p>Signature of Evaluator: _____</p>	

Calcasieu Parish School Board Job Description	Department: PROGRESS Project
Title:	PROGRESS Secretary – Clerk C
Qualifications:	High School diploma or equivalent training or experience in typing, record keeping, filing, answering phones, maintaining books, and general office procedures.
Reports to:	TIF PROGRESS Coordinator
Supervises:	
Job Goals:	To perform those assigned job duties that contributes to the smooth operation of the TIF PROGRESS Grant.
Performance Responsibilities:	
<ol style="list-style-type: none"> 1. The secretary is responsible for maintaining the budget for grant. Budgets are maintained on Microsoft Excel Spreadsheets and checked against district activity reports. Documentation of all transactions is kept in a binder or on LaserFiche for the grant being maintained. 2. Entering requisitions for Purchase Order to be made with grant funds. Everything else is maintained on computer; therefore, the secretary is expected to be efficient in Microsoft Excel and Word. 3. Handle daily incoming mail, stamp with received date and distribute or file. 4. Up-to-date price quotes are retrieved to assist grant recipients in obtaining prices for grant items being purchased. These quotes are attached to requisitions and sent to the purchasing department. 5. Record in parish and out of parish travel at the end of each month and process travel vouchers for reimbursement for personnel being paid by the grant. 6. Work closely with the purchasing department, accounts payable and the warehouse in the ordering, delivery and payment of all grant materials. Contact vendors when needed regarding outstanding items or invoicing problems. 7. Prepare for various committee meetings which includes reserving the conference room, setting up room, copying handouts, maintaining a sign-in sheet, and making sure all materials needed for the meeting is available and/or in the room. 8. Process all billheads & requisitions received from grant recipients by proofing addition, putting budget codes and posting to appropriate budget. 9. Performs other duties, which may be inherent in the above as well as all other tasks deemed appropriate by the TIF PROGRESS Coordinator. 	
Terms of Employment:	Salary based on Clerk C salary schedule for Calcasieu Parish School System; 12 month.
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
Signature of Evaluatee: _____ Printed Name of Evaluatee: _____ Date: _____ Signature of Evaluator: _____	

Calcasieu Parish School Board Department of Human Resources Job Description	Department: PROGRESS Project
Title:	Leadership Mentor
Qualifications:	<p>A valid Type A, II or III Louisiana teaching certificate, which includes certification in elementary or secondary education, as specified by Bulletin 746, Revised, Louisiana State Department of Education.</p> <p>Minimum of five successful years of teaching, with at least 2 years of successful administrative experiences. Current administrator of a PROGRESS school.</p> <p>Demonstrate leadership capabilities, knowledge of Leadership Performance Competencies, knowledge of teacher and leader COMPASS evaluation process, professional and organizational development, effective school leadership, and instructional programs.</p>
Reports to:	Leadership Specialist
Supervises:	
Job Goals:	Supports the model for instructional leadership in conjunction with the Leadership Specialist. Facilitates PROGRESS administrator development and effectiveness as measured by the educator evaluation system.
Performance Responsibilities: <ol style="list-style-type: none"> 1. Conducts those task and assignments as directed by supervisors in an effective, efficient and timely manner. 2. Performs and conducts all responsibilities in a manner not to be rated partially successful on those items listed in the Evaluation Plan as Observational Criteria an Explanation of Observational Criteria. 3. Conducts the following listed tasks on a continuous basis: <ol style="list-style-type: none"> a) Participates in all required leadership professional development and remains knowledgeable of current policies, competencies and practices relevant to coaching position. b) Supports individual and school needs through multiple data sources (e.g. principal evaluations). c) Facilitates job-embedded professional development, working with administrators (individually or with the leadership team) to develop instructional leadership, support the evaluation process, strengthen classroom-based knowledge and skills, build collaborative skills to increase teacher capacity and promote teacher- leaders, utilize resources, and develop time management skills. d) Develops a trusting relationship with administrators by respecting confidentiality. e) Maintains communication with appropriate supervisors. f) Facilitates creation of coaching goals aligned to administrator's PGP. g) Facilitates bi-monthly PROGRESS Administrative PLCs. h) Acts as a demonstration school site for effective administrative skills and practices. i) Utilizes instructional and facilitative strategies in response to the principal's needs and 	

developed goals. j) Works with PROGRESS school principals to promote and implement PROGRESS Project goals and systems.	
Terms of Employment:	School year and principal salary as established by the Calcasieu Parish School Board. 202 Days – Supplement to Salary
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.
Signature of Evaluatee: _____ Printed Name of Evaluatee: _____ Date: _____ Signature of Evaluator: _____	

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

TIF PROGRESS GRANT

October 1, 2012-September 30, 2017

\$4,851,953 \$8,415,398 \$6,813,685 \$7,0

Narrative Page Reference	BUDGET NARRATIVE	2012-2013	2013-2014	2014-2015	2015-
			COL 4% increase	COL 4% increase	COL 4% i
<p>I. PERSONNEL CPSB employees are paid in accordance with the Calcasieu Parish School System salary rules and schedules. Employees are eligible for a 4% annual merit increase every 12 months of continuous state service and every year thereafter until they reach the maximum on the pay schedule. These increases are not automatic but are based on the employee's performance.</p> <p>All TIF personnel salaries will work solely on this single Federal Award. Charges for their salaries will be supported by periodic certifications that the employees work solely on this award for the period covered by the certification. These certifications will be prepared semi-annually and will be signed by the employee having first hand knowledge of the work performed during the period. [11(h)(2), 11(h)(3)]</p>					
<p>Pages 18, 19, 20, 36, 43, 44, 45, 47, 51, 52, 53</p>	<p>TIF PROGRESS Coordinator (1-FTE) Based on Calcasieu Parish Salary Pay Schedule Level for Teachers for 222 days with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.1.</p> <p>The Progress Coordinator reports to the Superintendent of CPSS; works closely with the the Elementary, Middle, & High School Administrative Directors, overseeing all TIF personnel; must be knowledgeable of the TIF Program; COMPASS evaluation process, and district systems and poicies; is responsible for all reporting and oversight of the US DOE TIF Grant, including all aspects of record-keeping, performance reporting, and budget oversight and will work with district and state leadership to provide needed information to support a sustainable performance-based compensation system in Louisiana. The Coordinator will be assigned 100% of the time to the project for 60 months with 100% being administrative.</p> <p align="center">\$ 66,500.00 x 1 PROGRESS Coordinator</p>	<p align="right">\$66,500</p>	<p align="right">\$69,160</p>	<p align="right">\$69,266</p>	<p align="right">\$</p>
<p>Page 8, 32, 46, 47, 50, 51, 52, 53, 57</p>	<p>Educator Development Leader (EDL) (1-FTE) Based on Calcasieu Parish Salary Pay Schedule Level for teachers increasing work days to 222 days with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.2.</p> <p>The EDL reports to the TIF PROGRESS Coordinator; assist in coordinating, organizing and administering all aspects of the district's Professional Development Plan based on individual school needs; supports and monitors TIF schools professional learning programs. The EDL will be assigned 100% of the time to the project for 60 months with 100% being administrative.</p> <p align="center">\$ 66,500.00 x 1 Education Development Leader</p>	<p align="right">\$66,500</p>	<p align="right">\$69,160</p>	<p align="right">\$71,926</p>	<p align="right">\$</p>
<p>Page 6, 7, 16, 17, 18, 19, 44, 46, 47, 50, 51, 52, 53</p>	<p>HCMS Consultant (1-FTE) Based on Calcasieu Parish Salary Pay Schedule Schedule Level for Teachers increasing work days to 222 days with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.3.</p> <p>The HCMS reports to TIF PROGRESS Coordinator; must be knowledgeable of COMPASS evaluation process, Teacher/Leader Performance Competencies, TIF guidelines, and district HCM Systems. Must have strong communication, organization and systems development abilities, high degrees of innovation, initiative, and flexibility to be able to work closely with principals. The HCMS Consultant will be assigned 100% of the time to the project for 60 months with 100% being administrative.</p> <p align="center">\$ 66,500.00 x 1 HCMS Consultant</p>	<p align="right">\$66,500</p>	<p align="right">\$69,160</p>	<p align="right">\$71,926</p>	<p align="right">\$</p>
	<p>Leadership Specialist (LS) (6-FTE) Based on Calcasieu Parish Pay Schedule Level for Principals increasing work days to 212 days with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.4.</p>				

Narrative Page Reference	BUDGET NARRATIVE	2012-2013	2013-2014	2014-2015	2015-2016
Page 8, 11, 12, 35, 36, 37, 47, 50, 51, 52, 53	<p>The LS reports to TIF PROGRESS Coordinator; Education Development Leader, and Appropriate Administrative Director; must have a minimum of five years of successful administrative experience, demonstrates leadership capabilities, knowledgeable of COMPASS evaluation process, Teacher/Leader Performance Competencies, TIF guidelines, professional and organization development, effective school leadership, and instructional programs. Must have strong communication, organization and systems development abilities, high degrees of innovation and flexibility. The Leadership Specialist will be assigned 85% of the time to the project for 60 months working directly in the schools with Principals and 15% of the time working with Administrative Directors, and other TIF Staff. In Year 4-5 we will add 4 more Leadership Specialists where needed.)</p> <p>\$ 78,000.00 x 1 Leadership Specialist (Year 1-3)</p> <p>\$ 78,000.00 x 4 Leadership Specialist (Year 4-5)</p>	\$78,000	\$81,120	\$84,365	\$87,500
Page 8, 12, 14, 21, 35, 47	<p>Instructional Coach (20-FTE) Based on Calcasieu Parish Pay Schedule Level for Teachers with a Masters Degree increasing work days to 202 days with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.5.</p> <p>The Coach reports to the Education Development Leader, LS, and school Principal; must have a minimum of five years of successful teaching experience, demonstrates knowledge of Framework for Teaching and COMPASS teacher evaluation process, displays leadership capabilities; portrays a strong desire to improve instruction, work well with others, flexible and innovative; can lead job-embedded PD using instructional coaching methods to improve teacher content knowledge and instructional practices. Specifically, he/she will observe, co-teach, model and give feedback in teacher classrooms. He/She will support PLCs and Leadership Team meetings. The Instructional Coach will be assigned 90% of the time to the project for 60 months working directly in the schools with teachers and 10% work with the Education Development Leader. (4 High, 5 Middle, 14 Elem)</p> <p>\$ 59,747.00 x 23 Instructional Coaches</p>	\$1,374,181	\$1,429,148	\$1,486,314	\$1,543,481
Page 8, 12, 21, 36, 40, 47, 50, 51, 52, 53, 55, 56, 57, 58	<p>STEM Master Teacher (12-FTE) Based on Calcasieu Parish Pay Schedule Level for Teachers for 192 days with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.6.</p> <p>The STEMMS will report to the ED Leader, school principal, LS and will work with Coaches; will spend 90% of his/her time working within the schools. Specifically, he/she will provide coaching and exemplary models of instructional practice in STEM classrooms, observe and provide feedback to STEM teachers. He/she will support PLC meetings and Leadership Team meetings focusing on STEM, facilitate STEM instructional workshops, and provide enriched resources, research and activities for STEM teachers. The STEMMS will also work closely with the ED Leader and Instructional Coach to determine what additional resources schools may need to implement TIF effectively in the STEM areas. (4 High, 5 Middle, 7 Elem)</p> <p>\$ 56,790.00 x 16 STEM Master Teachers</p>		\$908,640	\$944,986	\$981,376
Page 47	<p>PROGRESS Secretary Clerk C (1-FTE) Based on Pay Schedule Level AS618 of \$64,777 for 12 months with a 4% cost of living (COL) increase each year. Job description on Appendix E.2.7.</p> <p>The Secretary will report to the TIF PROGRESS Coordinator; will be responsible for assisting with maintaining all financial records for the TIF grant, gathering quotes, ordering materials, and tracking them; assist with scheduling PD, travel, and workshops/in-services/meetings as needed; will assist with gathering and organizing data, reports, or any other information necessary for TIF staff to perform their job duties. The Secretary will be assigned 100% of the time to the project for 60 months with 100% being administrative.</p> <p>\$ 26,242.00 x 1 Secretary</p>	\$26,242	\$27,292	\$28,383	\$29,433
	SUBTOTAL TIF PERSONNEL	\$1,677,923	\$2,653,680	\$2,757,167	\$3,754,290

Narrative Page Reference	BUDGET NARRATIVE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Page 35, 53, 55	STEM Institute Professional Development Meeting for STEM Master Teachers to attend during the summers in Year 2-5 to review CCSS changes for 4th - 8th grade teachers. Team will be working on in-depth hands-on activities covering cross-curricular aligned with the new CCSS. \$240.00 day x 4 days x 12 STEM MT		\$11,520	\$11,520			
Page 8, 18, 38, 50, 51	Website Construction: A person will be appointed to setup and design a website that will house all TIF PROGRESS resources, including professional development information submitted by Leadership Mentors, and by faculty taking on additional roles and responsibilities. This person will be responsible for minimal maintenance throughout the school year for the duration of the 60 month project. \$30.00 hour x 35 hours 1 web designer	\$1,050	\$525	\$525			
Page 11, 28, 52	Leadership Summer Institute: Leadership Institute will be held for a 3-5 person Leadership Team from each PROGRESS School to attend focusing on Team Building, Goal Setting, and Strategy Development. All PROGRESS schools will participate in year 1; school with new principals or not performing highly effective will attend following year(s); \$210.00 day x 3 days x 75 School faculty	\$47,250	\$22,050	\$22,050			
Page 7, 15, 28, 34, 35, 52, 55	PLC Inservice: PLCs will begin in the summer with all PROGRESS Middle and High School faculty attending three days of meeting to start working on building school Professional Learning Communities. Other training will be held on district planned in-service days and imbedded within the school day. There will be one summer follow-up day in Year 3 & 5. \$210.00 day x 3 days x 331 School faculty	\$208,530		\$69,510			
Page 8, 38, 39, 40, 50, 51	Additional Roles and Responsibilities: School Faculty who choose to post professional development information on the PROGRESS website, be a demonstration classroom, or take on additional roles and responsibilities will receive a one time compensation.						
	Additional Roles & Resp. Stipend Amount	Number of Teachers, and Principals	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	\$500	720	30%	40%	50%	60%	70%
			\$108,000	\$144,000	\$180,000	\$216,000	\$252,000
Page 15, 34, 35, 52, 55	Substitutes: Professional Development Workshops targeting the competencies and educator evaluation standards determined by the degree of effectiveness and observed areas of need. \$80.00 day x 3 days x 680 PROGRESS Teachers	\$163,200	\$54,400	\$108,800			
	SUBTOTAL STIPEND/SUBSTITUTE PAY	\$528,030	\$232,495	\$392,405			
Page 10, 11, 50, 52, 53, 54	One Time Teachers/Leader Participation Bonus: This incentive bonus is an agreement to participate and will be used as a recruitment tool for buy-in for the PROGRESS Project. This will only be paid out to those participants who have shown success at the end of Year 2; including STEM MT. In Year 3-5 only teachers/leaders that were hired due to retirements, deaths, or other unforeseen occurrences for hiring personnel will be eligible in those years. An anticipation rate of 10% will be used. \$3,000 x 732 Leadership Mentor Principals		\$2,196,000	\$263,520			
Page 11, 14, 21, 35, 37, 41, 50	Leadership Mentors (LM) (Principals): Principals who will receive additional pay to work closely with the Leadership Specialist and facilitate bi-monthly leadership PLCs for TIF PROGRESS principals in smaller assigned groups. They will serve as demonstration school sites for administrators and administrative teams. (averages \$500/mth; first year will begin in January, 2013). \$6,000 x 6 Leadership Mentor Principals	\$18,000	\$36,000	\$36,000			

Narrative Page Reference	BUDGET NARRATIVE						2012-2013	2013-2014	2014-2015	2015-2016	
Page 8, 10, 13, 19, 25, 39, 40, 50, 53, 59, 60	Model 1 PBCS Compensation: will be awarded additional compensation for effective teachers, principals, and other personnel (i.e. assistant principals, administrative interns, counselors, and librarians) determined by the Educator Evaluation System. Payout Levels include Effective Proficient and Highly Effect.										
							Percent of TIF Funds used for Differentiated Compensation				
	PROGRESS Award	Number of Teachers, Principals, and other									
	\$3,000	Highly Effective Instructional	200								
	\$1,000	Effective Proficient Instructional	532								
	\$5,000	Highly Effective Administrative	14								
	\$2,000	Effective Proficient Administrative	31								
SUBTOTAL COMPENSATION PAY						\$18,000	\$2,730,000	\$983,320	\$1,102,867	\$1,102,867	
TOTAL PERSONNEL						\$2,223,953	\$5,616,175	\$4,132,892	\$4,132,892	\$4,132,892	
2. FRINGE BENEFITS. School Personnel Fringe Benefits include 24.5% Retirement, 1.45% Medicare, 1.24% Workers Compensation and 12.81% Health Insurance for in TIF Grant @ 40% which is the district's cost for benefits. School employees may choose from available health insurance programs for thier health coverage.											
	Subtotal Personnel	X	Fringe Benefits	40.00%		\$671,169	\$1,061,472	\$1,102,867	\$1,102,867	\$1,102,867	
	Subtotal Stipend/Substitute Pay	X	Fringe Benefits	27.19%		\$143,571	\$63,215	\$106,695	\$106,695	\$106,695	
	Subtotal for Compensation Pay & Stipends	X	Fringe Benefits	27.19%		\$4,894	\$742,287	\$267,365	\$267,365	\$267,365	
TOTAL FRINGE BENEFITS						\$819,635	\$1,866,974	\$1,476,926	\$1,476,926	\$1,476,926	
3. TRAVEL : All district employees follow the LA State Employees Travel Regulations Guidelines, PPM No.49. Travel allowances: Meals: \$45/day, Lodging \$140/day, a \$600, Mileage is .555/mile. Other reimbursements may include ground transportation to and from airport, airport parking, and baggage tips estimated at \$75/person. The TIF is for the PROGRESS Coordinator, Education Development Leader, HCMS Consultant, and Leadership Specialist.											
Required	TIF Directors Meetings: Funds are requested for travel for the PROGRESS Coordinator and Education Development Leader to attend Grant Orientation, Program Implementation and TIF Project Director's meeting in a major city.										
	lodging	\$140	x	5 nights/trip	x	3 TIF Staff	\$2,100	\$2,100	\$2,100	\$2,100	
	meals	\$45	x	6 days	x	3 TIF Staff	\$810	\$810	\$810	\$810	
	airfare	\$600	x	3 TIF Staff	x	2 meetings	\$3,600	\$3,600	\$3,600	\$3,600	
	Other Expense:	\$75	x	3 TIF Staff	x	2 meetings	\$450	\$450	\$450	\$450	
Page 21, 28	Instructional Coaching Institute Level 1 (Partnerships) and 2 (Classroom Management Focus): On site professional developers who teach educators how to use proven teaching methods. They employ a variety of professional development procedures to foster widespread, high-quality implementation of interventions, providing "on-the-job learning." Instructional coaches adopting the approach developed for Research on Learning take a partnership approach, and thus they respect teachers' professionalism and focus their efforts on conversations that lead to creative, practical application of research-based practices. Level 2 will provide a comprehensive overview of the classroom management tools and teaching practices; they will learn important variables they should observe while coaching teachers as well as powerful strategies they can use to support teachers for safe learning communities; they will also learn how to integrate classroom management practices into the instructional coaching model.										

Narrative Page Reference	BUDGET NARRATIVE						2012-2013	2013-2014	2014-2015	2015-2016
	registration	\$800	x	21 Coaches	x	1 (5 day training)	\$16,800		\$16,800	
	lodging	\$140	x	5 nights/trip	x	21 Coaches	\$14,700		\$14,700	
	meals	\$45	x	6 days	x	21 Coaches	\$5,670		\$5,670	
	airfare	\$600	x	21 Coaches	x	1 (5 day training)	\$12,600		\$12,600	
	Other Expense:	\$75	x	21 Coaches	x	1 (5 day training)	\$1,575		\$1,575	
Page 21, 28	Math/Science Conference: STEM Master Teachers will attend a National Conference (such as NCTM, NCSM, Singapore Math, etc) to network with other STEM teachers from other states, learn new strategies, advance and enhance their professional skills, knowledge, and careers; acquire effective professional development with new strategies and tactics to better assist teachers teach successfully.									
	registration	\$645	x	16 STEM MT	x	1 training			\$10,320	
	lodging	\$140	x	5 nights/trip	x	16 STEM MT			\$11,200	
	meals	\$45	x	6 days	x	16 STEM MT			\$4,320	
	airfare	\$600	x	16 STEM MT	x	1 training			\$9,600	
	Other Expense:	\$75	x	16 STEM MT	x	1 training			\$1,200	
Page 21, 28, 35, 36, 37	Leadership Coach Training: Coaching Leaders to Attain Student Success (CLASS) is designed to prepare individuals to provide intensive individualized support to new and experienced principals. This program is based upon the New Teacher Center's groundbreaking work coaching teachers and principals. Leadership Mentors and Leadership Specialist will attend this 3-Day training. This training will be offered every other year to grow leadership.									
	registration	\$675	x	7 LS/LM	x	1 training	\$4,725		\$4,725	
	lodging	\$140	x	3 nights/trip	x	7 LS/LM	\$2,940		\$2,940	
	meals	\$45	x	4 days	x	7 LS/LM	\$1,260		\$1,260	
	airfare	\$600	x	7 LS/LM	x	1 training	\$4,200		\$4,200	
	Other Expense:	\$75	x	7 LS/LM	x	1 training	\$525		\$525	
Page 28	Assessment Training Institute: Attending this training will gain insight into balanced and quality assessment systems. Participants will analyze a new aspect for assessment, the direction necessary to achieve success, and the knowledge and skills necessary for implementation. Participants will be prepared with text, Learning Team Facilitator DVD, handouts and projectors to build knowledge and understanding of assessment literacy for teachers and district leaders. The Instructional Coaches will redeliver to STEM Master Teachers, Principals and Career Teachers. The purpose of the training is the dissemination of technical information needed to principals and teachers to change student assessment that will effect student achievement.									

Narrative Page Reference	BUDGET NARRATIVE						2012-2013	2013-2014	2014-2015	2015-2016
Page 28	registration	\$525	x	21 TIF Staff	x	1 training		\$11,025		
	lodging	\$140	x	21 TIF Staff	x	21 TIF Staff		\$61,740		
	meals	\$45	x	4 days	x	21 TIF Staff		\$3,780		
	airfare	\$600	x	21 TIF Staff	x	1 training		\$12,600		
	Other Expense:	\$75	x	21 TIF Staff	x	1 training		\$1,575		
TOTAL TRAVEL							\$71,955	\$97,680	\$108,595	

4. EQUIPMENT: Consistent with the LA Accounting and Uniform Governmental Handbook, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

Page 45	Office Equipment for TIF Staff: Desktop computer with large flat panel monitor @\$1600 x 4=\$6,400 for the PROGRESS Coordinator, Education Development Leader, HCMS Consultant, and Secretary; Laser Printer with extra Trays @ \$1600/printer x 2 = \$3,200 for office use; office laser printers @ \$600/printer x 2 = \$1,200. Copy Machine to be used for copying professional develop materials, maintaining records, and any other TIF grant needs (\$4,500).	\$15,300			
Page 45	TIF Presentation/Training Technology: Laptop computer, printer, projector and iPad @\$3,200 x 40 = \$116,000 for LS, coaches, and STEM MT to use when conducting presentations, classroom snapshots, cluster meetings, and other duties for the TIF project.	\$128,000			
TOTAL EQUIPMENT		\$143,300	\$0	\$0	

5. SUPPLIES. Consistent with the LA Accounting and Uniform Governmental Handbook, supplies are amounts paid for items that are consumed, worn out or deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

Page 23, 33, 35	TIF Office Supplies: Toner, disc, pen drives, paper, card stock, folders, file cabinets, pens, pencils, markers, colored paper, tags, calculators, staplers, note pads, legal note pads, envelopes, tape, shipping supplies, storage containers, refreshments, post its, etc Year 1-5: 5 Staff x \$0/month x 12 months = \$9,000; Year 2-5 48 Staff x \$75/month x 10 months = \$36,000	\$9,000	\$36,000	\$36,000	\$0
Page 23, 33, 35	TIF Supplies for PD Training and Tif Meetings: Example: Printers, toner, disc, videos, pen drives, paper, card stock, training videos, projector carts, pens, pencils, markers, poster boards, colored paper, name tags, folders, spinners, timers, overhead spinners, pointers, charts, post its, etc. Year 1 = 4 Leadership members X \$1500/person/year. Year 2-5 = 48 leadership members x \$800/person/year.	\$6,000	\$38,400	\$38,400	\$0
Page 23, 33, 35	TIF PD Books and Instructional Materials used by Leadership Specialists, Instructional Coaches & STEM Master Teachers during PLC's and teacher instructional workshops \$2,275 per school x 21 schools	\$47,775	\$47,775	\$47,775	\$0
Page 23, 33, 35, 53, 55, 56,	STEM PD Materials for training for Math and Science workshops and summer institutes with resources such as Foss Kits, tape measures, balances, manipulatives, microscope, scientific calculator, graphing paper, chart paper, and other hands-on materials for training purposes based on CCSS. \$1,895 per/MT x 16 STEM MT		\$30,320	\$30,320	\$0
Page 32, 33, 35	TIF Miscellaneous Accessories: Adaptors, Cables, Apple TV connector, HD Video Converter, Extension Cords, CDs, Surge Protectors @ \$625 x 44 TIF Staff	\$27,500			\$0
TOTAL SUPPLIES		\$81,275	\$116,495	\$116,495	\$0

Narrative Page Reference	BUDGET NARRATIVE	2012-2013	2013-2014	2014-2015	2015-2016
6. CONTRACTUAL: The Department of Education, of the State of Louisiana assures that it shall follow all requirements imposed by Federal Laws, regulations, and the provisions of 34CFR Parts 74.40-74.48 and Part 80.36 with funds provided by the Teacher Incentive Fund, CFDA Number 84.374A.					
Page 11, 28, 32, 33, 52	Evaluation System Inservice -- customized in-services targeting the competencies and education evaluation standards determined by the degree of effectiveness and observed area(s) of need. We will provide our educators with the Introduction to the Framework for Teaching, Observation Skills Workshop, Deeper Understanding of the Framework for Teaching (Year 2), Conducting Professional Conversations (Year 2 & 3), Ongoing Support for Evaluators, Educational Impact Facilitator Training (<i>Teaching Framework: Looking at Real Classrooms</i>) (Year 3-5). Note: These trainings will be held for different schools at different times depending on the customizing timing needed for that school; therefore the number of days and consultants will vary from year to year. \$ 4,050 /day x 6 consultant(s) x 10 days of training	\$243,000	\$243,000	\$129,600	\$
Page 11, 52	Leadership Summer Institute -- will contract with a leadership group to conduct a 3-Day Institute for each PROGRESS School's 3-5 person leadership team to attend focusing on Team Building, Goal Setting, Strategy Development, etc. Consultant fees, travel, hotel, flight, meals are all included. Some schools will participate only in year one of this leadership institute. \$ 7,500 /day x 2 consultant(s) x 3 days of training	\$45,000	\$22,500		
Page 7, 28, 29, 32, 33, 34, 35, 51, 52, 55	Professional Learning Communities (PLC) -- PROGRESS Middle and High Schools will participate in a series of PLCs focusing on student learning, collaboration and results; gaining knowledge on common formative assessments, pyramid response to intervention, and differentiation. Contracted trainers will customize leadership training for our schools working to explain leadership skills needed to lead and implement PLCs in the schools. These trainers will work with our teachers, principals, instructional coaches in their schools to help transform their schools into a professional learning community at <i>all PROGRESS SCHOOLS</i> . Follow-ups will continue in Year 3 and 5 with 2-5-days of meetings. \$ 7,500 /day x 14 consultant(s) x 4 days of in service for Elementary \$ 7,500 /day x 7 consultant(s) x 10 days of in service for Middle & High	\$420,000 \$525,000		\$210,000 \$262,500	
Page 49, 51, 52	Independent Evaluation Consultant. A certified evaluation consultant will be competitively selected to work with project staff to provide ongoing assessment support and project monitoring. The selected consultant will refine the evaluation plan, design the evaluation survey instruments, collect and analyze evaluation data, and prepare the annual and final evaluation report.	\$50,000	\$50,000	\$50,000	\$
TOTAL CONTRACTUAL		\$1,283,000	\$315,500	\$652,100	\$
8. OTHER.					
Page 19	Printing of materials for TIF schools	\$6,000	\$4,000	\$4,000	
TOTAL OTHER		\$6,000	\$4,000	\$4,000	
9. TOTAL DIRECT COSTS (lines 1-8)		\$4,629,118	\$8,016,824	\$6,491,009	\$6,491,009
10. INDIRECT COST 4.9742%		\$222,835	\$398,574	\$322,677	\$
12. TOTAL COSTS (lines 9-11)		\$4,851,953	\$8,415,398	\$6,813,685	\$7,413,685

**TIF PROGRESS GRANT
NON-FEDERAL PROGRAM FUNDS
October 1, 2012-September 30, 2017**

Narrative Page Reference	BUDGET NARRATIVE	2012-2013	2013-2014	2014-2015	2015-2016
1. PERSONNEL CPSB employees are paid in accordance with the Calcasieu Parish School System salary rules and schedules. Employees are eligible for a 4% annual merit increase every 12 months of continuous state service and every year thereafter until they reach the maximum on the pay schedule. These increases are not automatic but are based on the employee's performance.					
53	With the revamping of the State of Louisiana's Teacher Evaluation System, Calcasieu Parish School System (CPSS) will commit to teacher salary increases other than universal pay raises to all teachers that have been deemed "effective" in their position for the previous year. This practice will begin July 1, 2013 as directed by Louisiana law recently adopted. any individual increase received by a teacher deemed effective will be based on the following 3 criteria with no criteria accounting for more than 50% of the increase: 1/ Effectiveness, 2) Experience, and 3) Other Items (Demand, Location, At-Risk Population, Degree, School Location or Rating) The District will commit a minimum of \$750,000 a year for this. The District is still debating the ratio that each of the criteria will represent in future salary increases and will have a recommended new formula in place by January of 2013 as dictated by the State.	\$750,000	\$750,000	\$750,000	\$750,000
53	CPSS commits to having an "Interns" funded with general funds for all elementary schools to assist with the sustainability of the duties of the Instructional Coaches focusing on the curriculum needs of the school to increase and/or maintain the effectiveness of teachers to increase student achievement.	\$826,000	\$826,000	\$826,000	\$826,000
TOTAL PERSONNEL		\$1,576,000	\$1,576,000	\$1,576,000	\$1,576,000
2. FRINGE BENEFITS. School Personnel Fringe Benefits include 24.5% Retirement, 1.45% Medicare, 1.24% Workers Compensation and 12.81% Health Insurance for employees in TIF Grant @ (b)(7) which is the district's cost for benefits. School employees may choose from available health insurance programs for their health coverage.					
	Subtotal Personnel X Fringe Benefits (b)(4)	\$330,400	\$330,400	\$330,400	\$330,400
	Subtotal for Compensation Pay & Stipends X Fringe Benefits 27.19%	\$203,925	\$203,925	\$203,925	\$203,925
TOTAL FRINGE BENEFITS		\$534,325	\$534,325	\$534,325	\$534,325
5. SUPPLIES. Consistent with the LA Accounting and Uniform Governmental Handbook, supplies are amounts paid for items that are consumed, worn out or deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.					
Page 18, 19, 28, 56	Blackboard is an eLearning Community; a comprehensive and flexible management system designed to have access to resources anywhere, anytime and also to collaborate with others. Blackboard allows for a very powerful learning and instructional experience.	\$210,000	\$210,000	\$210,000	\$210,000
TOTAL SUPPLIES		\$210,000	\$210,000	\$210,000	\$210,000
9. TOTAL DIRECT COSTS (lines 1-8)		\$2,320,325	\$2,320,325	\$2,320,325	\$2,320,325
10. INDIRECT COST 4.9742%		\$115,418	\$115,418	\$115,418	\$115,418
12. TOTAL COSTS (lines 9-11)		\$2,435,743	\$2,435,743	\$2,435,743	\$2,435,743

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:	Calcasieu Parish School System
Applicant's DUNS Name:	0741791440000
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

Calcasieu Parish School System

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	2,223,953.00	5,616,175.00	4,132,892.00	4,746,426.00	5,052,673.00	21,772,119.00
2. Fringe Benefits	819,635.00	1,866,974.00	1,476,927.00	1,702,832.00	1,802,591.00	7,668,959.00
3. Travel	71,955.00	97,680.00	108,595.00	6,960.00	20,610.00	305,800.00
4. Equipment	143,300.00					143,300.00
5. Supplies	81,275.00	116,495.00	116,495.00	116,495.00	116,495.00	547,255.00
6. Contractual	1,283,000.00	315,500.00	652,100.00	147,200.00	603,500.00	3,001,300.00
7. Construction						
8. Other	6,000.00	4,000.00	4,000.00	4,000.00	4,000.00	22,000.00
9. Total Direct Costs (lines 1-8)	4,629,118.00	8,016,824.00	6,491,009.00	6,723,913.00	7,599,869.00	33,460,733.00
10. Indirect Costs*	222,835.00	398,574.00	322,676.00	334,262.00	377,834.00	1,656,181.00
11. Training Stipends						
12. Total Costs (lines 9-11)	4,851,953.00	8,415,398.00	6,813,685.00	7,058,175.00	7,977,703.00	35,116,914.00

***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: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 4.97 %.

(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 4.97 %.

Name of Institution/Organization Calcasieu Parish School System	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)