

APPENDIX C

Proposal Cover Page

(Print or duplicate and complete this form and include it in your application package.)

Project Title: \_\_\_\_\_

**Section 1. Applicant Information**

LEA: Thomasville City Schools Tax ID/EIN: 56-6001120

Website: www.tcs.k12.nc.us Fax: 336-475-0356

Mailing Address: 400 Turner Street City/State/Zip: Thomasville, N.C. 27360

RFP Contact Name and Position: Cate Gentry, Ed.D; Superintendent of Schools

Phone: 336-474-4204 Email: gentryc@tcs.k12.nc.us

**Section 2. Project Information**


Project Director Name and Position (if different from contact): \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Total Project Budget: \$500,000 (\$125,000 annually) Requested Grant Amount: \$500,000 (\$125,000 annually)

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (check each box so as to indicate your review and certification):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
  - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
  - o Submit required financial and performance reports to NCDPI.
  - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
  - o Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink) 

Title: Superintendent of Schools Phone: 336-474-4204

## **Table of Contents**

<b>Part I: District Background, Needs, and Evaluation</b>	<b>p. 2</b>
<b>Part II: Description of the Project</b>	<b>p. 7</b>
<b>Part III: Communication</b>	<b>p. 15</b>
<b>Part IV: Finances and Sustainability</b>	<b>p. 19</b>

### **Attachments**

**Budget**

**Data**

**Essential Reading and Research**

## **Part I: District Background, Needs and Evaluation (RFP Items 11, 12, 13 and 14)**

Thomasville City Schools (TCS) is a small urban district located in Region 5/Piedmont Triad Region. The system consists of four schools: 1-primary (PreK – 3<sup>rd</sup> grade), 1- elementary (Grades 4-5), 1-middle school (Grades 6-8) and 1- high school (Grades 9-12). Additionally, it has an alternative program for students in grades 6-12 who may require a different setting to continue or complete their education. The system has approximately 2,300 students with the following demographic breakdown: 40% Hispanic; 30% African American; 20% White and 10% Other/Mixed.

A Comprehensive Needs Assessment (CNA) was completed by for all schools in the district using NCSTAR in fall 2017 and fall 2018. A noted trend was that each school in the district was found “lacking” in the area of Dimension A – Part I: Instructional Excellence and Alignment – Teaching and Learning. Other noted areas highlighted as “lacking” in more than two schools included: Dimension B - Leadership Capacity; Dimension C - Professional Capacity; and Dimension E - Families and Communities

TCS is a Community Eligibility Program (CEP) for free lunch. The economic needs of the community that the district serves qualifies all of our students to receive free lunch, breakfast and a grant for a supper program and snack/fruits and vegetables program. In addition, approximately 100 of the district’s 2,300 students are designated as McKinney-Vento students. This yields a highly transient population. Mental health services are lacking for the entire county. Although work is being done to support parent involvement being transformed into parent engagement, where parents are integrally involved in the work of school, the district has continued to struggle with efforts to involve parents and the community in the schools.

Teacher retention is also a continual challenge. By virtue of the district's location, much larger districts with higher supplements attract our teachers. Their proximity to Thomasville is

within twenty minutes and their resources and levels of positive student performance are higher. TCS has remained in the top 5-10 of all district regarding negative teacher turnover factors. The mobility rate averages 14% (more than twice the state average) and losing close to 25% of teachers each year for the last three years had led to a lack of experience and leadership in the ranks of classroom teachers.

Three of the four schools in TCS received a letter grade of "D" based on 2017-2018 results. One school, Thomasville High School received a letter grade "C". Results from 17-18 data note that all four schools met growth. Thomasville Middle exceeded growth and Thomasville Primary met with a negative index. Though gains had been made in performance in many areas over previous years (13-14 and 14-15), 15-16 and 16-17 noted a plateau or decline in most areas. In reviewing key tested areas across the district, there remain large discrepancies between TCS performance and the average performance of the state. In Reading/ELA tested areas, TCS lags 14 to 21 points below the state average across the board. Math fairs slightly better with an average difference from the state of between 2-15 points. Math I at grade 8 has strong results, but as a whole, Math I lags behind the state by close to 20 points. Data from 2017-2018 shows growth in areas, but trends of lagging significantly behind state averages remain the same. This also holds true for initial ESSA sub group and long-term data. No tested area has yet to achieve 60% proficiency (aside from Math I in 8<sup>th</sup> grade for advanced students). Few areas have reached proficiency over 50%.

TCS has begun the implementation of MTSS (as part of the state's cohort one) at all schools to better support student needs and address both academic and affective concerns, including mental and physical health and wellness and development of the whole child (arts, CTE, etc.). In addition, PBIS has been implemented fully in three schools (K-8) and students in

those schools will participate in Second Steps programming beginning in 2018-2019. These supports show promise in assisting with supports for student discipline, classroom management, attendance, and interventions for behavior and academic issues. During quarterly instructional rounds at schools, school based data and monitoring at all schools shows a need for improvement of student/teacher attendance.

In 2015-2016 and 2016-2017, TCS collaborated with Winston Salem State University on an NC Quest Grant focused on developing teacher leadership. Eighteen teachers from across the district, half experienced (more than five years) and half with less than five years' experience, participated in mentoring, coaching, and cross curricular professional development about STEM and literacy integration in all contents. Veteran teachers mentored less experienced teachers and all worked on co-teaching, peer observations and feedback spanning three schools and grades levels (3<sup>rd</sup>-8<sup>th</sup>). Stipends for these additional teacher and learning opportunities were received. Low funding after the grant and a lack of support for continuing the project (TEAP – Teacher Empowerment and Advancement Program) from new district administration led to the project not being sustained as priorities were refocused. Currently, the district supports a Curriculum Facilitator/Curriculum Coach (CF/CC) at each school. A supplemental CF/CC is supported at the primary school through Title I funds.

More specifics regarding data can be found in Appendix B. Over all, the data has been synthesized and three main areas of growth (goals) in the district can be supported by funds from this advanced teaching roles grant opportunity:

1. Teacher Retention and Recruitment – unique, embedded professional development that offer teachers opportunity to grow as professionals and leaders and provides for differentiated roles and advancement within (rather than outside of) the profession.

2. Student Outcomes – advancing and harnessing teacher expertise to assure the highest quality of instruction leading to greater levels of learning and performance by students, both growth and proficiency.

3. Engagement – making the learning environment excellent for students and teachers to combat absenteeism and reduce student discipline.

Success of the project will be evaluated throughout the grant cycle with initial benchmarking in spring 2019 to support a baseline from which to grow. Each fall and spring, beginning fall 2019 and running through spring 2025, the following indicators will be reviewed:

- Mid-Year and End of the Year progress on Read to Achieve indicators (Grades K-3)
- Mid-Year and End of the Year local benchmark data noting growth and higher predicted proficiency levels of students in 3<sup>rd</sup> Grade- High School EOC's. – CASE 21 / TE 21 Benchmarks
- Comparison of growth and proficiency on all EOG and EOC tested subjects as well as High School ACT Results and Graduation Rates at years end
- Annual improvement in growth (meets at a positive level or exceeds for all schools and increase of 10% of teachers from the previous year in these categories on EVAAS)
- Annual Improvement of proficiency (positive increase of 10% from previous year from year to year as well as cohort groups)
- Reduction of student and teacher absences. Baseline established from 18-19 school year data with a 10% reduction each year.
- Reduction of student absence or removal due to behavior or disciplinary actions. Baseline established from 18-19 school year data with a 10% reduction each year.

- Increase any items below 70% to above 75% on the teacher working condition survey during state level administration (even years) and local administration (odd years).
- Be at the state average in all areas noted for teacher retention by spring 2025, with a specific reduction in teacher mobility by 10% each year (currently 14% - reduce to 12% by 2020, 10% by 2021, 8% by 2022, etc.)

Success in the project, including implementation, benchmarking, monitoring, and progress will be highlighted at board meetings and recorded in district newsletters (News of the Nation). As a key data point, all personnel will have access to information about the roles and opportunities on a dedicated website space and through quarterly reviews (instructional rounds) at each school. As a goal, these new positions and enhanced teacher leaders will also be visible to personnel as key contacts for professional development and problem solving.

To share with a broader audience, experiences with the project and its outcome will be submitted as proposals to key leadership and teaching conferences held annual across the state (NCASA, NCPAPA, NCASCD, NCSBA, etc.). Successful implementation will also allow for summer consultation by key faculty in the district to serve other districts as part of the advanced teaching roles extended employment options.

In addition, local community organizations will benefit from sharing this information with their constituencies (City Council, County Commissioners, Service Clubs, Faith Organizations, etc.). With active parent, community, and business advisory boards, we would look to their expertise to support various selection and application processes, and draw on members of these groups to provide essential non-instructional development opportunities to assistance in building leadership capacity in those involved with the project.

## **Part II: Description of the Project (RFP Items 1, 2, 3, and 8)**

The project of advanced teaching roles for the Thomasville City Schools would center on a tiered program that would start by building teacher leadership capacity and would lead to opportunities to advance within the profession without leaving the classroom and the ranks of true teachers in the district. Throughout the district, due to turnover and a young and inexperienced cadre of teachers, we know that leadership has left the district and needs to be rebuilt.

Research shows that high teacher turnover rates in schools negatively affect student achievement for all the students in a school, not just those in a new teacher's classroom. These rates are highest in schools serving low-income students and students of color. Constant churn exacerbates staffing difficulties that lead to shortages. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages: substitute teachers, canceled classes, and inexperienced, underprepared teachers. Turnover also extracts significant financial costs. Research shows that teacher replacement costs, including expenses related to separation, recruitment, hiring and training, could range from an average of \$9,000 per teacher in rural districts to more than \$20,000 in urban districts.

***Our Question: What if we could provide embedded and purposeful learning opportunities for teachers so that they grew professionally, personally, and felt valued and invested in our schools?***

Research also tells us that the most important factor to student success is the quality of the teacher in the classroom each day. Developing the teacher and then providing the best and most impactful teachers the opportunity to touch the instruction of more students, directly and indirectly, would prove beneficial to our student outcomes. In addition, teachers who are supported by teacher-leader peers are more likely to get the help they need and deserve. They



too would be more likely to remain in the profession and in the district as the camaraderie and collaboration with a peer teacher–leader would enhance their practice, their sense of belonging, and their sense of value.

***Our Question: Would providing new advanced opportunities increase outcomes for students as well as opportunities for all teachers?***

Finally, though no particular research supports the desire to take on this particular project and pursue this particular avenue to do something different, the continual cycle of low-performance and “the same old same old” has to change in our district. Research does tell us that engagement comes from relationships, purpose, motivation and autonomy – keys based on the latest science about what really motivates and authentically engages us.

What We Want for Our Teachers and Students From William Glasser’s and William Powers’ Research
<ul style="list-style-type: none"> <li>• <b>RELATIONSHIPS:</b> Glasser says that students personally try to merely “get through” school when they believe that no one cares about them. This is obviously a de-motivator. Desirable relationships in a school, on the other hand, create a safe, trusting, supportive environment that encourages students and teachers to have meaningful conversations, share experiences, collaboratively set and pursue goals, and cooperatively problem-solve.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>AUTONOMY:</b> This is closely aligned with Glasser’s Basic Need of Freedom. It is essential for true engagement. Schools that provide no opportunities for leaders, teachers, or students to make meaningful choices closely resemble the “land of the walking dead.” Zombie-like or robotic behaviors replace the desired enthusiastic approach to teaching and learning. The freedom to make choices, requires a culture of trust. It is not enough to say to someone, “You can trust me.” Trust develops overtime through communication and providing the space, opportunity, knowledge, and skills needed to make informed choices and pursue individual passions.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>MOTIVATION:</b> The work of Glasser and Powers scientifically support this theory. Successful schools recognize that behavior is an attempt to closely align our references of what we want or who we want to be with what is happening. Maintaining a culture that provides the opportunity to meet these needs in a satisfying way increases engagement and resulting productivity of both students and teachers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PURPOSE.</b> We believe that having a higher Purpose – what we refer to as our calling – can give our life deeper meaning. We want this work to provide teachers and ultimately students the ability to discern their higher Purpose and explore how to center their life choices and actions on this essential ingredient.</li> </ul>

We have offered incentives to our best teachers, but a new outlook on what a teacher looks like, as well as what a teacher can become is needed to revive the profession and truly do something revolutionary to increase our teacher retention as well as our student outcomes. Advanced teaching roles or badges in our district would be that something different that could promote a new look at teaching.

A simple Google search of why teachers leave from [weareteachers.com](http://weareteachers.com) lists the following reasons for quitting from a survey of over 3,000 teachers:

1. Challenging Work Conditions
2. Not Enough Support, Not Enough Respect
3. Testing and Data Collection
4. No Longer Looking Out for Kids Best Interests
5. Family Priorities

Aside from family priorities, this project could answer these needs. This project moves teaching from a challenging to collaborative effort. This project builds in support and helps teachers develop respect for one another and increase results, which add to respect from the greater community. This project would share testing and data collection so as not to be the overwhelming burden of one teacher and it would support the best interest of students by providing them with the best teachers and the continual development of teachers to serve their needs.


***Our Question: Can we make school more engaging for teachers and students so that absenteeism and student discipline are both reduced?***


A tiered program for leadership and advancement is the focus of our proposal. It will allow our teachers to experience opportunities for advanced teaching roles at the level they feel

comfortable. It also allows them to move on to higher levels at a time when they are ready, willing and able to meet the demands of the next level and reap the benefits from the next level. In addition, the proposal takes the very important step of building capacity and understanding before allowing ourselves and this work to reach the critical point of affecting students. This is a new model of teaching and support that school leaders must know how to lead and teachers, in or out of leadership and advanced roles, must understand so that the project, implemented with fidelity, can become a sustainable and attainable long-term strategy to address goals of the district. Failure to build the needed capacity to address these opportunities for new and advanced teaching roles would result in a failure of this proposed project. With this knowledge and those needs in mind the proposal for teacher leadership and advanced teaching roles in TCS would be implemented in and focused on three tiers:

<b>Tiers</b>	<b>Description</b>	<b>Requirements / Rewards</b>
<p style="text-align: center;"><i>One</i></p> <p style="text-align: center;">Teacher Leader</p> <p>Cohort 1: Spring 2019-Spring 2020</p> <p>Cohort 2: Spring 2020-Spring 2021</p> <p>Cohort 3: Spring 2023-Spring 2024</p> <p>Cohort 4: Spring 2024-Spring 2025</p> <p>Selection by school principal based on roles in the school and meeting requirements.</p>	<p>This level is based on participants remaining full time classroom teachers with a full load of students. This level would be determined by the leadership roles and problem solving opportunities that teachers have within the school. These teachers would be department or grade level chairs, PLC leaders, members of school improvement or MTSS teams, mentors to beginning teachers. These additional responsibilities require them to be leaders of teams of teachers in data analysis, digital teaching and learning and school improvement. They are part</p>	<p>Participation in the TCS Leadership Academy (with principals, assistant principals and curriculum facilitators/curriculum coaches). The focus of the academy will be leadership (vision, understanding and action/impact planning) critical conversations/critical friends, data protocols and analysis, equity, understanding our community and the financial and political environment of schools.</p> <p>PD - 5 Summer Days and two spring preview days before July 1 (Optional Workdays and/or Saturday Academy)</p>

	<p>of school wide problem solving teams.</p> <p>The principal would complete evaluation.</p> <p>Cohorts would consist of the following numbers:</p> <p>Cohort 1: TPS: 5 LDES: 3 TMS: 4 THS: 4</p> <p>Cohort 2, 3, 4: TPS: 7 LDES: 5 TMS: 6 THS: 6</p> <p>This group would serve as a pipeline for later and more advanced teaching and leadership roles. Initial cohorts will serve to build capacity that will be required to develop Tier Two and Tier Three teaching roles.</p>	<p>2 Fall and 2 Spring follow up meetings after completion of “coursework” for additional development, follow up, etc.</p> <p>Monthly coaching and “check-in’s to assess needs and embed professional development in the practice and differentiate needs for the follow up sessions during the year.</p> <p>2 Fall Release and 2 Spring release days (after “coursework”) to develop opportunities and solve problems of practice – subs covered</p> <p>\$500 stipend upon graduation/completion and 2 traded days for time</p> <p>Teachers will be proficient in all areas of the North Carolina Teacher Evaluation Instrument, have at least a “met” growth status with their EVAAS data, and serve in at least one of the roles listed in the description. Teachers must be in year three/final year of the BT program or have a “clear” license.</p>
<p><i>Two</i></p> <p>Application and Interview Process with K-5 or 6-12</p>	<p>Part time teaching position paired with a part time out of class position focused on coaching, mentoring, co-teaching, and PLC leadership.</p> <p>An elementary team of up to three teachers and a</p>	<p>Completion of TCS Leadership Academy</p> <p>After Selection – 5 day summer retreat on Leading Learning (with principals, assistant principals and</p>

<p>administrative team, district leadership, and key parent and community advisory board members</p> <p>(The Teacher Leadership Specialist Standards will be used as a rubric - applicants will be at the proficient level)</p> <p>Meets All Requirements noted </p> <p>Team Teacher Leader</p> <p>1<sup>st</sup> Offering - Spring 2021 to begin Fall 2021</p>	<p>secondary team of up to three teachers would be established.</p> <p>Responsibilities would span K-5 or 6-12 classrooms.</p> <p>Math and ELA teachers would have primary preference with science as a secondary preference.</p> <p>Tier Two teachers would have full responsibility for a designated group of students and would have shared responsibility with 3-5 other teachers. They would lead a group of teachers in instructional practices. A key focus would include Beginning Teachers (Not EC or ESL inclusion) This position is a daily support for teachers.</p> <p>Supervision by CF/CC or Tier Three teacher and evaluation by both principals (K-5 or 6-12) with informal input from Assistant Superintendent for Instruction.</p>	<p>CF/CC in initial implementation year)</p> <p>Monthly coaching and “check-in’s to assess needs and embed professional development in the practice of the advanced teaching role</p> <p>2 Fall Release and 2 Spring release days (after “coursework”) to develop opportunities and solve problems of practice – subs covered</p> <p>Accomplished on all areas/all standards of NC Teacher Evaluation Instrument (NCEES –Summative Rating for previous two years)</p> <p>Exceeded or met growth with a positive indicator (previous two years)</p> <p>At least 50% proficiency achieved on EOG/EOC by student taught</p> <p>10 month 10 day position</p> <p>\$5000 supplement (on top of local and state supplements and incentives already earned as a “regular teacher)</p>
<p><i>Three</i></p> <p>Application and Interview Process with full</p>	<p>Four master teacher positions. May cross schools and content and focuses on quality teaching and the creation of masterful learning</p> <p>Assesses professional development needs then plans</p>	<p>Completion of TCS Leadership Academy</p> <p>Completion of at least 3 semesters of service at the accomplished level as a Tier II teacher. Evidence of positive index “met” or</p>

<p>administrative team, district leadership, and key parent and community advisory board members</p> <p>(The Teacher Leadership Specialist Standards will be used as a rubric - applicants will be at the accomplished level)</p> <p>Meets All Requirements noted </p> <p>Master Teacher Leader</p> <p>1<sup>st</sup> Offering - Spring 2023 to begin Fall 2023</p>	<p>and delivers a wide variety of professional development for and across the district</p> <p>Shared responsibility for classrooms of the tier 2 teachers - the tier three teacher supervises (8-10 teachers)</p> <p>Supervision and evaluation by shared principals and the Assistant Superintendent for Instruction</p>	<p>“exceeded” growth data for designated students and 3-5 partner teachers</p> <p>OR</p> <p>Current CF/CC (employed by 2021) who completes TCS Leadership Academy and Leading Learning retreat. Accomplished in all areas on the Teacher Leadership Specialist Evaluation Instrument and demonstrates impactful professional development delivery and follow through, as well as demonstrates a significant role in the overall improvement of school data.</p> <p>Exceeded or met growth with a positive indicator (previous two years)</p> <p>At least 50% proficiency achieved on EOG/EOC by student taught</p> <p>Advanced Certifications (additional content or specialty on license), National Board Certification, or Master’s Degree (school leadership, curriculum, content area)</p> <p>Monthly coaching and “check-in’s to assess needs and embed professional development in the practice of the advanced teaching role.</p> <p>2 Fall Release and 2 Spring release days (after “coursework”) to develop</p>
---	---	--

		<p>opportunities and solve problems of practice – subs covered.</p> <p>11 month position</p> <p>\$7500 supplement (on top of local and state supplements and incentives already earned as a “regular” teacher)</p>
--	--	--

These activities support goals of the state board of education by working to provide an excellent educator for every child and for working to personalize the education of our students as well as our teachers. These state board goals mirror the goals of TCS, with our specific desires centering on teacher retention, student outcomes, and engagement. The professional development experiences listed are initially overarching and much like classes and coursework; however, following that initial learning, monthly check-ins and coaching, as well as scheduled release time in the spring and fall provide the opportunity for applying learning from scheduled professional development and embedding the development in the work done each day. It is an opportunity to build the development opportunities around the teacher leader and teacher learner, rather than building the teachers into the professional development opportunity.

This tiered plan for teachers as well as the associated tiered implementation would occur at the four schools in the district. New compensations models will focus on providing initial stipends during capacity building and extended employment and supplements during the integration of advanced teaching roles. Tier Two and Tier Three teachers would be compensated at a rate of 10% of their current salary depending on the tier and up to ten positions throughout the district – five at the elementary level and five at the secondary level - would become

advanced teaching roles at full implementation. In addition, the teacher leadership academy, which will serve to build capacity in larger groups of teachers as well as all administrators and current curriculum facilitators/curriculum coach, would serve up to eighty-eight teachers through the four planned cohorts. Hundreds of students would benefit from teacher leadership development activities. Once fully implemented, teachers in advanced roles would impact up to 100 students (Tier Two) and up to 250 students (Tier Three). The direct and indirect influence of these advanced roles utilizing the absolute best teachers would increase high quality teacher impact by at least four times more than current work and current scheduling of these teachers.

### **Part III: Communication (RFP Items 4, 5, and 10)**

Once grant monies are received, the initial steps in spring 2019 will focus on sharing information and gathering input on the design of the tiered program of teacher leadership capacity building and advanced teaching roles. A first step will be laying out the plan for our board and leaders at the monthly board meeting and monthly principal and leadership team meetings. Next, all schools will receive information for their teachers at the monthly faculty meeting. Additional follow up sessions will be held at each school with more specifically interested teachers who seek one-on-one information about being part of the program. In addition, we will work with local media regarding interviews and stories for publication that lay out the changing roles and advancing roles of teachers, how those roles can positively impact students, and what characteristics fit these new roles and new demands within the profession. Video explanations to tell the story of the grant, the process, the roles, and the expected outcomes will be included. With what we know already, there will likely need to be a process to



recruit, through information and explanation, some of our existing high quality teachers for the initial cohorts and subsequent tier two and tier three teaching roles.

To ensure that all stakeholders and the public understand the shift and movement to these roles and new compensation opportunities, we will include finance information and the budget for this grant with all communication. We will work to create a picture (an infographic) that examines the status of teaching and how these advanced roles in tier two and tier three differ in terms of influence on students, responsibility, leadership, work schedule and compensation. All this information will also be stored and a secure portion of the district website. The page on the district site will have complete information about the project and the research, will also be the hub for participants and those seeking application for the leadership academy, and advanced teacher role (tier two and tier three) opportunities. As the implementation will be staggered over the course of the grant funding (spring 2019 award through spring 2025), so will communication be staggered so as not to overload constituents and to provide opportunity to tell the story of this project at multiple time to multiple audiences and with multiple layers of processes and goals.

All objectives of the proposed project as well as measurable outcomes of the proposed project will be communicated in a similar fashion as initial information about the opportunities noted above. As previously mentioned, three clear objectives center around supporting the district by improving teacher retention data, improving student outcomes, and enhancing engagement for both teachers and students. A tiered approach to measuring the success of these objectives will occur throughout the course of the grant as follows:

Implementation Item	TimeLine	Measurable Evaluation Points / Success Indicators
---------------------	----------	---

<p>Teacher leadership development (TCS Leadership Academy)</p> <p>Tier One – Teacher Leader Role</p>	<p>Cohort 1: Spring 2019-Spring 2020</p> <p>Cohort 2: Spring 2020-Spring 2021</p> <p>Cohort 3: Spring 2023-Spring 2024</p> <p>Cohort 4: Spring 2024-Spring 2025</p>	<ul style="list-style-type: none"> <li>• Annual improvement in growth (meets at a positive level or exceeds for all schools and increase of 10% of teachers from the previous year in these categories on EVAAS)</li> <li>• Reduction of student and teacher absences. Baseline established from 18-19 school year data with a 10% reduction each year.</li> <li>• Increase any items below 70% to above 75% on the teacher working condition survey during state level administration (even years) and local administration (odd years).</li> <li>• Achieve state average in all areas noted for teacher retention by spring 2025, with a specific reduction in teacher mobility by 10% each year (currently 14% - reduce to 12% by 2020, 10% by 2021, 8% by 2022, etc.)</li> </ul>
<p>Tier Two - Teacher Team/Lead Teacher Role</p> <p>Advanced Teacher Role (I)</p>	<p>1<sup>st</sup> Offering - Spring 2021 to begin Fall 2021</p> <p>With ongoing implementation through the grant cycle</p>	<ul style="list-style-type: none"> <li>• Annual improvement in growth (meets at a positive level or exceeds for all schools and increase of 10% of teachers from the previous year in these categories on EVAAS)</li> <li>• Annual Improvement of proficiency (positive increase of 10% from previous year from year to year as well as cohort groups)</li> <li>• Reduction of student and teacher absences. Baseline established from 18-19 school year data with a 10% reduction each year.</li> <li>• Reduction of student absence or removal due to behavior or disciplinary actions. Baseline established from 18-19 school year data with a 10% reduction each year.</li> <li>• Increase any items below 70% to above 75% on the teacher working condition survey during state level</li> </ul>

		<p>administration (even years) and local administration (odd years).</p> <ul style="list-style-type: none"> <li>• Be at the state average in all areas noted for teacher retention by spring 2025, with a specific reduction in teacher mobility by 10% each year (currently 14% - reduce to 12% by 2020, 10% by 2021, 8% by 2022, etc.)</li> </ul> <p><i>*Data would include the teacher and their individually designated students as well as the 3-5 teacher supported by this tier two teacher.</i></p>
<p>Tier Three – Master Teacher/District Teacher Role</p> <p>Advanced Teacher Role (II)</p>	<p>1<sup>st</sup> Offering - Spring 2023 to begin Fall 2023</p> <p>With ongoing implementation through the grant cycle</p>	<ul style="list-style-type: none"> <li>• Mid-Year and End of the Year progress on Read to Achieve indicators (Grades K-3)</li> <li>• Mid-Year and End of the Year local benchmark data noting growth and higher predicted proficiency levels of students in 3<sup>rd</sup> Grade- High School EOC's. – CASE 21 / TE 21 Benchmarks</li> <li>• Comparison of growth and proficiency on all EOG and EOC tested subjects as well as High School ACT Results and Graduation Rates at years end</li> <li>• Annual improvement in growth (meets at a positive level or exceeds for all schools and increase of 10% of teachers from the previous year in these categories on EVAAS)</li> <li>• Annual Improvement of proficiency (positive increase of 10% from previous year from year to year as well as cohort groups)</li> <li>• Reduction of student and teacher absences. Baseline established from 18-19 school year data with a 10% reduction each year.</li> <li>• Reduction of student absence or removal due to behavior or disciplinary actions. Baseline established from 18-19 school year</li> </ul>

		<p>data with a 10% reduction each year.</p> <ul style="list-style-type: none"> <li>• Increase any items below 70% to above 75% on the teacher working condition survey during state level administration (even years) and local administration (odd years).</li> <li>• Be at the state average in all areas noted for teacher retention by spring 2025, with a specific reduction in teacher mobility by 10% each year (currently 14% - reduce to 12% by 2020, 10% by 2021, 8% by 2022, etc.)</li> </ul> <p><i>*Data would include the 8-10 teachers (and 3-5 tier two teachers) supervised and supported by the tier three teacher</i></p>
--	--	---

**Part IV: Finances and Sustainability (RFP Items 6, 7, and 9)**

The project will look to provide an initial stipend for training followed by additional contracted time and a supplement of approximately 10-15% of the teacher’s state salary once advanced teaching roles are filled. Additionally, any local supplement and local incentives for performance would remain an option for inclusion in the overall salary. By taking on the advanced teaching roles – tier two or tier three – teachers would not lose any local salary benefits. They would gain through additional contracted service and supplements that would add an additional \$5000-\$7500 to overall pay. Those figures represent an average based on a mid-career (10-year) teacher. The salary supplements will be paid as a supplement to the classroom teacher's regular salary and not be included in the average salary calculation used for budgeting State allotments.

If a classroom teacher in an advanced teaching role and (i) fails to maintain the minimum criteria established for the position, (ii) is not successfully performing the additional duties associated with the advanced teaching role, or (iii) voluntarily relinquishes the advanced

teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation. The process for a voluntary relinquishment of the advanced teaching role and associated duties would occur annually as teachers complete letters of intent. This is done in March; so that time would be available to replace and provide training and development prior to the start of the next school year should the position be replaced. Non-voluntary removal would be a process completed through evaluations and follow the same guidelines as those for any other employee not meeting benchmarks on the evaluation instrument.

With an ending date for the grant noted in 2025, several options for sustaining the professional development and stipends, as well as the cost for advanced teaching role supplements and extended employment exist. First, current Title I and Title II funds will be realigned to prioritize the supplement and extended contract funding for those in tier two and tier three advanced teaching roles. To sustain the TCS Leadership Academy and its stipend for the development of leadership capacity in additional and new teachers, the local incentives, currently in year one of a three-year cycle, will be revised to include that activity as a means of obtaining part of the local incentive. Furthermore, the relaxing of the state requirements for class size in grades K-3 will provide another source of flexibility for the use of teacher allotments from the state. Finally, the current CF/CC role exists in all four schools already. These positions are already covered with current funding and can morph into the tier three positions noted in the proposal. .

Attachment A: Budget

Initial Year	Receipt of Grant (February 2019) – June 2020
Initial planning and development, selection of TCS Leadership Academy, Needs Assessments and Culture Assessments, leadership assessments, travel to like programs in progress, developmental PD with partners/vendors, district level development to support implementation (February 2019-June 2019)	\$20,000
TCS Leadership Academy Cohort I (initial summer retreat and follow up through 19–20 school year) Potential Partners: Drive Education, Public Impact/Opportunity Culture, Racial Equity Institute, NC Department of Public Instruction, High Point University, (Summer – after July 1, 2019 and throughout/embedded during 19-20 school year)	\$65,000
Rental of location and food for TCS Leadership Academy	\$15,000
Stipend for Leadership Academy Completion (Cohort I)	\$10,500
Subs for Cohort One Release days (2 Fall and 2 Spring during 19-20 School year)	\$8,500
Initial Cohort II work (Spring 2020)	\$6,000
<b>Total</b>	<b>\$125,000</b>

	July 2021 – June 2022
Leadership Development for implementing Tier II advanced teaching roles (principals and district leadership)	\$10,000
Leading Learning Retreat (initial summer retreat and follow up through 21—22 school year)  Potential Partners: Drive Education, Public Impact/Opportunity Culture, Racial Equity Institute, NC Department of Public Instruction, High Point University, (Summer – after July 1, 2021 and throughout/embedded during 21-22 school year)  Principals, Asst Principals, CF/CC, District Leadership, Newly Hired Tier II Teachers (up to 6)	\$45,000
Rental of location and food for Leading Learning Retreat	\$10,000
Supplemental Pay and extended contract – Tier Two Teachers	\$50,000
Cohort II “seed money” (grants) for work on problems of practice	\$10,000
<b>Total</b>	<b>\$125,000</b>

	July 2023 – June 2024
Supplemental Pay and extended contract – Tier Two Teachers	\$50,000
Supplemental Pay and Extended Contract – Tier Three Teachers	\$60,000
TCS Leadership Academy Cohort III (initial summer retreat and follow up through 23–24 school year) Potential Partners: Drive Education, Public Impact/Opportunity Culture, Racial Equity Institute, NC Department of Public Instruction, High Point University (Summer – after July 1, 2023 and throughout/embedded during 23-24 school year)	\$25,000
Rental of location and food for TCS Leadership Academy	\$10,000
Stipend for Leadership Academy Completion (Cohort III)	Covered in New District Incentive Plans (Local)
Subs for Cohort Three Release days (2 Fall and 2 Spring during 20-21 School year)	Covered in New District Incentive Plan Funds (Local)
<b>Total</b>	\$145,000 (Actual \$125,000 with \$20,000 roll over from previous year)



Attachment B:

Current Data – Student Performance:

Grade	Year	Reading - GLP	Math - GLP	Reading - CCR	Math - CCR	Science - GLP	Science - CCR
3rd	17/18	35.42	45.83	22.92	33.85		
4th	17/18	30.43	38.04	21.74	32.07		
5th	17/18	21.94	32.14	14.29	23.47	42.35	32.14
6th	17/18	39.08	41.38	31.61	32.18		
7th	17/18	36.48	24.53	25.79	20.75		
8th	17/18	26.38	29.85	17.79	18.66	62.96	53.7
		GLP	CCR				
8th Math I	17/18	100	93.1				
		GLP	CCR				
Math I	17/18	43.08	32.44				
English II	17/18	34.11	24.7				
Biology	17/18	46.42	41.07				
ACT	17/18	42.8					

Multi-Year Trends Data – Student Performance:

Grade	Year	Reading - GLP	Math - GLP	Reading - CCR	Math - CCR	Science - GLP	Science - CCR
3rd	14/15	38.2	59.4	26.5	42.4		
4th	14/15	40.6	58.9	29.7	50		
5th	14/15	45.4	53.9	32.9	43.6	50.3	31.5
6th	14/15	39.1	41.4	28.4	29.3		
7th	14/15	35.2	31.3	25.6	22.2		
8th	14/15	44.4	34.7	24.2	25.3	58.9	47.4
		GLP	CCR				
Math I	14/15	46.1	30.9				
English II	14/15	38.3	29.1				
Biology	14/15	40.9	32.1				
Grade	Year	Reading - GLP	Math - GLP	Reading - CCR	Math - CCR	Science - GLP	Science - CCR
3rd	15/16	36.2	49.8	27.6	32.1		
4th	15/16	38.3	50.9	25.7	45.7		
5th	15/16	36.8	57.7	28	49.5	58.5	45.4
6th	15/16	36.3	32.5	27.4	23.6		
7th	15/16	39.2	35.4	29.5	26.9		
8th	15/16	36.9	36.7	27.4	32	52.1	34.3
		GLP	CCR				
Math I	15/16	37.8	29.7				
English II	15/16	38	23.9				
Biology	15/16	35.1	24.3				
Grade	Year	Reading - GLP	Math - GLP	Reading - CCR	Math - CCR	Science - GLP	Science - CCR
3rd	16/17	35.6	49.4	24.9	34.8		
4th	16/17	31.7	36.1	17.8	26.7		
5th	16/17	35.3	41.6	20.2	35.8	49.7	38.2

Attachment C - Essential Readings and Research

Armstrong, A. (2012). Build higher levels of job satisfaction: Collegiality,

Leadership are key factors for teachers. *The Leading Teacher* 7(6), 1-5.

Retrieved from: <http://learningforward.org>

Bay Area New Millennium Initiative (2012). *Many ways up, no reason to move out.*

Retrieved from [http://www.teachingquality.org/sites/default/files/Many\\_](http://www.teachingquality.org/sites/default/files/Many_)

[Ways\\_Up\\_No\\_Reason\\_To\\_Move\\_Out.pdf](http://www.teachingquality.org/sites/default/files/Many_Ways_Up_No_Reason_To_Move_Out.pdf)

Berg, J.H., Carver, C.L., & Mangin, M.M. (2014). Teacher leader model standards:

Implications for preparation, policy, and practice. *Journal of Research on Leadership*

*Education* 9, 195-217, doi: 10.1177/1942775113507714

Berry, B., Daughtrey, A. & Wieder, A. (2010). *Teacher leadership: Leading the way to*

*effective teaching and learning.* Center for Teaching Quality. Retrieved from

<http://files.eric.ed.gov/fulltext/ED509719.pdf>

Curtis, R. (2013, February). Finding a new Way: Leveraging teacher leadership to

meet unprecedented demands. The Aspen Institute. Retrieved from

<http://www.aspendrl.org>

*Programs.* San Francisco, CA: John Wiley & Sons.

65(1), 54-59.

Education Commission of the States. (December 2010). Teacher Leaders: Boosting

teacher effectiveness and student achievement. *The Progress of Education Reform*, 11(6).

Retrieved from <http://www.ecs.org/clearinghouse/90/40/9040.pdf>

Ghamrawi, N. (2013). Teachers helping teachers: A professional development model

- that promotes teacher leadership. *International Education Studies*, 6(4), 171-182. doi: 10.5539/ies.v6n4p171.
- Helterman, V. (2010). Teacher leadership: Overcoming 'I am just a teacher' Syndrome. *Education*, 131(2), 363-371.
- Henning, J. E., Trent, V., Engelbrecht, D., Robinson, V., & Reed, G. A. (2004). Cultivating teacher leadership through a school and university partnership. *Teacher Education and Practice*, 17(4), 400-416.
- Initiative Report*. Retrieved from <http://iel.org/programs/21st/reports/teachlearn.pdf>
- Iowa Department of Education. (2015). *Teacher Leadership and Compensation System*. Retrieved from <https://www.educateiowa.gov/teacher-leadership-and-compensation-system>
- Johnson, S.M., & Donaldson, M. L. (2007). Overcoming the obstacles to leadership. *Educational Leadership*. 65(1), 8-13.
- Johnson, S.M., Berg, J. H., & Donaldson, M. L. (2012). *Who stays in teaching and why: A review of the literature on teacher retention*. Washington, DC: The Project on the Next Generation of Teachers.
- Leithwood, K & Seashore-Louis, K (2012) *Linking leadership to student learning*, San Francisco, CA, Jossey- Bass.
- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48, 387-423. doi: 10.1177/0013161X11436268
- Natsiopoulou, E. & Giouroukakis, V. (April 2010). When teachers run the school. *Educational Leadership*, 67(7), Retrieved from <http://www.ascd.org/>

23(4):297-321.

Reeves, D. (2008). *Reframing teacher leadership to improve your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stoelinga, S. & Mangin, M. (2010a). *Examining effective teacher leadership*. New York, NY: Teachers College Press.

Stoelinga, S. & Mangin, M. (2010b). The future of instructional teacher leader roles.

*The Educational Forum*, 74: 49-62. doi: 10.1080/00131720903389208.

*teachers*. Portland, ME: Stenhouse.

The Aspen Institute (2014). *Leading from the front of the classroom: A roadmap for teacher leadership that works*. Retrieved from <http://www.aspeninstitute.org/>

York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership?

Findings from two decades of Scholarship. *Review of Educational*

*Research*. 74, 255-316. doi: 10.3102/00346543074003255