

Project Title: Lexington City Schools Professional Pathways Program (LCS-P³)

Section 1. Applicant Information

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Section 2. Project Information

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Total Project Budget: \$929,554.35 Requested Grant Amount: \$929,554.35

Estimated Number of Schools Served: 5 Estimated Number of Students Served: 2,687/year

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:
 - 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.
 - Submit required financial and performance reports to NCDPI.
 - 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.
 - Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink):  11/14/18

Title: Superintendent Phone: 336-242-1527

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Lexington City School Professional Pathways Program

Situated in the heart of the Piedmont, Lexington City Schools (LCS) is a school district of 3,200 students that enjoys broad community support of its seven schools. This year, the Lexington City Schools (LCS) Board of Education welcomed a new superintendent, Dr. Anitra Wells, who has a strong history of improving student outcomes and turning around schools. Prior to Dr. Wells' tenure, school leaders engaged 82 community and board members in strategic planning efforts that led to the identification of five areas of focus: Student Performance, School Safety, Quality Educators and Staff, Community Support, and Efficient Operations. As a part of her initial assessment of district priorities, Superintendent Wells identified Quality Educators and Staff as a major driver of all other strategic areas. Annually, Lexington City Schools spends 81.5% of total funding on educators and staff. Teachers and principals not only make up the majority of the personnel budget in LCS but account for 58% of the variance in student achievement (Hattie, 2011) (RAND Education, 2012). **To that end, ensuring equitable access to highly effective personnel is the most strategic lever available for improving outcomes for students.**

In North Carolina, highly effective personnel are identified using teacher quality indicators. Compared to average teacher quality indicators from across the state, LCS falls short in multiple areas. In the 2016-2017 school year, LCS's middle and high school teachers had 22% fewer teachers with advanced degrees than other LEA's. Fully licensed high school teachers were lower than state averages by a difference of 12%. National Board Certified Teachers are widely considered to be among the best in the country. In LCS, elementary schools boast only 50% of the average numbers of NBCT's compared to state averages, middle schools a mere

20%, and high schools only 71%. Of all the teacher quality metrics, retention is perhaps the metric that represents the greatest accelerator of school improvement. LCS falls far behind state averages in its ability to retain quality teachers.

Table 1: Teacher Turnover Rates for 2016-2017

Organization	Elementary	Middle	High
Lexington City Schools	28%	36%	19%
North Carolina	13%	15%	15%
Difference	15%	21%	4%

One explanation for this significant teacher turnover is that Lexington City Schools is in close proximity to three of the state's largest school districts, Charlotte-Mecklenburg, Winston-Salem Forsythe, and Guilford County, all of whom offer higher salary supplements. The district often loses quality teachers and administrators to these districts who can offer greater compensation and a broader range of advanced teaching and leadership opportunities.

In order to mitigate these annual losses, the district proposes to partner with Public Impact to create the Lexington City Schools Professional Pathways Program (LCS-P³). **By using state grant funds to support the creation of new teacher compensation models and advanced teaching roles, LCS will be well positioned to positively impact student outcomes and become a preferred workplace in the Piedmont Triad.**

Plan Design (Components 1, 8, 13)

Theory of Action

It has been well documented that students taught by highly effective teachers can gain five to six more months of learning per year (TNTP, 2012). A goal for LCS is to ensure that 100% of students have access to highly effective teachers. Knowing that excellent teachers make the greatest difference of any school-based factor in student learning (Hattie, 2011), Public

Impact, based in North Carolina, created Opportunity Culture, a model which supports districts in extending the reach of their most effective teachers. By maximizing existing personnel, class schedules and funding, district and school design teams can create Opportunity Culture models that provide all students access to excellent teachers directly or through teacher-led teams.

School districts can fund advanced teaching positions within existing school budgets, making the Opportunity Culture model sustainable without grant funding.

In Opportunity Culture schools, teacher-leaders taking on advanced roles can move along a career pathway in which they earn more and have more impact while continuing to teach. Those paid pathways attract and keep great teachers, who in turn help other teachers develop daily on the job in small teams. Using this model, principals gain access to a “team of leaders,” giving them a significant advantage over individually managing each teacher.

In January 2018, a rigorous third-party evaluation found that students of teachers who served on teams led by a Multi-Classroom Leader showed sizable, statistically significant academic gains. The team teachers were, on average, at the 50th percentile in the student learning gains they produced before joining a team led by Multi-Classroom Leader. After joining the teams, they produced learning gains equivalent to those of teachers in the 75th to 85th percentiles in math, and, in six of seven statistical models, from the 66th to 72nd percentiles in reading (Backes, 2018).

Lexington City Schools has selected Public Impact’s Opportunity Culture model to drive the creation of Teacher Compensation Models and Advanced Teaching Roles with the goal of improving student outcomes. In collaboration with Public Impact, LCS educators and stakeholders will design and implement the Professional Pathways Program that extends the reach of excellent teachers to multiple classrooms. These career opportunities will encourage

educators to grow in their profession while continuing to teach and are designed to extend the availability of rigorous classroom instruction to more students. Public Impact will guide LCS through a process to design Advanced Teacher Roles that create an “Opportunity Culture” for skilled teachers to lead a team of teachers while continuing their own teaching practice and to extend their reach in other ways. The table below outlines a theory of action for this work.

Table 2: Theory of Action for the Lexington City Schools Professional Pathways Program

Inputs	Activities	Implementation Outcomes	Impact Outcomes
Support from: Staff, Teachers, Principals, Central Services, Superintendent, Board of Education, Community	District Design Team will work with stakeholders to create teacher compensation models and advanced teaching roles using existing federal, state and local dollars	District and School Opportunity Culture Design Teams will be created	Student academic growth will increase
Public Impact’s Opportunity Culture Model	School Design Teams (5) will create site-based staffing models for advanced teaching roles based on existing staffing allocations	A new Teacher Compensation Model will be enacted that is responsive to teacher performance and professional growth	Student academic achievement will increase
Jim Knight’s Instructional Coaching Model	The district Human Resource team, with support from Public Impact, will use the Behavioral Event Interview to select finalists for the Advanced Teacher Roles.	New Advanced Teaching Roles will be created: - Multi-Classroom Leaders - Extended Reach Teachers - Reach Associates	Student cohort graduation rates will increase
Talent Development Institute (Phase II)		Top candidates will be hired into Advanced Teacher Roles.	100% of teacher vacancies will be filled on the first day of school
Existing federal, state and local dollars			Teacher retention will increase
NC DPI Grant Funding	The Opportunity Culture Summer Institute will prepare educators for their advanced teaching	100% of Advanced Teacher Role educators (~20) will attend the Opportunity Culture Summer Institute.	Teacher Working Conditions will improve
			Teacher growth scores will increase

	roles	100% of Principals (5), Assistant Principals (9), and current instructional coaches (~16) will attend the Instructional Coaching Institute	
	Jim Knight's Instructional Coaching Institute will prepare instructional leaders to increase the effectiveness of teachers	(100%) of central office faculty, principals, assistant principals, and OC faculty will complete the Talent Development Institute	
	Talent Development Institute will create a long-range human capital strategy		

Process for Selecting, Creating and Developing Advanced Teacher Roles

The process for selecting, creating and developing Advanced Teacher Roles will require district and school leaders to engage in four design sessions throughout the spring, 2019 semester, for the purpose of defining new roles, selecting criterion for those roles, setting compensation levels for the new positions, revising policies, recruiting and hiring efforts, evaluation systems, and professional learning services to support schools in the redesign work. Over the course of the semester, school level teams, made up of top performing teachers, will work with school leaders to tailor Advanced Teacher Roles to fit their school contexts. School teams will establish the staffing model, schedule, and implementation plan that best supports their school's faculty and students.

Lexington City Schools will partner with Public Impact to lead the process for selecting, creating and developing Advanced Teacher Roles and: (a) establish district-level guidance for how schools can use Opportunity Culture teacher leader roles to improve student learning and school culture; (b) support schools in developing their unique staffing and implementation plans; (c) prepare district leaders and principals to select strong candidates for Opportunity Culture

roles; (d) help teachers and principals prepare to implement these new and unique roles; (e) assess effectiveness of implementation and identify possible improvements; and, (f) analyze outcomes to communicate what has been achieved. The design work will be completed over the course of four District Design Team and four School Design Team sessions to ensure adequate time for an iterative feedback cycle that is responsive to the needs to each school community. In total, the District Design Team will create two types of advanced teaching roles: Multi-Classroom Leaders and Extended Impact Teachers.

Table 3: Advanced Teaching Roles and Qualifications to be Created

Advanced Teaching Role Summary	Example Levels and Qualifications (to be determined during design year)
Multi-Classroom Leader (MCL) <ul style="list-style-type: none"> Leads a small teaching team and shares instructional responsibility for all students taught by that group of students. Continues to teach, typically part of the time. Ultimately responsible for organizing the roles, steps and elements of the team's curriculum, lessons, teaching, data analysis, and improvement. Coaches and develops the team. Earns a pay supplement. 	MCL II —Leads team of 6–8 teachers. <ul style="list-style-type: none"> Continued track record of leadership and high-growth student learning as an MCL I (using the same qualifications).
	MCL I —Leads team of 2–5 teachers. <ul style="list-style-type: none"> Track record of leadership; Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1–5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system; and Demonstrate evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education.
Extended Impact Teacher <ul style="list-style-type: none"> Teaches on a team led by a multi-classroom leader, collaborating with colleagues. Teaches an increased number of students and is accountable for their performance as the teacher of record for those students. May use limited-quantity, age- 	Extended Impact Teacher (EIT II) <ul style="list-style-type: none"> Assists MCL II with leadership of large team; Reaches 50% more students than other teachers (more class periods in secondary school; more students in elementary). Demonstrates evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education.

appropriate blended learning and/or, in elementary schools, specialize by subject(s). <ul style="list-style-type: none"> • May have a more specific title, such as: blended-learning teacher or elementary subject specialist. • Earns a pay supplement. 	
	Extended Impact Teacher (EIT I) <ul style="list-style-type: none"> • Mastery of teaching skills evidenced by a track record of “effective” rating, at least. • Reaches 33% more students than other teachers (more class periods in secondary school; more students in elementary).

Processes for Implementation and Completion

In LCS, the initial program rollout will include all three traditional elementary schools, the middle school and the senior high school. At the district level, a new teacher compensation model will be designed. This model will provide additional compensation to educators based upon their performance and professional growth. Each school design team will select advanced teaching roles that are sustainable within current budgets. School staffing models will be responsive to budget sustainability and staffing needs. The implementation plan for LCS will be finalized during the selection, creation and development of advanced teaching roles planning phase in the spring of 2019 and will result in the identification of Advanced Teaching Roles.

Table 4: Projected Compensation and Advanced Teaching Roles Staff and Student Reach

Schools	Current Number of Teachers	Number of Advanced Teaching Roles by 2024-2025	Students Reached by 2024-2025
Charles England Elementary	30.5	18	443 (100%)
Pickett Elementary	24	12	422 (100%)
Southwest Elementary	27.5	18	411 (100%)
Lexington Middle	45	16	658 (100%)
Lexington Senior High	54	16	753 (100%)
Total	181	80	2,094

Lexington City Schools has identified a district design team to set the vision and parameters for Opportunity Culture in the district and make critical decisions and systems changes to support new teacher roles. The district design team will include the critical decision makers described in Table 5 below.

Table 5: Lexington City School District Design Team

Name	Role
Anitra Wells	Superintendent
Emy Garrett	Assistant Superintendent
David Miller	Assistant Superintendent
Nicole Piggott	Director of Secondary Ed
David Fairall	Director of Human Resources
Jennifer Brown	Director of Exceptional Children
Shelly Gentle	Director of Finance
Celia Gossett	Director of Technology

The district design team will be led by Superintendent Wells who will oversee the implementation of the Opportunity Culture Principles and related changes needed to build an Opportunity Culture. These core principles include:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund advanced teacher role compensation within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration and development
5. Match authority and accountability to each person's responsibilities

This entire district design team will engage in key decisions, discussions and activities including but not limited to: (a) establishing an overall vision for the initiative; (b) communicating the proposed approach with school leaders, and sharing relevant district-level policies (e.g., design

parameters) with schools; (c) working directly with school design teams to monitor progress of model development, including staffing structures, compensation, scheduling, technology, and communication; (d) problem-solving with schools around design and implementation challenges; (e) identifying necessary resources for implementation; (f) identifying gaps and barriers in district-level practices, such as human resource systems, budgeting, and others identified in the planning process, and organizing changes to them; and, (g) monitoring progress and acting to ensure success in design, implementation, and scale.

The work of the district design team will be substantial and requires careful planning for implementation in several key areas, outlined in Table 6, below. In each area, LCS has designated a district lead. This lead will draw on technical assistance provided by Public Impact both during the design year and early implementation years. This table is not comprehensive; additional needs and design team responsibilities will arise during the design process and early-implementation phases. However, it outlines responsibilities and timeline for each core area of design work that will be undertaken.

Table 6: Responsibilities of District Design Team from December 2018 – May 2019

Activity	District Lead
District-level design work <ul style="list-style-type: none"> <input type="checkbox"/> Ensure initiative meets Opportunity Culture Principles and needs of students, teachers, and community <input type="checkbox"/> Clarify district design parameters <input type="checkbox"/> Ensure district leadership commitment <input type="checkbox"/> Advocate for needed policy changes 	Dr. Anitra Wells, Superintendent
School-level design work <ul style="list-style-type: none"> <input type="checkbox"/> Organize and facilitate school-level design teams <input type="checkbox"/> Facilitate school teams to select/tailor models and develop implementation plans, within district parameters <input type="checkbox"/> Document the school-level implementation plan (transitional steps, roles, timing, costs, etc.) 	Emy Garrett, Assistant Superintendent Nicole Piggott, Director of Secondary Education Jennifer Brown, Director of Exceptional Children
Technology planning <ul style="list-style-type: none"> <input type="checkbox"/> Determine existing technology resources and 	Celia Gossett, Director of Technology

capabilities <input type="checkbox"/> Advise on new technology resources and capabilities <input type="checkbox"/> Incorporate new digital instruction and other technology tools into school designs	
Human resource management <input type="checkbox"/> Set compensation ranges for reach-extended roles <input type="checkbox"/> Lead recruitment, hiring, and internal selection for new positions <input type="checkbox"/> Oversee training, development, evaluation, and career path(s) design	Dave Fairall, Director of Human Resources
Financial resource allocations <input type="checkbox"/> Determine available funding for transition to reach extension models <input type="checkbox"/> Ensure pay is funded with per-pupil funding <input type="checkbox"/> Make policy recommendations for sustainably higher pay at larger scale	Shelly Gentle, Director of Finance
Communications work <input type="checkbox"/> Develop key messages and tools <input type="checkbox"/> Elicit input from stakeholders <input type="checkbox"/> Deliver or organize communications	David Miller, Assistant Superintendent

As noted in Table 6, school design teams will be established at each school involved in an Opportunity Culture cohort. Principals and school design teams develop staffing and scheduling plans that adhere to the five Opportunity Culture principles and any parameters established by LCS. School design teams will undertake a 9-point design process:

1. **Vision.** Describe how students and teachers will benefit from Advanced Teaching Roles
2. **School and Staffing Model.** Determine roles to be added or exchanged, a staffing transition plan, and a summary of the school's staffing needs
3. **Cost Impact.** Assess the cost impact of stipends to confirm that they are possible within current budgets and are budget neutral
4. **Talent.** Establish a plan to attract, cultivate, and identify talent through recruitment and hiring, staff training and development, and evaluation methods
5. **Time.** Develop schedules that allow teacher leaders to work intensively with their teams

6. **Resources.** Identify technology needed to support the new school models
7. **Accountability.** Make changes needed to enable the reporting of student outcomes for teachers in reach roles
8. **Teacher and Community Engagement.** Develop materials and outreach to engage teachers, parents, and community
9. **Improvement Process Planning.** Assign responsibility for monitoring and improving implementation at school level at defined times

This work will be accomplished through a series of four district design sessions that will be facilitated by Public Impact. Public Impact will work closely with design team leads to customize these sessions for schools and maintain regular contact in between the sessions to help design teams progress toward their decision points.

Specific Timelines for Completion

Specific timelines for when activities will be completed are described below, including the project planning and design phase, project launch, local evaluations and dissemination of project information to other school systems throughout the state.

Table 7: Implementation and Completion Timeline

Timeline	Activities
Spring 2019	<ul style="list-style-type: none"> - Teacher Compensation Models and Advanced Teaching Roles design process completed by district and school teams with Public Impact - Information sessions hosted for stakeholders - Recruitment and selection of Advanced Teaching Role candidates - Central services, principals, assistant principals and instructional coaches complete the Instructional Coaching Institute
Summer 2019	<ul style="list-style-type: none"> - Information sessions hosted for stakeholders - Multi-Classroom Leaders and Extended Impact Teachers complete the Opportunity Culture Summer Institute
Fall 2019	<ul style="list-style-type: none"> - Opportunity Culture Model launches in 5 schools - On-site implementation, monitoring and support from Public Impact coaches provided to all program schools and leaders

Spring 2020	<ul style="list-style-type: none"> - Recruitment and selection of Advanced Teaching Role candidates (as schools expand to full implementation) - Collection of program outcomes data - Annual evaluation of program implementation and impacts - Reporting of outcomes to stakeholders and Board of Education as a part of the continuous improvement process
Summer 2020	<ul style="list-style-type: none"> - Multi-Classroom Leaders, newly hired administrators and central services personnel complete the Instructional Coaching Institute
2020-2025 Annually	<ul style="list-style-type: none"> - Collection of program outcomes data - Annual evaluation of program implementation and impacts - Reporting of outcomes to stakeholders and Board of Education as a part of the continuous improvement process - Public Impact will continue to provide on-site implementation, monitoring and support to all program schools - The Advanced Instructional Coaching Institute will be held annually, supporting the continued development of teacher leaders - The Talent Development Institute will begin after full implementation of Opportunity Culture as a means of sustaining a long-term human capital strategy - Project findings and impacts will be shared with districts across the state at forums such as PANC, NCASCD, NCCASA, and other conferences

Qualifications for Positions (Component 2)

Lexington City Schools will host multiple informational sessions to share information about the roles being offered and the hiring process with all interested teachers and members of the public. Sessions will include basic descriptions about the roles and salary supplements that will be available and will describe the application requirements and process. Superintendent Wells and the Director of Human Resources, Dave Fairall, will regularly communicate FAQ's.

Five Qualifications for Advanced Teaching Roles

Selection for the Multi-Classroom Leader and Extended Impact Teacher advanced roles will be based on a set of criterion uniquely weighted for each position:

1. Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching

2. A rating of accomplished or higher on each of the Teacher Evaluation Standards 1-5 on the NCEES or the equivalent on an out-of-state evaluation system
3. Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by NC state board of education or an out-of-state value added modeling system
4. Equivalent demonstrated mastery of teaching skills as required by the new local compensation model
5. Evidence of OC critical competencies as described in Tables 8 or 9

Lexington City Schools will use the criterion weighted scales found in the supplemental materials section when assessing Multi-Classroom Leader candidates and Extended Impact Teacher candidates. The district-level design team will determine more specific definitions to apply to these weightings and whether partial credit will be awarded for any criteria.

Five Job Responsibilities for Individuals in Advanced Teaching Roles (Component 3)

Educators selected for either Advanced Teaching Role, Multi-Classroom Leader or Extended Impact Teacher, will each have a minimum of five approved job responsibilities. Tables 8 and 9, describe these responsibilities and the weighting system that will be used to guide work during instructional hours. Additionally, the evaluation measures that will be used to determine effectiveness in each area are described. Both qualitative and quantitative measures will be used in order to gain a broader understanding of impact.

Five Job Responsibilities and Weighting System for Multi-Classroom Leaders

Multi-Classroom Leaders are selected based upon their proven track record of effectiveness, knowledge of content and pedagogy, ability to influence adults, and ability to

provide instructional leadership. As teachers of teachers, they dedicate 70% of instructional hours working directly with students, but do so alongside other teachers.

1. **Serving as a Lead Classroom Teacher** (requirement iii)- Research from the New Teacher Center's Teaching, Empowering, Leading and Learning (TELL) Survey has shown that teachers who work in more supportive environments are more effective at raising student achievement on standardized tests than teachers who work in less supportive environments (Ferguson, 2014). Opportunity Culture Multi-Classroom Leader's will lead teams of teachers by providing needed support to improve practice. MCL's will work directly with teachers and students by co-teaching, modeling instruction, working with small pull-out groups of students, analyzing data, and planning instruction for their team.
2. **Conducting Observations and Providing Feedback** (requirement ii)- As leaders of teacher teams, Multi-Classroom Leaders will not only support their team of teachers in planning for and delivering instruction but will facilitate reflective practices. This work will entail conducting observations of the teachers on their team and providing immediate and relevant feedback that leads to improved performance. Additionally, MCL's may facilitate reciprocal classroom visits, allowing for teachers to observe best practices in each other's classrooms and reflecting upon those observations.
3. **Leading Data-Driven Instructional Models** (requirement iv)- Data-driven instruction has been found to be positively associated with improving student learning outcomes. LCS principals currently use Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning (Boudett, 2013) in their school improvement efforts and to drive professional learning discussions. To ensure that students taught by

their teams benefit from effective instruction, Multi-Classroom Leaders will lead their teams in the analysis of student data. As a result, they will assign team teachers to use small-group and individual instruction to personalize and tailor instruction to individual student needs, communicate with students and keep them informed of their progress, and hold students accountable for ambitious, measurable standards of academic achievement.

4. **Functioning as an Instructional Coach** (requirement v)- Instructional coaches, while widely used to support student learning, typically do not have direct responsibility for student outcomes. For example, in a recent survey one-third of instructional coaches indicated that they did not feel responsible for the performance and growth of the teachers they work with, and nearly two-thirds did not feel accountable for their outcomes (Bierly, 2016). By contrast, Multi-Classroom Leaders are invested in the academic outcomes of all students taught by their team and have the authority to direct their team members to achieve the best outcomes for students. Multi-Classroom Leaders will become certified professional development trainers and will all attend the Instructional Coaching Institute (Jim Knight, University of Kansas). They will apply their skills by providing regular instructional coaching and feedback to their teacher teams.
5. **Professional Responsibilities** (requirement iii)- Multi-Classroom leaders will work closely with school administrators to create time for planning, data analysis and coaching. They will collaborate with teachers and tutors across the school to facilitate school improvement interventions and professional development opportunities. They will continuously improve their practice by receiving feedback from supervisors and peers.

Table 8: Multi-Classroom Leader Job Responsibilities, Weighting and Measures

Job Responsibility	Alignment with Approved Responsibilities in the RFP	% of Contract Hours (1,544)	% of Instructional Hours (1,025)	Evaluation Measure
1. Serving as a Lead Classroom Teacher	iii	46%	70% *	Student assessment results, including EVAAS (Quantitative)
2. Conducting Observations and Providing Feedback	ii	10%		Observations and team feedback (Qualitative)
3. Leading Data-Driven Instructional Models for School Improvement	iv	14%		Feedback and Observation, Artifacts, Teacher EVAAS, Teacher Working Conditions Survey Results (Quantitative & Qualitative)
4. Functioning as an Instructional Coach	v	20%		
5. Professional Responsibilities	iii	10%		
* In accordance with Session Law 2018-5 Section 7.9, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Multi-Classroom Leaders will contribute to instructional activity at least 70 percent of those instructional hours, equal to 717.5 hours per year. This amounts to 46 percent of all contract hours.				

Five Job Responsibilities and Weighting System for Extended Impact Teachers

Extended Impact Teachers are selected based upon their proven track record of achieving high growth for all students, year after year. School leaders seek to provide 100% of students access to these highly effective teachers. In order to achieve equitable access for all students, Extended Impact Teachers take on larger groups of students using strategic scheduling, technology and paraprofessionals. The majority of EIT's time and effort is directly dedicated to teaching students.

1. **Teaching an Increased Number of Students** (requirement i)- The Extended Impact Teacher devotes an increased amount of time to instruction and reaches more students with his or her excellent instruction through strategic use of time and student grouping with a paraprofessional and digitally delivered content. They hold students accountable for ambitious, measurable standards of academic achievement, identify and address individual students' social, emotional, and behavioral learning needs and barriers, identify and address individual students' development of organizational and time-management skills, and invest students in their learning using a variety of influence techniques.
2. **Planning and Preparation-** To effectively reach a greater number of students with excellent teaching despite having less time per student, the Extended Impact Teacher must plan activities that promote engagement and provide feedback loops. EIT's must set high expectations of achievement that are ambitious and measurable for students, plan backward to align all lessons, activities, assessments, and determine how students spend instructional time. Additionally, EIT's Design assessments that accurately assess student progress and/or incorporate digital assessments.
3. **Classroom Environment-** The Extended Impact Teacher must create a classroom environment that facilitates learning and inquiry. They will hold students accountable for high expectations of behavior and engagement that are ambitious and measurable, create physical classroom environments conducive to collaborative and individual learning, and establish a culture of respect, enthusiasm, and rapport.
4. **Manage Facilitation of Learning Activities by Other Adults-** The EIT's will collaborate with paraprofessionals to ensure effective student supervision and learning occur even in the absence of the Extended Impact Teacher. This strategic use of time enables the EIT to spend

time on the most high-leverage instructional activities, while paraprofessionals facilitate non-instructional responsibilities and digitally delivered introductions to new material and skills practice.

5. **Professional Responsibilities-** EIT's teach more students than usual and work to continually improve their practice. Working at the cutting edge of their field, they must take initiative to identify and develop skills and dispositions necessary for success in this new context. They must maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success. They collaborate with other teachers, tutors, and lab monitor(s) to analyze student data, group students, teach, and assign interventions, and participate in professional development opportunities at school.

Table 9: Extended Impact Teachers Job Responsibilities, Weighting and Measures

Job Responsibility	Alignment with Approved Responsibilities in the RFP	Percent of Total Contract Hours (1,544)	Percent of Total Instructional Hours (1,025)	Evaluation Measure (Qualitative or Quantitative)
1. Teaching an Increased Number of Students	i	55%	83%	Student assessment results, including EVAAS (Quantitative)
2. Planning and Preparation	N/A	20%		Feedback and Observation, Artifacts, Teacher EVAAS (Quantitative & Qualitative)
3. Classroom Environment	N/A	5%		
4. Managing Facilitation of Learning Activities	N/A	10%		
5. Professional Responsibilities	N/A	10%		

Communication Strategy (Components 4, 5, 6, 11)

Stakeholder Input

Lexington City Schools greatly values stakeholder engagement in all decisions, especially those with such broad impact. The consideration of Public Impact to support the implementation of Teacher Compensation Models and Advanced Teacher Roles was taken with great care. Initial input was gathered by the central services team and led by Superintendent Anitra Wells. Following, Dr. Wells reached out to community stakeholders, elected officials, teachers, principals, and leaders throughout the district, inviting them to participate in the decision process to pursue this grant and to partner with Public Impact. To quote one stakeholder, “This is the best thing that has happened to LCS in 20 years!” There is widespread excitement about the possibility of this grant and the work to transform educator compensation and distributed leadership across the district.

In preparation for winning the NCDPI grant, both a District Design Team and School Design Teams have been formed. Tables 10 details members of the district design team who will be charged with:

- Input on criterion and selection for the advanced teaching roles
- Input on continued eligibility for the advanced teaching roles
- Input and criterion for teacher compensation
- Input on continued eligibility for teacher compensation
- Developing and deploying ongoing communications for the pilot program
- Creating and regularly updating a Frequently Asked Questions (FAQ) from stakeholders/public and responses to these questions from the LEA

Design Committee Members

Table 10: District Design Team

Name	Role
Anitra Wells	Superintendent
Emy Garrett	Assistant Superintendent
David Miller	Assistant Superintendent
Nicole Piggott	Director of Secondary Ed
David Fairall	Director of Human Resources
Jennifer Brown	Director of Exceptional Children
Shelly Gentle	Director of Finance
Celia Gossett	Director of Technology

School design teams will be made up of the principal, assistant principal, any existing instructional coaches, and three teachers. Principals considering the use of classified personnel to support Multi-Classroom Leaders may also choose to include a classified member on their school design team.

Ongoing Communications Strategy

Opportunity Culture design work engages a variety of roles and perspectives within the school district. Of particular importance is the engagement of teachers in the development of advanced roles and school designs. Involvement of teachers helps ensure that essential instructional challenges are tackled, time is carved out in the school day to make the design work, and educators who might find themselves working on a team led by a new multi-classroom leader are invested in the team-based model. The communications plan for district design leads and principals engages all staff to learn about Opportunity Culture design at the beginning of the effort and provides a continuously updated FAQ to ensure all staff are well informed.

The following table outlines how Lexington City Schools will share key messages and will gather input from students, parents, school partners, community groups, and local media.

Table 11: Communications Strategy

Stakeholder	Key Messages	Messenger	Feedback Strategy
Teachers and Staff	<ul style="list-style-type: none"> Advanced roles will offer multiple pathways for teachers to advance and develop their careers without leaving teaching Advanced role teachers will be responsible for more students and will earn pay supplements Teams of teachers will gain job-embedded professional learning and increased collaboration time 	Principal	<p>Q&A during informational sessions</p> <p>Individual meetings to answer questions</p> <p>FAQ's</p>
Students	<ul style="list-style-type: none"> How teaching and classes change: <ul style="list-style-type: none"> -roles and people in them -how learning time changes Benefits for students: <ul style="list-style-type: none"> -teachers all aiming for great - meet your needs better -more adults to help you 	Principal School Design Team Teachers explain to their classes each new year	<p>Q&A in classrooms</p> <p>Social media</p> <p>Individual meetings to answer questions</p> <p>FAQ's</p>
Parents	<ul style="list-style-type: none"> Importance of increased access to highly effective teachers OC model Benefits for students and teachers Specifics: Which classes, grades, and subjects are affected each year 	Principal School Design Team OC Teachers	<p>Q&A in parent meetings (e.g., PTA)</p> <p>Social media</p> <p>Newsletter/e-blasts</p> <p>Individual meetings to answer questions</p> <p>FAQ's</p>
School partners/ community groups	<ul style="list-style-type: none"> Importance of increased access to highly effective teachers OC model Benefits for students and teachers Timing/process Where else this is happening/what other OC teachers think 	Principal School Design Team OC Teachers	<p>Q&A in parent meetings (e.g., PTA)</p> <p>Social media</p> <p>Newsletter/e-blasts</p> <p>Individual meetings to answer questions</p> <p>FAQ's</p>
Media			<p>Introductory email</p> <p>Press release</p> <p>Social media</p> <p>Visits to OC schools</p>

Lexington City Schools' District Design Team, led by Superintendent Wells, will conduct communications outreach and information dissemination along the following timeline:

Table 12: Communications Timeline

Date: December 2018–February 2019	Location: Individual School Sites
<i>Introduce Opportunity Culture to whole staff</i> <ul style="list-style-type: none"> • Share introductory slide deck, Opportunity Culture motion graphic, and video of educators voices in current sites implementing Opportunity Culture. • Solicit questions and communicate the benefits of the initiative and teacher inclusion in the design process. • Email and/or hand out <i>Opportunity Culture for Teaching and Learning: Introduction</i> to all staff members. <i>Select school design team and craft school design</i> <ul style="list-style-type: none"> • Principals identify and select key staff for design team—including school leaders, excellent teachers, key influencers. • Describe the design team's role and schedule. 	
Date: February 2019–March 2019	Location: Individual School Sites
<i>Share and solicit feedback on school's Opportunity Culture plans after draft design is ready</i> <ul style="list-style-type: none"> • Before completing full draft, share benefits, get feedback from teachers on early work on OC vision, staffing plan. • During design work, meet with <i>any person who asks</i> about the design process. Listen. Share the potential benefits. • After full draft plan is ready, make short presentation to whole staff. • Re-communicate Opportunity Culture goals and the Opportunity Culture Principles • Explain design process and the draft staffing plan. Explain how plan fits each Opportunity Culture Principle and school's larger vision and goals, and how it can benefit students and teachers. • Solicit feedback from all, possibly through online surveys • Identify concerns and questions and meet with individuals to address concerns. • Thank staff in email for their time and invite further feedback. 	
Date: March–April 2019	Location: Board Room
<i>Share and advertise new Opportunity Culture roles internally and externally for recruiting</i> <ul style="list-style-type: none"> • Share with all staff: <ul style="list-style-type: none"> ○ Slide deck showing next year's staffing plan and staffing plan after full implementation ○ Official job postings (from HR) or standard descriptions of roles, qualifications, and the application process ○ Other recruitment material as needed—e.g. video, brochure—available in the Opportunity Culture Toolkit • Principals or assistant principals communicate with high-potential internal candidates: <ul style="list-style-type: none"> ○ Schedule one-on-one meetings to discuss potential fit with open positions ○ Personally invite eligible staff to apply for Opportunity Culture positions ○ Share Opportunity Culture messages in interviews with applicants, in 	

coordination with Human Resources	
Date: April 2019–Ongoing	Location: PTA Meetings, Social Media, District Website, Faculty Meetings
<p><i>Inform parents, keep staff informed about improvements, and respond to any concerns</i></p> <ul style="list-style-type: none"> • Communicate changes to parents at end of school year and beginning of next. Use the parent introduction tool. • Meet with parents and staff if/as any concerns arise. Continue one-on-one meetings as needed to address concerns. • Keep design team or teacher-leaders engaged throughout implementation to improve every year. <p><i>Continuous Updates to LCS Faculty and Staff</i></p> <ul style="list-style-type: none"> • OC updates will be published in the superintendent’s regular communications to faculty and staff • The LCS website will feature a page dedicated to OC FAQ’s, school staffing models, employment opportunities, and celebrations • The OC website will feature a “Contact Us” section that can be used for suggestions, questions, and celebrations 	

Budget (Components, 7, 9)

Salary Supplements

Lexington City Schools will design two levels of Advanced Teacher Roles. Both Multi-Classroom Leaders and Extended Impact Teachers will each have designated salary supplements. Table 13 provides possible ranges of those supplements as seen in other districts that have implemented Opportunity Culture roles. However, because the supplements will be paid only from existing funds, actual amounts will depend on locally available dollars. One of the first tasks of the district-level design process, led by Public Impact, will be financial modeling to determine supplement amounts that are sustainable and competitive with pay offered by surrounding districts. **Salary supplements will be paid as a supplement to the classroom teacher’s regular salary and not be included in the average salary calculations used for budgeting State allotments.**

Table 13: Example Pay Ranges for Opportunity Culture Advanced Teaching Roles

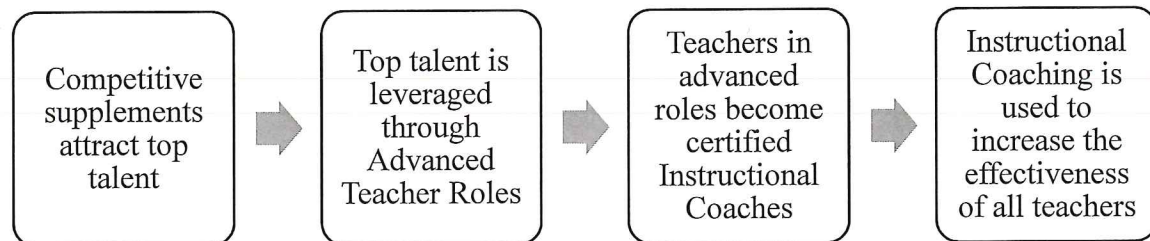
Advanced Teacher Role	Description	Potential Pay Supplements
Multi-Classroom Leader II	Leads 6-8 teachers	30% of state average salary
Multi-Classroom Leader I	Leads 2-5 teachers	20% of state average salary
Extended Impact Teacher II	Teaches 50% more students	20% of state average salary
Extended Impact Teacher I	Teaches 33% more students	15% of state average salary

Voluntary Relinquishment of an Advanced Teaching Role

Should a Multi-Classroom Leader or Team Reach Teacher relinquish his or her role and associated duties, the removal of that title will not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes. Upon relinquishment of the role, the teacher will no longer be paid associated supplement and will 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.

Professional Development for Advanced Teaching Roles and Classroom Teachers

The creation of Advanced Teacher Roles alone will not influence change in schools nor will it necessarily lead to improved outcomes for students. In order to realize the improvements sought by LCS, a series of inputs must occur that result in increased teacher effectiveness:



Lexington City Schools will use grant funds to certify all principals, assistant principals, instructional coaches, and Opportunity Culture MCL's and EIT's in Jim Knight's Instructional Coaching Institute model. After initial training, select team members will go through advanced training, allowing them to become trainers of trainers. In doing so, Lexington City Schools will have put into place a long-term sustainability plan for ensuring that instructional coaches can be trained year after year, extending the investment of grant dollars far beyond the seven-year term of the initial grant.

In addition to building a sustainable instructional coaching model, the district will use local, state and federal dollars to align professional development efforts to the Opportunity Culture model. This will entail activities such as but not limited to:

- Provision of substitutes to allow for reciprocal OC classroom visits
- Releases time for vertical planning in OC schools
- Placement of novice teachers on MCL led teams for additional induction support and coaching
- EduCamps (or TeachMeets) to share best practices across OC schools
- Instructional leadership training for school administrator

By aligning non-grant dollars to the OC model, progress towards school improvement goals will be accelerated. Strong implementation of the OC model and the achievement of goals will in-turn lead to increased satisfaction with Teacher Working Conditions, stability of staff as attrition declines, and the ability of LCS to recruit top talent to the Piedmont's preferred place to teach.

Program Pilot

As previously shared in the Plan Design section of the application, Lexington City Schools intends to pilot the Opportunity Culture model in five schools. Table 14 describes the

current number of certified teachers in each pilot school as well as the anticipated number of advanced teaching roles that it will take to ensure that 100% of students have daily access to a highly effective teacher.

Table 14: Projected Compensation and Advanced Teaching Roles Staff and Student Reach

Schools	Current Number of Teachers	Number of Advanced Teaching Roles by 2024-2025	Students Reached by Advanced Teaching Roles by 2024-2025
Charles England Elementary	30.5	18	443 (100%)
Pickett Elementary	24	12	422 (100%)
Southwest Elementary	27.5	18	411 (100%)
Lexington Middle	45	16	658 (100%)
Lexington Senior High	54	16	753 (100%)
Total	181	80	2,687

Central Office Personnel Support for Pilot Program

Superintendent Anitra Wells has committed funds in the form of central office personnel time and effort (valued at approximately \$187,500 per year) to support the Opportunity Culture pilot in Lexington City Schools. Each member of the District Design Team will commit a percentage of their time and effort to supporting job aligned functions of the program.

Table 15: Central Office Personnel Support for the Pilot Program

Name	Role	% Time and Effort
Anitra Wells	Superintendent	5%
Emy Garrett	Assistant Superintendent	20%
David Miller	Assistant Superintendent	5%
Nicole Piggott	Director of Secondary Ed	20%
David Fairall	Director of Human Resources	20%
Jennifer Brown	Director of Exceptional Children	10%
Shelly Gentle	Director of Finance	10%
Celia Gossett	Director of Technology	5%

Sustainability (Component 9)

Sustainability is one of the five Opportunity Culture Principles and sets these advanced roles apart from many other teacher leadership and compensation reform initiatives. In an Opportunity Culture, district and school design teams must identify current funds that can be allocated to advanced role teacher pay supplements. This is difficult work but creates advanced roles that last. Advanced roles with staying power allow current teachers to aspire to the roles and changes the way prospective teachers perceive the profession. In Lexington City Schools, all Teacher Compensation Models and Advanced Teacher Roles will be paid for out of existing funds. The Board of Education is committed to continued support of Opportunity Culture in LCS (see their letter of support in the supplementary materials). Additionally, locally elected officials have committed their support (see the letter of support from the mayor in the supplementary materials).

Expansion of Opportunity Culture to all 7 schools (pilot +2) will be funded by:

- Leveraging vacant positions to create Advanced Teaching Roles and supplements
- Minimizing Title I positions to create Advanced Teaching Roles and supplements
- Reducing the number of non-classroom specialist positions to create Advanced Teaching Roles and supplements
- Reallocating professional development dollars to fund the supplements for Multi-Classroom leaders who will be used to provide professional development and instructional coaching to teams of teachers

This “all-in” commitment to the OC model will ensure long-term sustainability and lead to significantly improved outcomes for the students of LCS.

Outcomes and Evaluation (Components 10, 11, 14)

The main objectives of Opportunity Culture are to improve instruction within schools and dramatically improve student academic growth in core subjects. During the 2018-19 school year, Lexington City Schools will design, recruit for, and hire teachers to assume advanced roles as Multi-Classroom Leaders and Extended Impact Teachers. Outcomes to be measured during the design year include the impact on human resource functions, such as size and characteristics of the candidate pool and the district's ability to fill open positions. These are measures of the district's ability to attract desirable candidates and compete for talent with surrounding districts.

Table 16: Human Resources Opportunity Culture Outcomes to be Measured Annually

Measure	Description	Target Outcome
Size of applicant pool	Number of qualified applicants for each Opportunity Culture teacher leadership position	6:1
Strength of candidate pool	Characteristics of candidates for the Opportunity Culture teacher leader positions	4:1
Unfilled positions	Number of vacant positions that remain at the end of the district's hiring effort for the 2019-20 school year	0
% of students reached by excellent teachers	Percent of students who have a highly effective teacher for the majority of their instructional day	Year 1= 40% Year 2= 60% Year 3= 80% Year 4= 100%
% of teachers who feel supported to improve	Percent of teachers and staff at the school who respond positively to survey questions about the new school models (survey includes teachers in the new advanced roles and other teachers and staff in the school)	All teachers= 75% OC teachers= 90%

Additionally, and most importantly, the implementation of Opportunity Culture should result in improved academic outcomes for students. Multi-Classroom Leaders and Extended Impact Teachers will be in place to improve instruction beginning in the 2019-2020 school year. For this seven-year grant period, LCS will continue to report human resource outcomes as noted above, plus additional measures related to student academic outcomes. Table 17 describes the academic outcomes that will be monitored and measured by LCS on an annual basis.

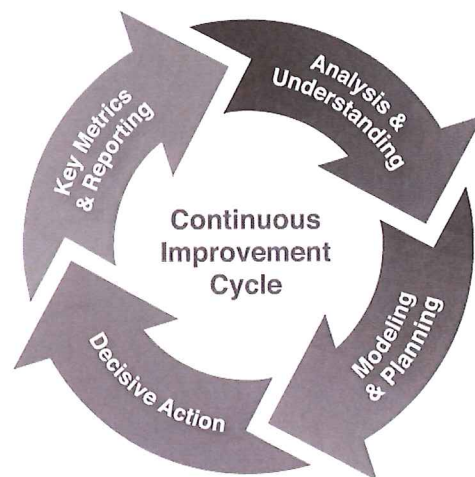
Table 17: Academic Opportunity Culture Outcomes to be Measured Annually

Measure	Baseline	19-20	20-21	21-22	22-23	23-24	24-25
Schools Meeting Expected Growth	40%	60%	80%	100%	100%	100%	100%
CEES- Reading	42.0	44.0	46.0	48.0	50.0	52.0	54.0
CEES- Math	44.9	47.9	50.9	53.9	56.9	59.9	62.9
PES- Reading	50.8	52.8	54.8	56.8	58.8	60.8	62.8
PES- Math	53.8	56.8	59.8	62.8	65.8	68.8	71.8
SWES- Reading	48.8	50.8	52.8	54.8	56.8	58.8	60.8
SWES- Math	54.1	57.1	60.1	63.1	66.1	69.1	72.1
LMS- Reading	44.5	46.5	48.5	50.5	52.5	54.5	56.5
LMS- Math	39.8	42.8	43.8	46.8	49.8	52.8	55.8
LSHS- English	41.2	43.2	45.2	47.2	49.2	51.2	53.2
LSHS- Math	44.4	47.4	50.4	53.4	57.4	60.4	63.4
LSHS Graduation	89.7	90.2	91.1	92.0	92.9	93.8	94.7

Responding to Outcomes with Continuous Program

Improvement

Lexington City Schools Superintendent, Dr. Anitra Wells, will create an Advisory Team made up of LCS faculty, community stakeholders, and educational experts. The Opportunity Culture Advisory team will respond to program outcomes with respect to program implementation using a continuous improvement cycle. They will strive to understand district needs, work with School Design Teams to model and plan for action, monitor the implementation of decisive actions and then review key metrics and reporting. The team will then provide expert feedback to the Superintendent, District Design Team and Board of Education for continued implementation and success of the Opportunity Culture model in LCS.



Timeline for Collection of Outcomes and Program Adjustments

Public Impact, in partnership with LCS, will create an Opportunity Schools Report Card that is used to collect and measure program impacts on an annual basis. This report card will be provided to the Opportunity Culture Advisory Team each August upon confirmation of state testing and graduation data. The OC Advisory Team will hold an annual meeting during which recommendations for program adjustments related to identified outcomes will be made. Throughout the year, the OC Advisory Team will be kept informed of program implementation challenges and successes. Ad hoc meetings may be called at any time for the purpose of addressing specific program needs.

In response to the Advisory Committee's recommendations, the Superintendent will meet with her central services team and principals to formulate next steps. Public Impact will be engaged in providing technical assistance to support the implementation of any next steps in response to recommendations.

Long-Range Outcomes

Lexington City Schools is fully committed to partnering with Public Impact to implement and sustain the Opportunity Culture Model districtwide. The Superintendent, Board of Education, faculty and community have all provided letters committing their support. Ultimately, it is the goal of the community to improve student outcomes by leveraging a strong human capital strategy that effectively attracts and retains top educators. As a result of the investment of grant and district funds, LCS will become a preferred place for top educators to work in North Carolina.

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Budget

Lexington City Schools Professional Pathways Program							
Budget Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Personnel							
Substitutes	\$800				\$5,000	\$5,000	\$5,000
Fringe Benefits							
FICA (7.65%)	\$61				\$383	\$383	\$383
Retirement (18.86%)	\$151				\$943	\$943	\$943
Contractual							
Public Impact- Opportunity Culture	\$127,000	\$115,000	\$80,000	\$80,000	\$50,000	\$50,000	\$50,000
Instructional Coaching Institute	\$36,000	\$0	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
Talent Development Leadership Institute					\$25,000	\$25,000	\$25,000
Other							
Marketing/Advertising	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Totals							
Total Direct Costs	\$169,012	\$120,000	\$121,000	\$121,000	\$122,326	\$122,326	\$122,326
Indirect Costs (3.515%)	\$5,941	\$4,218	\$4,253	\$4,253	\$4,300	\$4,300	\$4,300
Total Costs	\$174,953	\$124,218	\$125,253	\$125,253	\$126,626	\$126,626	\$126,626
							\$929,554.35

Personnel and Fringe

Lexington City Schools Professional Pathways Program								
Budget Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Personnel								
Substitutes	\$800				\$5,000	\$5,000	\$5,000	\$15,800
Fringe Benefits								
FICA (7.65%)	\$61				\$383	\$383	\$383	\$1,210
Retirement (18.86%)	\$151				\$943	\$943	\$943	\$2,980

During the district and school planning and design phase, school design team members will participate in four, 1-day planning sessions. Each of the five schools will have four teacher representatives on their design team for whom four days of substitutes are required. Using \$100/day as an estimated cost of substitutes, the total cost plus fringe to provide coverage for these teachers to participate in the planning sessions is \$1,012. In Phase II of the Professional Pathways Program, the Talent Development Institute will launch and will include reciprocal site visits of classrooms by teachers and of schools by principals. Annually, each school will be allotted 10 substitute days to provide coverage for these activities. Using \$100/day for 50 substitute days, plus fringe, the total cost for this activity is \$18,978.

Lexington City Schools Professional Pathways Program								
Budget Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Contractual								
Public Impact- Opportunity Culture	\$127,000	\$115,000	\$80,000	\$80,000	\$50,000	\$50,000	\$50,000	\$552,000
Instructional Coaching Institute	\$36,000	\$0	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000	\$216,000
Talent Development Leadership Institute					\$25,000	\$25,000	\$25,000	\$75,000

Lexington City Schools will contract with Public Impact to provide all planning, design, technical assistance and on-site support services for the implementation of the Opportunity Culture model of teacher compensation and advanced teacher roles. The annual scope of work for this contract is detailed below:

Budget Summary and Narrative

2019-2020	Design and Implementation Support: July 2019 – June 2020 <ul style="list-style-type: none"> · Implementation monitoring and support · District and school sessions to strengthen designs · Recruitment and selection support · Professional learning sessions for Opportunity Culture roles · Summer training for Opportunity Culture roles · Analysis of outcomes and results – basic package · Access to Opportunity Culture School Excellence Portal 	\$115,000
2020-2021	Implementation Support: July 2020 – June 2021 <ul style="list-style-type: none"> · Implementation monitoring and support · Recruitment and selection support · Professional learning sessions for Opportunity Culture roles · Summer training for Opportunity Culture roles · Analysis of outcomes and results – basic package · Access to Opportunity Culture School Excellence Portal 	\$80,000
2021-2022	Implementation Support: July 2021 – June 2022 <ul style="list-style-type: none"> · Implementation monitoring and support · Recruitment and selection support · Professional learning sessions for Opportunity Culture roles · Summer training for Opportunity Culture roles · Analysis of outcomes and results – basic package · Access to Opportunity Culture School Excellence Portal 	\$80,000
2022-2023	Expansion and Sustainability Support: July 2022 – June 2023 <ul style="list-style-type: none"> · Implementation monitoring and support · Recruitment and selection support · Analysis of outcomes and results – basic package · Access to Opportunity Culture School Excellence Portal 	\$50,000

	<ul style="list-style-type: none"> Expansion Support 	
2023-2024	Expansion and Sustainability Support: July 2023 – June 2024 <ul style="list-style-type: none"> Implementation monitoring and support Recruitment and selection support Analysis of outcomes and results – basic package Access to Opportunity Culture School Excellence Portal Expansion Support 	\$50,000
2024-2025	Expansion and Sustainability Support: July 2024 – June 2025 <ul style="list-style-type: none"> Implementation monitoring and support Recruitment and selection support Analysis of outcomes and results – basic package Access to Opportunity Culture School Excellence Portal Expansion Support 	\$50,000

Instructional Coaching Institute Contract

A major role of Multi-Classroom Leaders, Assistant Principals, and Principals is providing instructional coaching for the purpose of increasing teacher effectiveness. To have success, instructional coaches need deep knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills. Designed around the research and work of Jim Knight, the five-day intensive Instructional Coaching Institute offers professional development addressing all six areas. This proposal includes funding to provide the institute to all principals, assistant principals and instructional coaches during the

planning and design year, 2018-2019. During the 2019-2020 school year, Public Impact will work with those educators in advanced teacher roles to perfect the scope of their work. Therefore, they will participate in the Instructional Coaching Institute the summer after their first year of serving in an advanced teacher role. Each year thereafter, newly hired educators in advanced teacher roles will participate in an annual Instructional Coaching Institute while continuing advanced teachers and principals will complete a train-the-trainer and advanced coaching institute.

Year	Scope of Work	Expenses
2018-2019	Instructional Coaching Institute for Current School Leaders (June, 2019) <ul style="list-style-type: none"> - Central Services faculty - Principals (5) - Assistant Principals (9) - Instructional Coaches (6) 	\$36,000
2019-2020	Skip this school year while new Opportunity Culture faculty are being trained in their new roles.	\$0
2020-2021	Instructional Coaching Institute for Opportunity Culture Roles (July, 2021) <ul style="list-style-type: none"> - Multi-Classroom Leaders I - Multi-Classroom Leaders II - Multi-Classroom Leaders III - Any new central services faculty or site based administrators 	\$36,000
2021-2022	Train-the Trainer and Advanced Instructional Coaching Institute for Opportunity Culture Roles (July, 2022) <ul style="list-style-type: none"> - Multi-Classroom Leaders I - Multi-Classroom Leaders II - Multi-Classroom Leaders III - Any new central services faculty or site based administrators 	\$36,000

2022-2023	Train-the Trainer and Advanced Instructional Coaching Institute for Opportunity Culture Roles (July, 2023) <ul style="list-style-type: none"> - Multi-Classroom Leaders I - Multi-Classroom Leaders II - Multi-Classroom Leaders III - Any new central services faculty or site based administrators 	\$36,000
2023-2024	Train-the Trainer and Advanced Instructional Coaching Institute for Opportunity Culture Roles (July, 2024) <ul style="list-style-type: none"> - Multi-Classroom Leaders I - Multi-Classroom Leaders II - Multi-Classroom Leaders III - Any new central services faculty or site based administrators 	\$36,000
2024-2025	Train-the Trainer and Advanced Instructional Coaching Institute for Opportunity Culture Roles (July, 2025) <ul style="list-style-type: none"> - Multi-Classroom Leaders I - Multi-Classroom Leaders II - Multi-Classroom Leaders III - Any new central services faculty or site based administrators 	\$36,000

Talent Development Institute

Upon completion of Opportunity Culture implementation, LCS will move into Phase II of the Professional Pathways Program—long-range talent development sustainability. In this phase, all district leaders, principals, and Opportunity Culture teachers serving in Advanced Teacher Roles will participate in the three-year long Talent Development Institute. This institute is designed to support the

Supplementary Materials

Multi-Classroom Leader Weighted Selection Criteria with Rationale

Qualification	Alignment with “Approved Qualifications” in RFP	Weight	Measure	Rationale
Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master’s degree in the area in which the classroom teacher is licensed and teaching	i	10% Bonus	Quantitative	The acquisition of an advanced degree or professional certification demonstrates a commitment to the profession. Research suggests that more effective teachers successfully complete National Board certification. Rather than require prospective teacher-leaders to complete National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.
A rating of a least accomplished on each of the Teacher Evaluation Standards 1-5 on the NCEES or the equivalent on an out-of-state evaluation system	ii	30%	Quantitative	The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context.
Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by NC state board of education or an out-of-state value added modeling system	iii	30%	Quantitative	The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context.
Qualification	Alignment with “Approved Qualifications” in RFP	Weight	Measure	Rationale
Equivalent demonstrated	iv	30%	Qualitative	Teacher-leaders must have content mastery as

mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews				they will often be required to step-in to support team teachers instructionally, either in the middle of a lesson, or during a planning or reflection meeting. Teacher-leaders will be need to be fluent in their content area(s) to provide this support in the immediate timeframe that it's required.
Evidence of the critical competencies defined for the MCL role	N/A	10%	Qualitative	Teacher-leaders must not only successfully impact students through their own teaching, but also through the teaching of their team members. Prior experience leading a team successfully is the best predictor of future potential for success. However, many successful teacher-leader candidates may only have had limited opportunities to demonstrate leadership. As this competency will receive the most support in the advanced teacher role program, this qualification is weighted less strongly than evidence of prior success with students.

Extended Reach Teacher Weighted Selection Criteria with Rationale

Qualification	Alignment with “Approved Qualifications” in RFP	Weight	Measure	Rationale
Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master’s degree in the area in which the classroom teacher is licensed and teaching	i	10% Bonus	Quantitative	The acquisition of an advanced degree or professional certification demonstrates a commitment to the profession. Research suggests that more effective teachers successfully complete National Board certification. Rather than require prospective teacher-leaders to complete National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.
A rating of a least accomplished on each of the Teacher Evaluation Standards 1-5 on the NCEES or the equivalent on an out-of-state evaluation system	ii	40%	Quantitative	The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context.
Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by NC state board of education or an out-of-state value added modeling system	iii	40%	Quantitative	The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context.

Qualification	Alignment with “Approved Qualifications” in RFP	Weight	Measure	Rationale
Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews	iv	10%	Qualitative	Teacher-leaders must have content mastery as they will often be required to step-in to support team teachers instructionally, either in the middle of a lesson, or during a planning or reflection meeting. Teacher-leaders will be need to be fluent in their content area(s) to provide this support in the immediate timeframe that it’s required.
Evidence of the critical competencies defined for the MCL role	N/A	10%	Qualitative	Teacher-leaders must not only successfully impact students through their own teaching, but also through the teaching of their team members. Prior experience leading a team successfully is the best predictor of future potential for success. However, many successful teacher-leader candidates may only have had limited opportunities to demonstrate leadership. As this competency will receive the most support in the advanced teacher role program, this qualification is weighted less strongly than evidence of prior success with students.



Anitra D. Wells, Superintendent

Darrick Horton, Board Chair
Angela McDuffie, Board Vice Chair
John Burke
Margaret Loda
Hector Padial
Debra Verdell
Brent Wall

November 7, 2018

Dr. Thomas R. Tomberlin
North Carolina Department of Public Instruction
6368 Mail Service Center
Raleigh, NC 27699-6368

Dr. Tomberlin:

On behalf of the Lexington City Schools' Board of Education, I am writing to express full support of our district's Teacher Compensation Models and Advanced Teaching Roles grant program proposal. We know that the described Opportunity Culture model will fill a unique gap in the recruitment, development and retention of highly effective educators in our community and will support our efforts to maximize student outcomes.

Lexington City Schools has a proud history of dedicated educators and a passion for excellence. While all our educators have appropriate licensure and certifications, they would greatly benefit from the additional skills, knowledge and support that the implementation of an Opportunity Culture model could provide. Specifically, Opportunity Culture will help our schools to retain and utilize the expertise of our highly effective teachers to support other teachers, recruit teachers to our district who are highly effective and would be enticed by the additional compensation, as well as mentor beginning teachers who could use the additional support in their classrooms. This model will also enhance our efforts to provide all students with increased access to highly effective teachers.

We are committed and prepared to fully support the implementation of the grant activities as described in the application and to support program evaluation efforts.

We strongly urge the NC Department of Public Instruction to consider Lexington City Schools' application with high regards.

Sincerely,

Darrick Horton
Board of Education Chairman

1010 Fair Street, Lexington, NC 27292
Phone: (336) 242-1527
Fax: (336) 249-3206
1010 Fair Street
Lexington, NC 27292



OFFICE OF THE MAYOR
LOCAL FIRST

November 1, 2018

Dr. Thomas R. Tomberlin
North Carolina Department of Public Instruction
6368 Mail Service Center
Raleigh, NC 27699-6368

Dr. Tomberlin:

On behalf of City of Lexington, I am writing to express full support of Lexington City Schools' Teacher Compensation Models and Advanced Teaching Roles grant program proposal. We believe that the described Opportunity Culture model will fill a unique gap in the recruitment, development and retention of highly effective educators in our community and will accelerate improved student outcomes.

Lexington City Schools has a proud history of dedicated educators. While they all have appropriate licensure and certifications, they would greatly benefit from the additional skills, knowledge and support that the implementation of an Opportunity Culture model could introduce. Specifically, Opportunity Culture will help our schools to retain and utilize the expertise of our highly effective teachers to support other teachers, recruit teachers to our district who are highly effective and would be enticed by the additional compensation, as well as mentor beginning teachers who could use the additional support in their classrooms. This model will also enhance our efforts to provide all students with increased access to highly effective teachers.

We are committed and prepared to fully support the implementation of the grant activities as described in the application and to support program evaluation efforts.

We strongly urge the NC Department of Public Instruction to consider Lexington City Schools' application favorably and highly recommend their continued work to benefit students, both in Lexington City Schools, and across the state.

Sincerely,

Newell Clark
Mayor
City of Lexington



November 7, 2018

Dr. Thomas R. Tomberlin
North Carolina Department of Public Instruction
6368 Mail Service Center
Raleigh, NC 27699-6368

Dr. Tomberlin:

The Principals of Lexington City School System are collectively writing to express full support of our district's Teacher Compensation Models and Advanced Teaching Roles grant program proposal. We are excited about the possibilities this grant opportunity brings and feel positive that this will assist in the recruitment, development and retention of the quintessential educators our students need and deserve. We are also confident that our community will support our efforts to maximize student outcomes.

Lexington City Schools takes pride in our community and we encourage EXCELLENCE in all of our efforts. Our educators are truly passionate about their work and would welcome the opportunity to obtain the additional skills, knowledge and support that the implementation of an Opportunity Culture model could provide. The Opportunity Culture Grant will assist our teachers in fostering the collaborative environments that allow them to benefit from the expertise of our highly effective teachers as they support other teachers, recruit additional highly effective teachers to our district, as well as mentor beginning teachers who could use the additional support in their classrooms. This model will also enhance our efforts to provide equity in instruction by increasing the access of highly effective teachers to all students.

We are committed and prepared to fully support the implementation of the grant activities as described in the application and to support program evaluation efforts.

We strongly urge the NC Department of Public Instruction to consider Lexington City Schools' application with high regard.

Sincerely,

Jackie Miller

Principals of Lexington City Schools

all original & copy
Kim B. from Philford
Shina Spence

Phone: (336) 242-1527
Fax: (336) 249-3208
1010 Fair Street
Lexington, NC 27292



Communities
In Schools

Lexington/Davidson County

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November 1, 2018

Dr. Thomas R. Tomberlin
North Carolina Department of Public Instruction
6368 Mail Service Center
Raleigh, NC 27699-6368

Dr. Tomberlin:

On behalf of Communities In Schools of Lexington/Davidson County, I am writing to express full support of Lexington City Schools' Teacher Compensation Models and Advanced Teaching Roles grant program proposal. We believe that the described Opportunity Culture model will fill a unique gap in the recruitment, development and retention of highly effective educators in our community, and will accelerate improved student outcomes.

Lexington City Schools has a proud history of dedicated educators. While they all have appropriate licensure and certifications, they would greatly benefit from the additional skills, knowledge and support that the implementation of an Opportunity Culture model could introduce. Specifically, Opportunity Culture model will elevate professional and academic levels of achievements for educators; therefore making classroom settings highly favorable to broaden the spectrum for positive student outcomes. Our mission to empower all students with opportunities to succeed in school is unachievable without highly effective teachers, which this model will ensure for our schools.

We are committed and prepared to fully support the implementation of the grant activities as described in the application and to support program evaluation efforts.

We strongly urge the North Carolina Department of Public Instruction to consider Lexington City Schools' application favorably and highly recommend their continued work to benefit students, both in Lexington City Schools, and across the state.

Sincerely,

Vera McRae
Executive Director
Communities In Schools of Lexington/Davidson County





BUSINESS FOR EDUCATIONAL SUCCESS AND TRANSFORMATION

November 8, 2018

To Whom It May Concern:

Please accept this letter of support on behalf of BEST NC for Lexington City Schools' proposal to receive funding for the "Advanced Teaching Roles" pilot. BEST NC is a non-profit, non-partisan coalition of business leaders committed to improving North Carolina's public education system through policy and advocacy.

Unfortunately, North Carolina's education system has been stagnant for far too long. Our students deserve better, and our economy demands it. At BEST NC, we believe that one of the fundamental flaws in our system is the outdated human resource structure utilized by our schools. In the current structure, principals are over-burdened with too many direct reports and highly effective teachers are stranded in positions that do not maximize their impact. This structure also leaves developing teachers without the supports they need to succeed and improve in their profession.

We believe advanced teaching roles represent a promising strategy to distribute leadership across the school building, expand the reach of our best teachers, and provide targeted support for the teachers that need it most. Research finds that advanced teaching roles are strongly linked to improve outcomes for students and educators and we are proud to support the expansion of these models across the state of North Carolina.

Additionally, BEST NC understands that advanced teaching roles may look different in different districts and schools, depending upon the size, location, culture, and other factors. We believe that Lexington City Schools is well-positioned to accomplish the proposed work in a way that will meet the unique needs of their community.

In partnership with Public Impact, Lexington City Schools intends to implement the Opportunity Culture model in its five traditional schools with future expansion planned for all seven schools. To support this advanced teacher role model, the district will also be engaging Jim Knight, University of Kansas, to provide an annual Instructional Coaching Institute. These partnerships are structured such that Lexington City Schools will be able to sustain the programming long after grant funds expire.

Should Lexington City Schools receive this grant, BEST NC stands at the ready to help them meet their goals. Please contact me at Brenda.Berg@BEST-NC.org if I can be of further assistance.

Sincerely,

Brenda Berg

Brenda Berg
President and CEO

Info@BEST-NC.org ♦ 919.531.1663 ♦ www.BEST-NC.org