

APPENDIX C

Proposal Cover Page

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

Project Title: Madison County Schools (MCS) Teacher Leadership Compensation Model

Section 1. Applicant Information

LEA: Madison Tax ID/EIN: 56-6001070
 Website: www.madisonk12.net Fax: (828) 649-9577
 Mailing Address: 5738 US 25/70 Hwy City/State/Zip: Marshall, NC 28753
 RFP Contact Name and Position: Ms. Lisa Gahagan, Chief Academic Officer
 Phone: (828) 649 – 9276 Ext 234 Email: lgahagan@madisonk12.net

Section 2. Project Information

Project Director Name and Position (if different from contact): (same)
 Phone: _____ Email: _____
 Total Projected Budget: \$2,240,000 Requested Grant Amount: \$1,071,000
 (Over the next 7 Years) (Over the next 7 years)
 Total Yearly Project Budget: \$320,000 Requested Yearly Grant Amount: \$153,000
 Estimated Number of Schools Served: 6 Estimated Number of Students Served: 2,300

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)  11/9/18

Title: Superintendent Phone: (828) 649-9276 Ext 255

Brush Creek Elementary School



Monica Ponder, Principal
Robin Bishop, Lead Teacher

265 Upper Brush Creek Road
Marshall, North Carolina 28753
Phone: (828) 649-1547
Fax: (828) 649-1528
www.madisonk12.net/Domain/125
Facebook: Brush Creek Bears

November 8, 2018

Dear Department of Public Instruction Grant Selection Committee,

It is with great excitement that I write to you to express my support for the Madison County Schools Teacher Leadership Compensation Model. We are a student and data driven school system. Our teachers work hard to ensure that every student is successful in school and in life. Our system is filled with teachers who go beyond the call of duty to impact teaching and learning in our schools.

Being a small school system with limited opportunities for advancement and limited funding for local supplements, we are seeking a way to reward our highly effective teachers for the impact they make beyond their own classrooms. Through their thoughtful leadership, our teacher leaders impact the instruction of teachers throughout their respective grade levels, departments, schools, and district. Through this compensation model, we would empower teachers and reward them for their work developing curricula and assessments, facilitating PLCs, conducting professional development sessions, and leading districtwide initiatives. This powerful work requires many hours beyond their classroom roles and teachers deserve compensation and recognition for their work. Additionally, our Students with Disabilities population continues to grow in our schools and the needs of students are vast. This compensation model would enable our teacher leaders to acquire additional licensure and courses in special education to increase their impact on student learning as well as support other teachers throughout the school in their instructional approaches to our Students with Disabilities subgroup. Our highly effective teacher leaders deserve compensation.

As a small school system, we do not have instructional coaches or assistant principals in our elementary schools. Instead, we employ Lead Teachers who serve students and teachers within our schools. Through this compensation model, we would reward our Lead Teachers for the high impact they make each day as they work strategically with students and teachers, as interventionists, professional developers, and instructional coaches. Our Lead Teachers work as interventionists with students who need Tier 2 and Tier 3 supports. They are highly knowledgeable individuals and the work they do with students serves as a model for intervention throughout the building. We provide opportunities for our teachers to observe our Lead Teachers in action. Additionally, our Lead Teachers provide all professional development for our teachers throughout the county as well as support the implementation of curriculum initiatives and data driven instruction for each classroom in our schools. The Lead Teachers fulfill these crucial roles in addition to teaching. It would send a powerful message of gratitude to our Lead Teachers if we could compensate them for the work they do and the impact they make on our students and our teachers. Our Lead Teachers deserve compensation.

We are proud of the work our teachers do each day and desire a way to compensate our very best teachers who are making a tremendous impact on students and teachers in our district. I ask that you give Madison County Schools the opportunity to increase the reach and impact our best and brightest teachers are making by awarding us grant money to fund our Teacher Leadership Compensation Model.

Thank you for your consideration,

Monica Ponder

Monica Ponder, Principal

Guskey's Five Critical Levels of Professional Development Evaluation

| Evaluation Level | What Questions are Addressed | How will Information be Gathered | What is Measured or Assessed? | How will Information be Used? |
|------------------------------------|--|--|---|--|
| 1. Participants' Reactions | <ul style="list-style-type: none"> • Did participants like it? • Was time well spent? • Did the material make sense? • Was the presenter knowledgeable? • Did the physical conditions of the activity support learning? | <ul style="list-style-type: none"> • Questionnaires administered at the end of sessions. • Focus groups • Interviews • Personal learning log • Analysis of threaded discussion forums | <ul style="list-style-type: none"> • Initial satisfaction with experience. | <ul style="list-style-type: none"> • To improve program delivery and design |
| 2. Participants' Learning | <ul style="list-style-type: none"> • Did participants acquire the intended knowledge or skill? | <ul style="list-style-type: none"> • Paper and pencil instruments • Simulations and demonstrations • Participant reflections (oral and/or written) • Participant portfolios | <ul style="list-style-type: none"> • New knowledge and skills of participants | <ul style="list-style-type: none"> • To improve program content, format, and organization |
| 3. Organization Support and Change | <ul style="list-style-type: none"> • What was the impact on the organization? | <ul style="list-style-type: none"> • District and school records • Minutes from meetings | <ul style="list-style-type: none"> • The organization's advocacy, support, accommodations, | <ul style="list-style-type: none"> • To document and improve organizational support |

| | | | | |
|---|--|--|--|---|
| | <ul style="list-style-type: none"> • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? | <ul style="list-style-type: none"> • Questionnaires • Focus groups • Structured interviews with participants and school or district administrators • Participant Portfolios • | <p>facilitation and recognition</p> | <ul style="list-style-type: none"> • To improve future change efforts |
| <p>4. Participants' use of New Knowledge and Skills</p> | <ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? | <ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participants reflections (oral and/or written) • Participants portfolios | <ul style="list-style-type: none"> • Degree and quality of implementation | <ul style="list-style-type: none"> • To document and improve the implementation of program content |

| | | | | |
|------------------------------|--|--|---|--|
| | | <ul style="list-style-type: none"> • Direct observations • Video or Audio tapes | | |
| 5. Student Learning Outcomes | <ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? | <ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios | <ul style="list-style-type: none"> • Student Learning Outcomes: <ol style="list-style-type: none"> 1. Cognitive (performance and achievement) 2. Affective (attitudes and dispositions) 3. Psychomotor (skills and behavior) | <ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development |

Guskey, T.R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.



Board of Education
Dr. Theresa Banks, Chairman
Kelby Cody, Vice Chairman
Dr. Craig Goforth, Member
Lori H. Massey, Member
Barbara Wyatt, Member

Superintendent:
Dr. Will Hoffman

November 09, 2018

North Carolina Department of Public Instruction
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825

To Whom It May Concern;

I am writing this letter in support of the Madison County Schools Teacher Leadership Compensation Model.

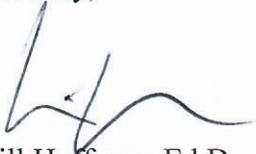
Madison County School System is located in a poor, rural county that has very limited resources. Sixty-five percent of the school system's elementary students are economically challenged, and over 20 percent of the students live in poverty. The school system serves approximately 2,300 students in three elementary schools, one centrally located middle school, one centrally located high school, and one centrally located early college. The students are sparsely scattered across the county. The county has limited resources available to the residents and schools. Many residents are employed in surrounding counties and have long commutes to and from work. The county has little to no industry, commercialism, or professional opportunities. As a result of these challenges, teacher recruitment and retention is difficult. We must compete for quality teachers with surrounding counties that can afford to pay signing bonuses and salary supplements. Therefore, we have a high number of inexperienced teachers and teachers that are teaching classes for which they are not certified.

Beginning in 2010, Madison County Schools began the implementation of key research based core instructional programs to improve basic literacy and mathematics skills in our students. Our district invested heavily in the training of our faculty, and made long term investments in instructional resources. During that time our four year cohort graduation rate has risen from 64 percent to 87 percent, and our performance results now rank our district number 13 out of 115 Local Education Agencies in North Carolina. We want to continue to improve! The results of a comprehensive needs assessment points clearly to our Students with Disabilities (SWD) subgroup as a critical area of focus. Our core leadership teams needs the additional support, in specific core classroom strategies, that will target the success of the SWD subgroup. We know that this initiative will benefit our entire student population. This grant opportunity will provide the compensative incentive for our faculty to remain in Madison County, and it will guarantee critical professional development to deepen the knowledge base of our

faculty so they can support each other in professional learning. I believe that this model for supporting differentiation and critical academic gains in the SWD subgroup can be a benefit to the entire region of western North Carolina, and perhaps the entire state.

Thank you for considering this request. We believe that you will be quite pleased with the results of implementation of this proposal. Our leadership team and the Board of Education of Madison County are fully behind this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Will Hoffman', with a stylized flourish at the end.

Will Hoffman, Ed.D.
Superintendent

Madison County Schools (MCS) Teacher Leadership Compensation Model

Proposed Budget

| <i>Description</i> | <i>Estimated Cost</i> | <i>In Kind Cost</i> | <i>Completion Date</i> |
|---|--|--|---|
| Tier 1 Teacher Level Compensation •10 Supplements •\$1,000 per teacher/per year | \$10,000 | | June 2020 |
| Tier 2 Teacher Level Compensation •28 Supplements •\$3,000 per teacher/per year | \$84,000 | | June 2020 |
| Tier 3 Teacher Level Compensation •6 Supplements •\$4,000 per teacher/per year | \$24,000 | | June 2020 |
| Constructive Learning Design Professional Development •Madison Middle School (Grades 6 – 8 Teacher Cohort) •Madison High School (Grades 9 – 12 Teacher Cohort) •Madison Early College High School (Grades 9 – 13 Teacher Cohort) | | Joint Professional Learning Sessions: \$18,000 School/Individual Sessions: \$8,000 Study Visits: \$5,000 Technology/Virtual Support: \$2,000 Total: \$33,000 | Dates Throughout Year: September 27, 2018 December 6, 2018 February 21, 2019 May 1 and 2 2019 |
| Two Lead Teacher Salaries | | Total \$132,000 | |
| EC Classes Certification (Year 1 and Year 2 of grant) (partnership with local university) <ul style="list-style-type: none"> • Payment for local university classes • Substitutes/Materials/ for Tier 2/Tier 3 Cohort Continuing Tier 2/Tier 3 Professional Development (Year 3 – Year 7 of grant) <ul style="list-style-type: none"> • Yearly Professional Development –continued professional development supporting differentiation (SWD population) | \$35,000 | | June 2020 |
| | Total Estimated Cost: \$153,000 | Total In Kind Cost: \$167,000 | |

Madison County School (MCS) Teacher Leadership Compensation Model
Budget Narrative

Madison County Schools will have 3 Tiers of compensation for teacher leaders.

- Tier 1 • In this Tier, there will be 10 teachers that are selected to provide mentor support to our new hires in the district. This will be above and beyond any state ILT requirements. These 10 teacher leaders will receive \$1,000 yearly.
- Tier 2 • In this Tier, there will be 28 (\$3,000) yearly supplements given to teacher leaders that meet the qualifications outlined within our proposal. These teachers will provide direct instructional support at a school level.
- Tier 3 • In this Tier, there will be 6 (\$4,000) yearly supplements given to teacher leaders that meet the qualifications outlined within our proposal. These teachers will provide direct instructional support at a school and a district level. Each school within our district will have 1 lead teacher that works as an instructional coach in unison with our principals.

We have provided In Kind Cost information to share with you that as a district we have been working towards empowering our teachers to become teacher leaders.

1. Constructive Learning Design has been working with our district for the past three years to provide teacher leadership/coaching skills to a cohort of middle school, high school and early college teachers. We will continue with this approach and only be able to enhance this initiative with the addition of Teacher Leaders within this proposal.
2. We pay two lead teacher salaries within our district to work directly within our two large elementary schools. Their role within the school is to provide instructional leadership and support to teachers as well as principals at a school and district level. They provide professional development at a district level for all 3 elementary schools throughout the school year. If selected for this grant, our district to enhance this initiative by placing lead teachers within all of our schools with training to address the need of all of our students.

Madison County Schools allotted \$35,000 within this proposal based on the verbal commitment from a local university to provide our tier 2 and tier 3 teacher leaders classes structured for our district aligned to our need in exceptional children. We will have our tier 2 and tier 3 teachers receive a certificate of completion of the coursework over a two year span with content directly centered for differentiation within the classroom and how to target our SWD population. These classes will be held within our district as well as online modules. We hope that then each school will be equipped with teacher leaders from a tier 2 and tier 3 level to provide direct support to all school personnel within this area of need. After completion of the course work, (first 2 years) we will then provide continuing professional development to this cohort of teachers based on local university course alignment to needs assessment. Again, classes will be held within our district for this cohort of teachers as well as online modules.

- \$20,000 – classes provided by local university
- \$13,600 – allotted for substitute teachers each year
34 teachers – (4 session allotted 34 Teachers X 100 = 13,600)
- \$1,400 – allotted for materials/supplies/for classes/professional development scheduled within the district. \$350 per session for 4 sessions



Madison County Schools (MCS) Teacher Leadership Compensation Model

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(1) Description of the Program Structure

Madison County School System is located in a poor, rural county that has very limited resources. Sixty-five percent of the school system’s elementary students are economically challenged, and over 20 percent of the students live in poverty. The school system serves approximately 2,300 students in three elementary schools, one centrally located middle school, one centrally located high school, and one centrally located early college. The students are sparsely scattered across the county. Travel over treacherous mountain terrain and roads significantly limits service delivery, programming options, and some aspects of program participation for many of our parents and students. Bus rides can be as long as one and one-half hours to school.

The county has limited resources available to the residents and schools. Many residents are employed in surrounding counties and have long commutes to and from work. The county has little to no industry, commercialism, or professional opportunities. The struggle to survive is the priority of many of our families. As a result of these challenges, teacher recruitment and

retention is difficult. We must compete for quality teachers with surrounding counties that can afford to pay signing bonuses and salary supplements. Therefore,

Teacher Supplement Information

Madison County Schools

- Spend a great deal of time and funding on professional development and training to have teachers leave at 5, 10, or 20 years.
- Current Supplement for certified is \$350 annually.
- Current Supplement for non-certified \$250 annually.
- Cost to implement \$1,000.00 annual teacher supplement and \$500.00 annual non-certified supplement is \$302,496
 - Current supplement cost: \$108,850
 - To increase supplement we would need an additional: \$193,646

Buncombe County

- On average between July 1 – August 15 we lose 6 teachers to Buncombe
- Buncombe pays an annual supplement that ranges from 6.3% to 11.7% **in addition** to annual salary.
- Example:

| Years of Service | Supplement Rate | Annual Cost |
|------------------|-----------------|-------------|
| 5 years | 6.4% | \$2,560.00 |
| 10 years | 8.2% | \$3,690.00 |
| 20 years | 10.6% | \$5,830.00 |

we have a high number of inexperienced teachers and teachers that are teaching classes for which they are not certified.

This became evident within our needs assessment. Our assessment data also revealed another direct need within our district. Madison County Schools have shown consecutive years of negative growth within our Student's With Disabilities (SWD) population. Specifically, Madison Middle School and Madison High School have consecutive years of negative growth. To target this population of students our district must equip our teachers with the most effective strategies to differentiate instruction. Carol Ann Tomlinson states, "Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction." *Tomlinson, C. A. (August, 2000)* Madison County Schools have evaluated and placed 16% of our total population of students in our exceptional children's program. This is 4% above the 12% cap allotted for federal funding. As a district, our teachers must be able to reach ALL students with our core curriculum.

Madison County Schools clearly defined the need for lead teachers within our **elementary** schools multiple years ago. Our county adopted new core curriculum and with that the need for district wide professional development is critical. Principals and Lead Teachers play a tremendous role in the implementation of any new program. To see that it was done with fidelity is also imperative for the success of a new approach such as mathematics – *Investigations*. Madison County Schools placed a lead teacher at Mars Hill Elementary School (500 students), at Brush Creek Elementary School (375 students), and at Hot Springs Elementary (130 students). Madison County **Elementary** School Lead Teachers have:

- Advanced Degrees

- Master Level Certification
- Content Area Certification
- County Adopted Master Literacy Training Certification (Reading and Mathematics)
- Multiple years of teaching experience

Madison County Schools have also taken the initiative to seek out professional development to begin to increase in capacity the skill set of a teacher leader cohort group within our **middle school, high school, and early college**. We feel that providing professional learning sessions which include collaborative design, creating a culture of collaboration, continuous improvement, and the development of individual coaching skills will promote effective teachers leaders who will then be equipped to help other colleagues. To be able to increase the capacity of this initiative would be such a benefit to our district.

Our *Lead Teacher Cohort* for **middle school, high school and early college** was developed last school year. They were selected by Principals as leaders within their department or the school in general. This cohort of teachers are building skills that enable them to strengthen collaboration and coaching practices amongst teams of teachers in departments, PLCs, as well as the specified cohort. They are also focusing on developing coaching abilities that will enable them to provide effective feedback, especially through the practice of instructional rounds. As a district, one of our strategic goals is that students will have one year of growth in all classrooms. To ensure the attainment of this goal, we have to have the best instructional practices within all of our classrooms. Student achievement will increase with best instructional practices. *The Madison County Schools (MCS) Teacher Leadership Compensation Model* will address this tier group of teachers. If MCS does receive this grant, we will be able to have a Tier2/Tier 3 level of compensation where that group of teachers would receive instruction

| MCS Strategic Plan Goals: | Strategies | |
|---|-------------------|--|
| <p>Goal 1:</p> <p>All schools will perform above the state average and meet expected growth as measured by EVAAS growth data and state assessments.</p> | 1. | Job Embedded Professional Development |
| | 2. | Professional Learning Communities Implemented |
| | 3. | Teacher Evaluation Feedback for Faculty and Staff |
| | 4. | Lesson Plans/Pacing Guides Monitored |
| | 5. | District Plans Implemented: Reading and Mathematics Plan, AIG Plan, BTSP, Title I |
| | 6. | Increase Rigor in Courses Through Data Analysis, PLCs, Reading 3D, Case 21, Schoolnet, EVAAS, Student Work Samples, Discipline and Attendance Data |

from a partnership with a local university enabling them to attend classes directly related to students with diverse needs and then will allow them to impact students and teachers at a school level. Teachers within the Tier2/Tier 3 level would be required to attend classes provided by our local partnership with a university and receive certification upon completion of determined classes. This group of teacher leaders would be able to provide professional development as well as model classroom instructional strategies to help our teachers and students become more successful within our SWD population.

(2) Description of Advanced Teaching Roles/Responsibilities

North Carolina Department of Public Instruction defines the *effectiveness* of a teacher by the following criteria:

1. Demonstrate leadership
2. Establish a respectful environment for a diverse population of students
3. Know the content they teach
4. Facilitate learning for their students
5. Reflect on their practices.

The North Carolina Effective Educator System (NCEES) allows Principals to assign teachers an evaluation rating, between one and five, for each of these five standards (Department of Public Instruction, 2012). The ratings indicate the teacher's level of proficiency:

1. Competency not demonstrated
2. Developing
3. Proficient
4. Accomplished
5. Distinguished

There are three categories for status:

1. In Need of Improvement
2. Effective
3. Highly Effective

Madison County Schools uses the North Carolina Effective Educator System (NCEES) for evaluating our teachers. We take into consideration all of the criteria within this system of evaluation. Madison County Schools also looks for defining characteristics such as empathy, compassion, and a genuine love for our community. Teacher effectiveness is measured not only by the score within a system but also by the ability to connect with your students and display a level of humanity towards them.

Our goal is to have highly effective teachers either teach or influence all of our students. In the determination of highly effective teachers within our district, Madison County Schools has developed a three tiered compensation model in which our highly effective teachers will be compensated for leadership roles, additional academic duties, and increased student performance. If Madison County Schools receives this grant, we will

1. Compensate highly effective teachers for leadership roles
2. Keep our highly effective teachers in the classroom and school
3. Have highly effective teachers influence more students on a day to day basis
4. Increase collaboration from highly effective teachers to all teachers within the school
5. Increase knowledge of all learning styles (SWD) and have highly effective teachers model strategies and instruction to reach these students
6. Retain highly effective teachers by providing compensation

Madison County Schools will have three levels of Advanced Teaching Roles. In the MCS Teacher Leadership Compensation Model, teachers that take on the advanced teaching role will be distinct leaders within their school. Advanced Teachers will complete training that allows them to conduct in-house professional development as well as model lessons and act as a coach to other teachers. The role of our advanced teachers will impact all students within the school. Advanced teachers will become skilled at supporting teachers with critical components needed to reach students at all developmental levels. Madison County Schools will have 3 Tiers within the compensation model:

1. **Tier 1** - The teacher will qualify for this tier if they have 4 or more years teaching experience and it is highly recommended to have advanced degrees/certifications. The responsibility of this teacher will be to provide Mentor Support to our Beginning Teachers above and beyond what is directed by the state.
2. **Tier 2** - The teacher will qualify for this tier if they have 4 or more years teacher experience, Advanced Certification/Degrees, Masters in content area, willingness to attend EC certification training provided by the district and receive a certificate when completed, willingness to conduct/facilitate PLC's, met or exceeded growth in EVAAS last 2 or 3 years, Accomplished or Distinguished ratings in NCEES. The responsibilities of this teacher will be to conduct school-wide curriculum development, assessment development, data analysis, and facilitate school-wide PLC's.

3. **Tier 3** - The teacher will qualify for this tier if they have 5 or more years teacher experience, Advanced Certifications, Masters in content area, willingness to attend EC certification training provided by the district and receive district certification, willingness to conduct/facilitate district-wide and school-wide PLC's, met or exceeded growth in EVAAS last 2 of 3 years, and received Accomplished or Distinguished ratings in NCEES. The responsibility of this teacher will be to conduct school-wide and district-wide curriculum development, county-wide assessment development, county-wide data analysis, and provide in-service as needed within county or school.

MCS Teacher Leadership Compensation Model will have 3 Tiers. The following chart outlines the Tiers:

| Tier | Qualifications | Responsibilities | Compensation |
|---------------|--|--|--|
| Tier 1 | <ul style="list-style-type: none"> ▪ 4 or more years teacher experience ▪ Advanced Degrees/Certifications are highly recommended | <ul style="list-style-type: none"> ▪ Mentorship Role ▪ Meeting with BT weekly ▪ Reports to BT coordinator and Principal | <ul style="list-style-type: none"> ▪ State Salary ▪ Local Bonus ▪ MCS Teacher Leadership Compensation Model (\$1,000) |
| Tier 2 | <ul style="list-style-type: none"> ▪ 4 or more years teacher experience ▪ Advanced certifications ▪ Masters in content area ▪ Willingness to attend EC certification training provided by district ▪ Willingness to facilitate PLC's ▪ Met or Exceeded expected student growth last 2 of 3 years ▪ Accomplished or Distinguished ratings in NCEES | <ul style="list-style-type: none"> ▪ School Wide Curriculum Development ▪ School Wide Assessment Development ▪ School Wide Data Analysis ▪ Facilitates School Wide PLC's | <ul style="list-style-type: none"> ▪ State Salary ▪ Local Bonus ▪ MCS Teacher Leadership Compensation Model (\$3,000) |

| | | | |
|----------------------|--|---|--|
| <p>Tier 3</p> | <ul style="list-style-type: none"> ▪ 5 or more years teacher experience ▪ Advanced certifications ▪ Masters in content area ▪ Willingness to attend EC certification training provided by district ▪ Willingness to facilitate PLC's ▪ Met or Exceeded expected student growth last 2 of 3 years ▪ Accomplished or Distinguished ratings in NCEES | <ul style="list-style-type: none"> ▪ County-Wide Curriculum Development ▪ County-Wide Assessment Development ▪ County-Wide Data Analysis ▪ County-Wide Development of Pacing Guides ▪ Facilitates County Wide Professional Development ▪ Reports to Principal ▪ Reports to Curriculum Director | <ul style="list-style-type: none"> ▪ State Salary ▪ Local Bonus ▪ MCS Teacher Leadership Compensation Model (\$4,000) |
|----------------------|--|---|--|

Madison County Schools has already initiated a partnership with a local university to have our Tier 2 and Tier 3 teacher leaders attend classes which will be tailored for differentiation. The classes will take place within our district as well as have online sessions. This cohort of advanced teachers will basically become EC certified within the content area they are assigned. Our district will recognize these teachers as district certified to facilitate and model instruction directly geared for our SWD population. The Tier 2 and Tier 3 will then be able to train/model/teach through various disciplines and differentiation styles as well as lead professional development throughout their school and our district. We will be able to directly target a specific group of students and produce positive growth through the impact that the Tier 2 and Tier 3 group of highly effective teachers could have.

- (4) Selection Criteria communication Plan and Evaluation**
- (5) Description of Communication to Employees and Public**
- (6) Description of Voluntary Relinquishment of Advanced Teaching Roles**

Madison County Schools will inform all employees about the MCS Teacher Leadership Compensation Model in multiple ways. We will begin by informing our School Board of Education upon notification that we have received this grant. Then the MCS Teacher Leadership Compensation Model will be communicated to the public by our district office personnel such as our Superintendent, Personnel Director and Administrative assistant. The model will be highlighted within our Superintendent's Friday Reports that go out to employees within our school system weekly. The Superintendent's Friday Reports also go out to County Commissioners, School Board members, as well as public newspapers. As a district, we will promote our Teacher Compensation Leadership Model on our district web site as well as our local newspaper. We will discuss this model at monthly district school board meetings so that our school board and general public attending will have knowledge of this model. The MCS Teacher Leadership Model will be communicated to our staff through our district team visiting schools and talking with teachers at staff meetings. Job descriptions and requirements for all tiers will be posted within our Human Resources system and applications taken through our online system. A district team will be established to conduct interviews. The district team will consist of representation from district personnel and school personnel. Each applicant will go through the same selection process.

If Madison County School receives this grant, we will begin implementation and training for our principals during the spring of 2019 so that full implementation could begin in the 2019 – 2020 school year. After advanced teacher selection and implementation, any teacher that voluntarily relinquishes the advanced teaching role will not be held to any type of demotion. They will remain in the classroom in which they currently teach and supplemental payment for the advanced role would stop upon the relinquishment of advanced duties.

(7) Salary Supplemental Information

The Madison County Teacher Leadership Compensation Model will have three levels of supplemental compensation for teachers. The following chart outlines this information:

| Tier | Compensation |
|--|---|
| <p style="text-align: center;">Tier 1</p> <p>Total Number of 10 for District = \$10,000</p> | <ul style="list-style-type: none"> ▪ State Salary ▪ Local Bonus ▪ MCS Teacher Leadership Compensation Model Supplement (\$1,000) |
| <p style="text-align: center;">Tier 2</p> <p>Total Number of 28 for District = \$84,000</p> | <ul style="list-style-type: none"> ▪ State Salary ▪ Local Bonus ▪ MCS Teacher Leadership Compensation Model Supplement (3,000) |
| <p style="text-align: center;">Tier 3</p> <p>Total Number of 6 for District = \$24,000</p> | <ul style="list-style-type: none"> ▪ State Salary ▪ Local Bonus ▪ MCS Teacher Leadership Compensation Model Supplement (\$4,000) |

Tier 1 + Tier 2 + Tier 3 = Total Amount Requested for Teacher Supplements within Grant

\$10,000 + \$84,000 + \$24,000 = \$118,000

All 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 at any time the classroom teacher in the advanced role fails to maintain the minimum criteria established for the position, is not successfully performing the additional duties assigned with the advanced teaching role, or voluntarily relinquishes the advanced teaching role, the teacher will only be paid the salary applicable to the State teacher salary schedule and any other local bonuses. The teacher will not receive the advanced teaching supplement.

(8) Implementation Plan

Madison County Schools has 3 elementary schools, 1 middle school, 1 traditional high school and 1 early college high school. All schools within Madison County have unique cultures and communities. Our most rural elementary school, Hot Springs Elementary School, has of students receiving free and reduced breakfast/lunch. As a district, we know that all of our schools have different needs as well as average daily membership. For example:

- Hot Springs Elementary has 140 students
- Brush Creek Elementary has 375 students
- Mars Hill Elementary has 500 students
- Madison Middle School has 490 students
- Madison High School has 580 students
- Madison Early College High School has 255 students

In deciding the allotment of advanced lead teachers we surveyed principals and district personnel. Areas such as student need, principals with schools that have multiple grade levels, principals with schools that have multiple content areas, as well as areas where lead teachers could make the biggest difference were all used as criteria for the number of teacher leaders placed per school. As a district team, we came up with the following distribution list of advanced teacher placement:

| Area of Placement | Tier Level | Allotment |
|-----------------------------------|------------------|--|
| Brush Creek Elementary | Tier 2 Tier 3 | 6 - Tier 2 Advanced Teachers 1 – Tier 3 Advanced Teacher Leader |
| Hot Springs Elementary | Tier 2 Tier 3 | 2 – Tier 2 Advanced Teachers 1 – Tier 3 Advanced Teacher Leader |
| Mars Hill Elementary | Tier 2 Tier 3 | 6 – Tier 2 Advanced Teachers 1 – Tier 3 Advanced Teacher Leader |
| Madison Middle School | Tier 2 Tier 3 | 6 – Tier 2 Advanced Teachers 1 – Tier 3 Advanced Teacher Leader |
| Madison High School | Tier 2 Tier 3 | 6 – Tier 2 Advanced Teachers 1 – Tier 3 Advanced Teacher Leader |
| Madison Early College High School | Tier 2 Tier 3 | 2 – Tier 2 Advanced Teachers 1 – Tier 3 Advanced Teacher Leader |

| | | |
|----------|--|---|
| District | | Placement of Tier 1's with ILT's across the district (Approx. 10) |
|----------|--|---|

Brush Creek Elementary and Mars Hill Elementary would both have 1 advanced teacher for each grade level (K – 5) and then 1 advanced teacher leader school-wide. Hot Springs Elementary only has 6 classes (K – 5) – one per grade level. Hot Springs Elementary will receive 2 advanced teachers serving K – 2 and 3 – 5 as well as 1 advanced lead teacher school-wide. Madison Middle School and Madison High School will both receive 6 advanced teachers to serve in content areas as well as 1 advanced lead teacher school-wide. Madison Early College High School will receive 2 advanced teachers (upper and lower) as well as 1 advanced teacher school-wide. Tier 1 teacher leaders will serve as a mentor role for our beginning teachers. They will be placed by the district in the schools where the need is for the beginning teachers within our district.

All teachers that meet the criteria for the qualifications will be eligible to apply for the tiered positions. The application process will be followed and the selection process will be adhered to. The placement of advanced lead teachers within our schools would directly impact the majority of students attending Madison County Schools.

(9) Plans for Financial Stability

As a school district, we have to be good stewards of every penny that we receive. Madison County Schools plan to sustain our Teacher Leadership Compensation Model through the absorption of these supplements into our local budget. We will also continue as a district to search for grant funding as well as looking at local sales taxes to be funding sources for the continuation of our Teacher Leadership Compensation Model. Madison County Schools believe

that investing in our highly effective instructional leaders is an investment in the success of our students and schools.

(10) Measurable Outcomes

The measurable outcomes of MCS Lead Teacher Compensation Model will be evident within our student and teacher population. Madison County students will benefit directly by having highly effective teacher leaders within all of our schools. Students will receive direct instruction from a lead teacher or receive direct instruction from a teacher that has received professional development and coaching from a lead teacher at a school level. Student performance can also be measured by individual benchmark data, end of year testing data, and end of course testing data. Our goal is to see that all Madison County students have a year's growth. Students within our SWD population should also see gains within individual scores due to the number of lead teachers attending professional development directly related to exceptional children and differentiation as well as lead teachers that have passed the Praxis in this field. Lead teachers will be providing an increased level of support in specified areas and will be compensated based on the tier they decide to apply for. Tier 1, Tier 2, and Tier 3 have specific amounts of compensation based on the level of qualifications and responsibilities outlined in the proposal. Our beginning teachers will also be receiving additional mentor support at the Tier 1 level. Please see the following table for specific measurable outcomes:

| Goals | Measurable Outcomes |
|--|--|
| <ul style="list-style-type: none"> •Highly Effective Lead teachers will be paid on a 3 Tiered pay scale per year to directly | <ul style="list-style-type: none"> •Tier 1 Lead Teachers will receive \$1,000 •Tier 2 Lead Teachers will receive \$3,000 •Tier 3 Lead Teachers will receive \$4,000 |
| <ul style="list-style-type: none"> •Provide beginning/new teachers a mentor by the district to support new teachers above and beyond beginning teacher protocol | <ul style="list-style-type: none"> •10 beginning teachers will be assigned district mentors in addition to ILT requirements |
| <ul style="list-style-type: none"> •Lead Teachers will receive EC training, Take the Praxis, and become EC certified | <ul style="list-style-type: none"> •28 Lead Teachers will attend EC classes provided by the district/university and take |

| | |
|---|---|
| to provide professional development to teachers based on differentiation | the Praxis |
| •Advanced Lead Teachers will complete EC course work provided by local university and upon completion be able to provide instructional support at district and school level | •6 Advanced Lead Teachers will attend EC classes provided by district/university and pass Praxis |
| •Increase the number of students directly impacted by highly effective teachers | •100% of Madison County Students will make a years' growth outlined in EVAAS data |
| •Increase the number of students within the SWD population directly impacted by highly effective teachers | •SWD subgroup will increase in level of proficiency performance scores by 5% yearly over the next 7 years |

(11) Description of Involving Local Community

Madison County Schools will partner with a local universities during the life of this grant to provide a cohort of teachers course content specifically related to exceptional children and instruction as well as providing strategies for differentiation within the classroom. Teachers that choose to be at a Tier 2 or Tier 3 level will attend these classes as a cohort and receive district certification upon completion. We will seek out local businesses to support and promote our lead teachers by providing them with materials or opportunities to seek grants to directly support this proposal. Madison County Schools will also continue a partnership with Constructive Learning Design to support teacher leaders specifically with coaching and mentoring.

(12) Data Supporting Needs Statement

Madison County is located in western North Carolina. Our county has 451 square miles of terrain that is mostly rugged and heavily forested. The population of Madison County is approximately 21,745 people. 94.1% of our residents are White, 2.41% are Hispanic, and 1.85% are Black. The median household income is approximately \$40,000 and 16% of our population live below the poverty line. Madison County has three townships where we have three

elementary schools – Hot Springs, Marshall (Brush Creek Elementary), and Mars Hill. We have one University – Mars Hill University. We have one community college – Asheville-Buncombe (AB) Technical College (Madison Campus). The largest employer in our county is our school system. The county government also employs many residents. Madison County is known for a mobile workforce that migrates to and from work daily. Our residents travel to Buncombe as well as areas in Tennessee.

Madison County Schools have 54% of our students that qualify for free and reduced breakfast and lunches. Our terrain keeps many households from having internet as well as cell service. Students within our district need exposure to highly effective instruction. Madison County Schools needs to be able to provide as well as compensate the effective teachers that chose to work in our district. Not only will the MCS Teacher Leadership Compensation Model help to compensate our lead teachers, it will help to retain them.

(13) Description of how Project Information can be Shared with other Districts

The Western Region Education Service Alliance (WRESA) is a tremendous resource for the districts in our part of the state. We meet monthly as a unit and information shared within our curriculum council is distributed to each other as well as through email within our state. If we receive this grant, The MCS Teacher Leadership Compensation Model would be shared with districts across our region in this manner. Our Superintendent also attends monthly meeting in which proposals can be presented to other superintendents in our region and state. The qualifications for this proposal (average daily membership equal to or less than 4,000) makes our district's proposal match up to surrounding district's ADM. If selected, Madison County Schools could present our proposal to other school districts interested in implementing the plan within their district.

(14) Description of Local Evaluation Procedures and Methods of Evaluation

Madison County Schools will use the North Carolina Educator Effectiveness System (NCEES) to evaluate our teachers. The data gleaned from this system will provide principals and district leaders the information needed to distinguish highly effective educators as well as continue to monitor them.

Madison County Schools will analyze student performance based upon benchmark, end of grade, as well as end of course testing data. With highly effective teacher leaders in place at a school and district level, Madison County Schools should see an increase in student performance. We will also be able to measure student growth by using North Carolina's Education Value-Added Assessment System (EVAAS) data to see if students do make a years' growth

Madison County Schools' district leadership team will also analyze data from our SWD population. We should be able to see an increase in student proficiency scores by placing highly effective teacher leaders in place at the school level that have received EC classes on differentiated instruction. These lead teachers will be able to provide coaching as well as modeling to teachers to help students within this subgroup.

Professional development will be evaluated by the district leadership team using "Guskey's Five Critical Levels of Professional Development Evaluation". (see attached document) We will use summative data gathered yearly to evaluate if this project is making progress toward the outcomes that are outlined. Specifically, are:

- Students within the SWD subgroup making increases in levels of proficiency
- All students making a years' growth as outlined within our district strategic plan
- Beginning teachers being supported by mentors as outlined

- Teachers in tier 2 and tier 3 successfully completing coursework and becoming district certified to provide support to teachers within differentiation and SWD population

We will use formative data to monitor progress of this project throughout such as surveys, Principal feedback, observational data, student benchmark performance data, as well as teacher feedback.

Qualitative and Quantitative data will be used throughout this project from all stakeholders involved. Teachers will have data gathered from the teacher working condition surveys, completion of classes, passing scores on Praxis, input throughout classes within district level meetings, EVAAS, and NCEES data. Students will have data collected from surveys, student performance on benchmark testing, end of grade testing, end of course testing, and a measurement of a years' worth of academic growth. Principals and Directors will analyze data from benchmark testing, end of grade testing, end of course testing, NCEES, EVAAS, as well as providing input through surveys and participation in district level meetings.