

APPENDIX C

Proposal Cover Page

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

Project Title: Advanced Teaching Roles in Stanly County Schools

Section 1. Applicant Information

LEA: Stanly County Schools Tax ID/EIN: 56-6001114
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 Mailing Address: 1000-4 N. First Street City/State/Zip: Albermarle, Nc 28001
 RFP Contact Name and Position: Alisha Ellis, Director of Secondary Ed.
 Phone: 704.961.3000 Email: alisha.ellis@stanlycountyschools.org
 ext. 3050

Section 2. Project Information

Project Director Name and Position (if different from contact): _____
 Phone: _____ Email: _____
 Total Project Budget: 86,000 Requested Grant Amount: 86,000
 Estimated Number of Schools Served: 11 Estimated Number of Students Served: 400

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~~: 2020

Signature and date: (in blue ink) Jeff James
 Title: Superintendent Phone: 704.961.3000

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Stanly County Schools Teacher Compensation Grant Application

Stanly County is a small, rural county located in the southwest region of North Carolina. The district currently has eleven elementary schools, four middle schools, four traditional high schools, one alternative program and two early colleges serving just over 8,300 students. Like many rural communities, the district is facing many economic challenges including sufficiently funding our school system. The county is designated as a Tier II economically distressed county, with a median household income of \$34,211. The district is bordered by Cabarrus, Union, and Mecklenburg counties. The district is predominantly surrounded by districts with a much higher tax base and highly competitive salary structures, only increasing the district's inability to attract and retain a highly qualified workforce. Over the last few years, the district has struggled to find enough qualified teachers for all classrooms. State and federal funding cuts, teacher candidate shortages, and high rates of teacher attrition have often left Stanly County Schools (SCS) scrambling to find qualified teachers, particularly in areas such as science, math, and foreign language. Vacant positions may go for months without being filled with a certified teacher of record for all content classes. SCS has utilized non-traditional resources for teaching staff, including Visiting International Faculty and Lateral Entry. The teacher turnover rate from the NC School Report Card District Snapshot is listed in the table below.

One Year Teacher Turnover Rate from March 2017 to March 2018	
Elementary Schools	12.2%
Middle Schools	9.2%
High Schools	13.3%

Pair this teacher turnover rate with a 10% principal turnover rate and the need for consistency is glaring. SCS aims to support and retain our own teachers through this proposed compensation model. We want to attract the best and the brightest teachers to make the biggest impact on our students.

Program Structure (1)

Stanly County Schools has developed a plan to extend the impact of our most qualified teaching staff. Teachers need support to achieve a higher level of excellence in their classroom practice. This plan will allow the district to train teachers to effectively reach more students using current highly qualified teachers to teach face-to-face, blended and/or online courses. The district provides a Chromebook for all students in grades 3-12. SCS has the equipment and capacity to offer its own online courses or video stream instructors, but at this time, the district is not maximizing these resources. This grant is the surge we need to synergize our efforts and resources, combining the assets of the curriculum team, technology department, and our finest teachers.

Teachers will complete the application process. The district will use the developed rubric to determine the qualifications of the teacher and the need for the course/class offerings. Training will be offered to a select group of teachers to develop an online course through Canvas to: (1) supplement face-to-face teaching or (2) teach an online course entirely. By providing this opportunity to develop online courses, SCS will be able to increase course offerings and the reach of our excellent teachers. Training includes five modules.

Training Module Plan:

SCS 1000 An Intro to Online Teaching and Learning 5 Modules	
• Module 1	• An Overview to Online Teaching & Learning
• Module 2	• Writing Outcome-Based Learning Objectives
• Module 3	• Preparing Online Assessments
• Module 4	• Preparing e-Lessons
• Module 5	• Organization & Distribution of Online Content

A template for course development will be used to ensure consistency with the courses developed. Teachers selected will be compensated for developing and teaching high quality blended and online courses according to the compensation plan. Teacher-leaders taking on these advanced roles can move along a career path in which they earn more and have a greater impact while continuing to teach. Selected teacher leaders will be required to maintain high expectations according to the developed criteria to continue in this role. With our most at-risk students who start behind, high growth is essential to help them “catch up” to their peers.

(2) Stanly County Schools will utilize two types of advanced teaching roles:

- Expanded Reach Teacher (ERT)- A teacher who teaches at least 33% more students than the average teacher. Students switch between face-to-face instruction with the ERT and learning supervised by an assistant, which may incorporate technology. The learning supports may include a Canvas course or video streaming.
- Stanly County Online (SCOL) Instructor - A teacher who teaches at least 33% more students than the average teacher. Students take the course entirely online through Canvas.

Minimum Qualifications for SCS Advanced Teaching Roles:

- Possession of a valid North Carolina teaching credential
- A minimum of four years of successful teaching experience with a positive 3-year trend for EVAAS growth
- Evidence of expertise in content areas of need
- Experience required in developing curriculum in order to create a Canvas course, if needed
- Has demonstrated teacher leadership
- Rating of at least accomplished on the NC Teacher Evaluation Instrument for standards 1-5 or the equivalent on an out-of-state system
- Demonstrate mastery of teaching skills as captured by classroom observations and artifacts of student learning.

(3) Job Responsibilities of Advanced Teaching Roles

ERT/SCOL instructors will:

- Teach an increased number of students and be held accountable for student performance and growth
- By developing and teaching through an online or blended Canvas course, advanced teachers will help lead a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues.

(4) Communication Plan (Includes Continued Eligibility Requirements and Evaluation)

- The application will be sent to all users in the district via email prior to the beginning of each semester, posted on the district website, and shared through social media.
- Flyers and other promotional materials will be created, with the support of our technology department, for distribution to schools and will be shared during school board meetings, community events, staff advisory meetings, and with our community partners.
- The superintendent will create a video, to be posted to our district website, to extend a personal invitation for teacher leaders to step up to the challenge of these advanced teaching roles and apply for consideration.
- District leaders will attend staff meetings to share information about the program, the application process, and qualifications.
- A district team will be assembled to review applications, interview applicants, and check each of the applicant's qualifications.
- Selection will be based on school and district course needs and student interest in the courses.

The continued eligibility requirements for the advanced teaching roles will be developed through the district leadership team. Teachers selected for these roles will be evaluated by the North Carolina Teacher Evaluation Rubric. However, there will be an additional evaluation based on the specific job responsibilities and duties related to their roles. This supplemental evaluation document will be created by the district team, with input from school administrators.

(5) Communication of Criteria for Movement

Taking on the additional roles and responsibilities required to become an ERT or SCOL instructor will likely elevate their NCEES rating and professional growth. In addition to the

initial media kickoff campaign, an entire webpage on the district website will be devoted to the communication of this new local compensation model. A guide of course offerings will be developed and provided to inform employees and the public. FAQ documents will be posted to address any misconceptions. There will be different levels for movement on the compensation model, dependent on the needs of the district and teacher preferences.

(6) Voluntary Relinquishment of an Advanced Teaching Role

If an Expanded Impact Teacher or SCOL instructor relinquishes 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. The teacher will notify, in writing, designated contact personnel in the Human Resources, curriculum, and finance departments.

(7) Salary Supplement

(i) Dependent on the needs of the district and teacher preferences, there will be different levels for movement on the compensation model in SCS. For those selected for the advanced teaching roles, the levels are:

- ERT/SCOL Instructor Level I – Teaches at least 33% more students and receives a salary differential of \$3,500
- ERT/SCOL Instructor Level II – Teaches at least 50% more students and receives a salary differential of \$7,000

(ii) Stanly County Schools ensures that the salary supplements will be paid as a supplement to the classroom teacher's regular salary and not be included in the average salary calculation used for budgeting state allotments.

(iii) If a classroom teacher in an advanced teaching role fails to maintain the minimum criteria established for the position, is not successfully performing the additional duties associated with the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the state teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

(iv) The amount of the salary supplements at all levels, as listed above, will not exceed \$7,000 per teacher in an advanced teaching role (ERT/SCOL instructor).

(8) Implementation Plan

Year 1 Plan (training will be continued each summer to add teacher leaders)

Module	Module Dates	Estimated Work Time	Products Due
An Overview of Online Teaching and Learning	June 15th - June 25th	5 Hours	Discussion 1: Initial post due by Thursday. Replies due by Sunday. Reflection 1: Due by Sunday Assignment 1: Due by Sunday
Writing Outcome-Based Learning Objectives	June 29th - July 6th (Extra time due to July 4th holiday.)	5 Hours	Discussion 2: Initial post due by Thursday. Replies due by Sunday. Reflection 2: Due by Sunday Assignment 2: Due by Sunday
Preparing Online Assessments	July 8th - July 16th	5 Hours	Discussion 3: Initial post due by Thursday, July 13th. Replies due by Sunday, July 16th.

			Reflection 3: Due by Sunday, July 16th Assignment 3: Due by Sunday, July 16th
Preparing E-Lessons	July 20th - July 24d	5 Hours	Discussion 4: Initial post due by Thursday. Replies due by Sunday. Reflection 4: Due by Sunday Assignment 4: Due by Sunday
Organization and Distribution of Online Content	July 27th - July 30th	5 Hours	Discussion 5: Initial post due by Thursday. Replies due by Sunday. Reflection 5: Due by Sunday Assignment 5: Due by Sunday Course Evaluation

(9) Financial Sustainability

Teacher compensation supplements in this pilot will be financially sustainable, paid for by reallocation of existing funds following the initial grant funding. The grant funding will jumpstart the SCS advanced teaching role model, with all of the necessary components solidified, as well as pay salary supplements during the pilot. The district will be able to continue offering advanced teaching role supplements beyond the pilot because this model allows us to maximize our funding. SCS may replace a vacant teaching position with a paraprofessional to be teamed with an ERT or multiple ERTs. SCS may be able to fill a need for an additional section at a high school with an ERT/SCOL instructor instead of having to hire an additional full-time teacher. For example, a high school Spanish teacher may receive a supplement for teaching during a planning block in order to offer a course at a feeder middle school during that time. The teacher may video stream the course to another middle school

during that block of time, reaching even more students. Title II funds may be used to continue training teachers to be SCOL instructors. Local funds may be used to pay teacher stipends after the grant pilot period ends.

(10) Measurable Project Outcomes

The main objectives of this model are to improve instruction within schools, reduce the number of vacancies, and improve student academic growth.

Stanly County Schools will recruit and hire teachers to assume advanced roles as Expanded Reach Teachers for the 2020-2021 school year. Teachers will be trained during the summer of 2020. The training will include the development of blended and/or online courses to expand each teacher's reach.

Outcomes to be measured 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 with fully licensed teachers. These are measures of the district's ability to attract desirable candidates.

Measures	Description	Desired Outcome
Increase the number of blended and online courses offered locally by 20%	Increase the number of trained teacher leaders to develop and teach blended and online courses.	Offer at least 15 blended and/or online local courses for 2020-2021
Strengthen teacher leader applicant pool	Qualifications/Certifications of applicants for the teacher leader positions	Qualitatively stronger
Number of unfilled teaching positions	Number of vacant positions that remain at the beginning of the district's hiring effort for 2020-2021 school year	Reduced by 10% from previous years

(11) Community Involvement

The district will host parent and community stakeholder information meetings and district advisory meetings to inform the community of the plan to develop teacher leaders. The meetings will include opportunities to gather input from stakeholders. Parents and community members will be invited to volunteer and support the blended classrooms.

(12) Data to Support Needs

SCS student population is comprised of students who are 81% White, 11% Black, 4% Hispanic/Latino, 2% Asian, and 2% are two or more races. The district’s Free and Reduced Lunch Rate is 52% as of January 2020. According to census data, the percentage of our stakeholders with a bachelor’s degree or higher in Stanly County is 15.8%, which is nearly half the state percentage of 30.5%. According to the 2018-19 NC School Report Card data, our district is performing below state averages on students meeting the ACT state minimum of 17 and achieving a silver certificate or higher on the WorkKeys assessment. These are key indicators and predictors of student success in their post-secondary endeavors.

2018-19 NC School Report Card Data

ACT: 17 or higher	WorkKeys: Silver or Above
NC 55.8%	NC 65.5%
SCS 47.8%	SCS 57.9%

Encouraging student enrollment in rigorous and challenging curricula and coursework is a priority of Stanly County Schools. The district, schools, and community have recognized a need for providing opportunities for rigorous course options. The Advanced Placement (AP) Academy is in Year 1 at South Stanly High School and the International Baccalaureate (IB) program is an IB candidate school and expected to receive certification next month in order to

begin the program next year. High enrollment in the CCP courses demonstrates student motivation, willingness, and capacity to take advanced courses. However, AP course offerings are often sacrificed because of small enrollments per school. SCS would like to leverage our best AP teachers through the ERT model to develop blended and/or online courses to increase AP courses.

2018-19 NC School Report Card Data

SCS Student Enrollment in AP Courses	SCS Student Enrollment in CCP Courses
84	2,111

(13) Dissemination of Project Information

Project information will be shared during district administrative meetings, teacher advisory meetings, administrative meetings, regional Job-alike meetings, state meetings and conferences. Best practices will be shared with curriculum coaches and Job-alike sessions with teachers.

(14) Local Evaluation Procedures

Rubrics for Course Development

Criterion	2	1	0
Topic Coverage	Discussion shows a complete understanding of the material and addresses all the assigned prompt.	Discussion shows an incomplete understanding of material, but addresses all the assigned prompt	Discussion shows an incomplete understanding of the material and does not address the assigned prompt
Replies	Responded to two peers with meaningful responses that added to the discussion.	Responded to two peers on time.	Did not respond to two peers on time.
Initial Post		The initial post was posted on time.	The initial post was not posted on time.

Reflections

Criterion	5	3	0
Reflection Response Quality	The reflection addresses all questions and shows a complete understanding of the material.	The reflection does not address all questions OR does not show a complete understanding of the material.	The reflection does not address all questions AND does not show a complete understanding of the material.

Module 2 Activity

Criterion	10	7	4	0
Learning Objective Quality	The learning objective was outcome-based, measurable, and related to the topic provided in module 1.	The learning objective was outcome-based and measurable, but not related to the topic provided in module 1.	The learning objective was outcome-based but not measurable.	The learning objective was neither outcome-based nor measurable.

Module 3 Activity

Criterion	15	7	0
Online Assessment Quality	The assessment was complete and aligned with the learning objective from module 2.	The assessment was complete and partially aligned with the learning objective from module 2	The assessment did not align with the learning objective from module 2.

Module 4 Activity

Criterion	5	3	0
Video Lesson Best Practices	The video lesson fully demonstrated best practices for video lessons.	The video lesson demonstrated some of the best practices for video lessons	Did not demonstrate video best practices
Topic Coverage	The video completely covered the topic	The video partially covered the topic	Did not cover the topic
Alignment	The video was fully aligned with the learning objective and assessment	The video was partially aligned with the learning objective and assessment	The video was not aligned with the learning objective and

	created in modules 2 and 3.	created in modules 2 and 3.	assessment created in modules 2 and 3.
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Module 5 Activity

Criterion	10	5	0
Module Organization	The learning module demonstrated organization best practices and was well organized.	The learning module partially demonstrated the best practices for organization.	The learning module was not organized.

District Curriculum Directors will review student/staff survey feedback, school assessment data, student data, ERT teacher walk-through data, and ERT teacher evaluations to evaluate each course offered along with the program model at least bi-annually to determine additional training needed and course offerings.

Attachment A

Project Budget

Supplements for 15 teacher leaders (10 x \$3,500; 5 x \$7,500) SCS will pay any additional supplements needed.	\$72,500
Summer Professional Development & Canvas Course Development (initial training) (15 teachers x \$500)	\$7,500
Sub pay for 15 teachers (follow up training 4 days during the school year)	\$6,000
Total	\$86,000