

**APPENDIX C**

**Proposal Cover Page**

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

Project Title: Project LEAD: Leadership Excellence and Achievement in Durham

<b>Section 1. Applicant Information</b> LEA: Durham Public Schools	
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<b>Section 2. Project Information</b>
Project Director Name and Position (if different from contact): _____
Phone: _____ Email: _____
Total Project Budget: <u>\$3,600,000</u> Requested Grant Amount: <u>\$2,700,000</u>
Estimated Number of Schools Served: <u>8</u> Estimated Number of Students Served: <u>5500</u>

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, 2017.

Signature and date: (in blue ink)   
 Title: Superintendent Phone: 919-560-3749

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## **Background and Need**

Durham Public Schools (DPS) is the eighth largest school district in North Carolina, serving 33,247 students and operating 30 elementary schools, 9 middle schools, 10 high schools, two secondary schools (grades 6-12), one alternative school, and one hospital school. Raising achievement for all students is the key priority in DPS, including a focus on Advanced Academics to ensure that more academically rigorous offerings will be made available to a greater number of students.

Durham County, North Carolina is centrally located near the Research Triangle Park and the capital city of Raleigh. The city of Durham is the only incorporated municipality situated entirely within Durham County. Although the city constitutes only 38% of the county's total geographic area, 86% of the county's population resides within the city. Durham is the home of Duke and NC Central universities, as well as numerous historic and cultural landmarks. In 2015, the county's population was 38% African American, 53% White, and 13% Latino. Within the city of Durham, the population was 41% African American, 42% White, and 14% Latino. Eighty-nine percent (89%) of all African Americans and 90% of all Latinos in Durham County lived within the city of Durham. Outside of Durham city limits, the population was 29% African American, 69% White, and 9% Latino (U.S. Census QuickFacts, 2015).

Student demographics vary widely by school, with an overall population identified as 45.7% African American, 29.9% Latino, 18.8% White, 2.9% Multiracial, 2.3% Asian, <1% Native American, and <1% Hawaiian/Pacific Islander. As of October 2016, 65% of DPS students received free or reduced-price school meals, with rates above 80% at 14 schools. In 2015-2016, the DPS four-year cohort graduation rate was 82.1%--slightly below the statewide average of 85.8%. During this same year, the 9-12 dropout rate was about 2.67%--slightly above the state

rate of 2.39%. In 2015-2016, 4,565 DPS students were classified as Limited English Proficient (LEP) and 6,080 spoke a language other than English at home, with more than 90 different languages represented.

The school district employs 2,434 teachers and a total of 5,198 employees. The teacher turnover rate in 2015-2016 was 19.19%, compared to a statewide rate of 14.84% for 2014-15 (statewide data for 2015-16 has not been released at the time of this grant application), ranking DPS sixteenth highest among 115 school districts. The district's five-year teacher turnover rate was 19.65%, the sixteenth highest rate in the state (North Carolina Department of Public Instruction, 2015). The principal turnover rate in 2015-2016 was 14.8% compared to 9% statewide (Education First, n.d.). Teachers of color currently make up 35% of the DPS faculty, while minorities constitute only 16.5% of teachers nationally (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). In 2015-2016, 67% of DPS principals were African-American compared to 23% statewide. DPS is proud of the strong leadership of people of color in Durham and its positive impact on the city's student body.

Across the state, middle school math has been a subject area that proves to be challenging for students and school leaders. Proficiency rates for students statewide in grades 6-8 range from 52% to 44.7% while the percentage for students who are college and career ready range from 44.3% to 38.5%. In Durham Public Schools, the rates are even starker with proficiency ranging from 34.9% to 31.7% and college and career readiness ranging from 29.2% to 26.5%. With such glaring data, Durham Public Schools proposes Project LEAD (Leadership Excellence and Achievement in Durham) as a way to address the mathematics proficiency and readiness issue through a comprehensive professional development and performance-based compensation program at select middle schools in the district. This proposed project will provide advanced

teaching leadership opportunities that research has shown result in overall teacher retention and – promote higher student achievement.

By developing career ladder and leadership opportunities for these Project LEAD teachers, the district will create a sustainable, organic cadre of mathematics teachers who can help work with other teachers in their schools while also forming a district-wide Professional Learning Community to share best practices and pedagogy. Recruitment and retention within certain subject areas such as mathematics has become increasingly more difficult yet the need for quality teachers in this subject is more vital than ever. Situated within the Research Triangle area, Durham Public Schools is surrounded by industries that need a workforce ready for 21<sup>st</sup> century jobs in science, technology, engineering, and mathematics as these are the primary employers.

Project LEAD is designed to support recruitment and retention efforts by giving mathematics teachers in middle school more guidance and coaching. In turn, we will help our students be more viable for jobs in the area. Evaluation results will be used for improving teacher and principal effectiveness, scheduling, recruiting effective teachers and administrators to high-needs schools, and awarding performance-based compensation.

The North Carolina Professional Teaching Standards serve as the basis for teacher preparation, teacher evaluation, and professional development statewide. The first five evaluation standards include teachers' ability to: demonstrate leadership; establish a respectful environment for a diverse population of students; know the content they teach; facilitate learning for their students; and reflect on their practice. In 2011-2012, North Carolina added a sixth standard to the teacher evaluation rubric that incorporates student achievement. The model, developed at the state level, uses a student achievement growth model that includes use of SAS

Education Value-Added Assessment System (EVAAS) in subjects for which standardized tests exist. The North Carolina Department of Public Instruction (NCDPI) together with SAS has created a system, NC Final Exams (NCFE) that is an academic achievement growth model for courses and subjects for which no standardized tests exist. This evaluation system meets the requirement of this priority. North Carolina School Executive Evaluation (for principals and assistant principals) included seven standards, and an eighth one was also added to these to include school achievement data: “Academic Achievement Leadership.”

By building the capacity of lead teachers, principals, and assistant principals to support the teaching and learning of mathematics, the project will increase the mathematics content knowledge of these leaders, develop a shared vision of what quality mathematics instruction looks like, bridge the implementation of the School Executive and Teacher Standards with classroom practices, and examine strategies for implementing the Common Core State Standards. Together, these purposes combine to support increased student achievement and create a cadre of mathematics master teachers.

DPS strives to attract, retain, motivate and develop talented people. To accomplish this, talent management processes are being implemented on a strategic level. These processes include talent identification, recruitment and assessment, performance management, career development, learning management, compensation, and succession planning. The overall goal is to ensure that employees are offered meaningful benefits. These benefits include but are not limited to: employee engagement, retention, increased productivity, future leadership opportunities within the organization, and ultimately, a culture of excellence through extraordinary leadership for all employees. DPS is on the path to become a district of high-

achieving students as a direct result of the efforts of highly motivated staff who have a genuinely vested interest in student success and the sustainable growth of the district.

With a five-year average turnover rate of 19.65%, DPS must recruit approximately 475 new teachers every year. In the Research Triangle region, school districts compete with industries as well as each other for the best and brightest applicants, especially those with math, science, and technology credentials. Research Triangle Park currently hosts more than 170 companies that employ 39,000 full-time personnel and an additional 10,000 contract workers. Neighboring Wake County hires more than 1,000 teachers per year and pays the highest teacher, principal, and assistant principal supplements in the state. Chapel Hill-Carrboro Schools hire approximately 100 teachers every year, with supplements that rival Wake County. To remain competitive, DPS pays the third highest teacher and assistant principal supplements and the second highest principal supplement in North Carolina. In an effort to attract qualified candidates to work in its schools, DPS Human Resources personnel use a variety of recruitment efforts. These include holding job fairs, sending job notifications through the university system, public relations and advertising, and national searches.

### **Link to District's Improvement Plan and State's Priorities**

Durham Public Schools emphasizes the importance of innovation while honoring the history and contributions of initiatives that to date have benefited students, faculty, staff, and the community. As such, DPS aims to enhance the flexibility of the district and schools. This will support the selection and implementation of initiatives that are responsive to individual school needs and ensure the outcomes associated with selected initiatives may be maximized across the district.

**Types of District Initiatives DPS Will Support as a System:**

- *District-wide initiatives* are initiatives that would be present in each school and receive some form of resource support from DPS.
- *District-sponsored initiatives* are initiatives that DPS may provide resources for, but may not be found at every school.
- *District-endorsed initiatives* are initiatives that DPS approves and may encourage, but may not provide subsequent resources from the district.

Thus, Project LEAD allows for a hybrid of innovation in that it allows the principal to be the true instructional leader for his/her building by aligning efforts within the school while having district support and professional development provided along with incentive and compensation. Furthermore, the proposal aligns with the Superintendent’s Goal to Increase Student Achievement:

**Superintendent’s Goal Alignment:** Increase Student Achievement

Strategy	Definition
<p><b>Align curriculum and provide supporting materials to assist with quality instruction</b></p>	<p>Curriculum will be horizontally and vertically aligned across and between grades and schools. It will also be aligned with grade level standards to provide a guaranteed, comprehensive, accessible, relevant, and rigorous educational program as evidenced by published curriculum guides and observable classroom instruction.</p> <p>Identify, select, and purchase resources to align with curriculum guides and instruction.</p>
<p><b>Increase rigorous courses at the Middle School level</b></p>	<p>Sixth and seventh grade Math Plus pilots are being implemented at Carrington Middle, Durham School of the Arts, Lakewood Montessori Middle, Lucas Middle and Rogers-Herr Middle.</p> <p>READY (Readying, Empowering, and Advancing Durham's Youth) is a program being implemented with sixth graders at four DPS middle schools with a focus on preparing students for middle school, high school, and post-secondary/ career opportunities. Daily classes will explore time management, organization, curriculum inquiry,</p>

	and higher level questioning to further promote student success. READY School Sites: Little River Elementary, Brogden Middle, Lowe’s Grove Middle, and Lucas Middle
<b>Transition to standards-based Individual Educational Plans</b>	<p>Develop IEPs that are individualized, data-driven, aligned to the common core standards, and reflect appropriate, rigorous expectation for all students.</p> <p>Ensure regular, systematic data collection and progress monitoring of IEP goals and objectives in an electronic system to assist with compliance and monitoring.</p>

**Continued:** Increase Student Achievement

<b>Strategy</b>	<b>Definition</b>
<b>Multi-tiered System of Support</b>	Implement a tiered system of support across all grades and schools through the formation of grade level, department, school, and district data teams.
<b>Professional Learning Communities</b>	Introduce and utilize the Classroom-Focused Improvement Process (CFIP) to strengthen the Professional Learning Communities across the district. This six-step process for increasing student achievement, that aligns closely with the work of the DuFours, will be planned and carried out by teachers in grade level, content area or vertical team meetings as a part of their regular lesson planning cycle.
<b>Principal Coaching and Teacher Mentoring</b>	Teacher mentors have been assigned to all beginning teachers in years 1-3. We have 12 Full-Release Mentors serving the district’s beginning teachers.
<b>Professional Development</b>	<p>Provide robust professional development offerings to align with the Bottom-Line Expectations and create a focus on:</p> <ol style="list-style-type: none"> <li>1. Content Knowledge (Reading, Math, Science, and Social Studies)</li> <li>2. Instructional Leadership (Teachers and principals)</li> <li>3. Targeted Populations ( ESL, AIG, and SWD)</li> <li>4. School Culture (Classroom management, conflict resolution)</li> <li>5. Compliance (IEP development, Long-term Suspensions, and</li> </ol>

	<p>Evaluations)</p> <p>Offerings will be available in the following tiered formats :</p> <ol style="list-style-type: none"> <li>1. Online</li> <li>2. Face to Face</li> <li>3. Job-embedded</li> </ol>
<p><b>Extended Learning Opportunities</b></p>	<p>The district will provide extended learning opportunities to accelerate the progress of targeted students. Offerings will address the various levels and subgroups of students. Extended learning sessions will be available in the format of Saturday Academy sessions, extended day academies, summer sessions, and online opportunities.</p>

With the adoption of the Common Core curriculum in 2011, the North Carolina Department of Public Instruction put a greater emphasis on mathematics standards in order for students to be globally competitive in the 21<sup>st</sup> century. As part of the evolving curriculum implementation, the North Carolina General Assembly in 2014, Senate Bill 812, Session Law 2014-78, called for a convening of an Academic Standards Review Commission (ASRC) to conduct a comprehensive review of English Language Arts and mathematics standards to ensure that standards increase student achievement, are developmentally and age-appropriate, and are the most rigorous in the nation. Through this grant initiative, Project LEAD will align with state priorities to guarantee students are fully equipped with the necessary computation and critical thinking skills necessary to work in the STEM career fields.

**Schedule of Activities/dates for When Accomplished**

***Completing Project tasks and Achieving Objectives***

	Year 1				Year 2				Years 3 & Beyond			
<i>Task</i>	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Coordinate grant logistics	x											

Post and Hire Project LEAD Manager	x												
Convene district Project LEAD Team for implementation of grant	x	x	x	x									
<b>RECRUIT AND ENROLL PROJECT LEAD TEACHERS</b>													
Design application process		x											
Recruit participants			x			x							
Select participants			x			x							
Instructional Coaching and Mentoring Training	x	x	x	x	x	x	x	x					
On-going PD	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>DATA ANALYSES OF PROJECT LEAD DATA</b>													
Identify Relevant Data	x	x											
Collect Data			x	x	x	x	x	x	x	x	x	x	x
Feedback to PD and HR				x									
Document Correlations								x					
Annual Evaluation Report				x				x					x
<b>PROJECT LEAD TEACHER LEADERS</b>													
Additional Duties									x	x	x	x	
Project LEAD Teachers Compensated	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>PRINCIPAL LEADERS</b>													
Principal Leadership PD				x				x					
Effective PL Compensated				x				x					x

## **Process for Teacher Advancement and Professional Growth**

To address the middle school math achievement gap, Durham Public Schools has developed Project LEAD, which will create a scaffolded model of teacher advancement, compensation, and professional growth. Our goal is to produce higher student achievement in terms of overall proficiency scores and college and career readiness on state End-of-Course tests. Currently, eight out of the 11 middle/secondary schools in the district made a letter grade of “D” or below on the NC School Report Card. As such, these schools are considered Destination Success schools and receive additional support services from the district office.

Project LEAD will establish a link between professional development and the evaluation system using formal research methods. Professional development will be modified and expanded until it is clearly linked to higher ratings on educator evaluations. Career ladder opportunities will be offered to teachers in Project LEAD schools, including the opportunity to become Kenan Fellows; to participate in Meredith College’s Math and Science Institute and K-8 Mathematics Leadership Institute; to participate in the National Board Certification process or renewal process at no cost; and to participate in the DPS Mentoring and Coaching Model.

The first phase of the model is to target, select, and recruit a cadre of highly qualified middle school math teachers who have demonstrated mastery in regards to the content area through a combination of effectiveness ratings through data evaluation programs such as EVAAS along with National Board certification. In addition, teachers must also have a minimum of three-years of teaching experience and be on an SP II license.

Project LEAD teachers will serve in an advanced teaching role and organizational models that link teacher performance and professional growth to salary increase in destination schools. This model also allows for highly effective classroom teachers to impact an increased number of

students by assuming accountability for additional students by becoming a lead classroom teacher who is accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team while also leading a larger effort in the school to implement new instructional models to improve school-wide performance.

As part of the model, each grade level in the middle school will have a Project LEAD teacher for math, and each teacher will have a reduced teaching load in order to provide instructional support for other math teachers in that grade or to collaborate with other district Project LEAD teachers. This release time will also enable the Project LEAD teacher to work with the school leadership team and the principal to ensure that student progress monitoring and tracking are being done with fidelity and in a timely fashion.

In regards to professional development, Durham Public Schools will use a cohort model to work with the cadre of Project LEAD teachers in a Professional Learning Community environment through a variety of methods. For those teachers who do not have National Board certification, the district will pay for and offer support to pursue that opportunity as part of the program since it provides numerous ways for professional growth. If a teacher already has his/her certification, the district will then pay for renewal fees while still offering support during the process. Furthermore, the district will also have the cohort of teacher leaders participate in Meredith College's Mathematics and Science Institutes and the K-8 Mathematics Leadership Institute each summer in order to glean new ideas and teaching pedagogy from national and state leaders in math.

To develop talent, increase professional opportunities for effective and highly effective teachers, and build instructional coaches in STEM (Science, Technology, Engineering, Mathematics), DPS will collaborate with the Kenan Fellows Program for Curriculum and

Leadership Development. The Kenan Fellows Program for Curriculum and Leadership Development offers competitive fellowships for K-12 North Carolina public school teachers from across disciplines. Its objective is to keep exceptional teachers in the classroom by providing authentic opportunities for professional advancement and to give them the knowledge and skills to lead change in STEM instruction in their schools, districts, and communities.

The research-based program provides professional development in inquiry and problem-based instruction, the effective use of technology, communication, and teacher leadership in a rigorous two-week residential summer program and mid-year institute. The centerpiece of the program is a five-week research externship in an academic laboratory or high-tech industry in which teachers engage in hands-on collaboration with an expert research mentor. Embedded in an ongoing project, teachers gain content knowledge, learn about the structures and processes that characterize research endeavors and applied science settings, practice new technological skills, and become aware of cutting-edge developments in fields related to what they teach. Each Fellow creates, pilots, and revises curriculum materials that translate the field experience into instruction that is relevant and engaging for students. Fellows follow up by presenting their work at a professional conference. They are supported in long-term efforts to design and implement plans for sharing their expertise with other educators through professional development workshops and seminars or via webinars or online courses.

The Kenan Fellows Program is designed to scale positive educational impact by empowering teachers to impact their colleagues in their schools and districts. The interactions with STEM professionals and professional development in the area of curriculum design support the participating teachers to create innovative curricular resources that they both use in their classrooms and share with other teachers. The Fellows participate in Summer Institutes that

focus on instructional leadership, and build advanced skills in collegial environments that provide opportunities to share knowledge.

The Kenan Fellows program will provide professional experiences that have shown to help retain the best teachers. DPS will build a corps of STEM master teachers who will model for peer teachers the pedagogical methods for teaching STEM skills and content, and their presence in high-needs schools will attract more effective teachers to work in these schools. The enhanced professionalism, leadership opportunities, and building of 21<sup>st</sup> century STEM skills will support increased teacher effectiveness ratings, and ultimately lead to higher student achievement.

For compensation, the **Project LEAD teachers** will receive the following for their work as part of the model:

<b>Purpose</b>	<b>Amount</b>
Initial Recruitment: One-time Sign-on Stipend	\$1000
Performance Incentives	\$2500 if grade level/department meets growth on End-of-Grade tests in mathematics \$5000 if grade level/department exceeds growth on End-of Grade tests in mathematics
Additional Monthly Stipend	\$1000 per month for additional duties
Additional Month of Employment	Varies depending on State Salary Schedule
National Board Certification Initial Cost or Renewal	Approximately \$1900 for first time Approximately \$1250 for renewal

For the **grade level mathematics teachers on each Project LEAD team** in each school, they will receive the following:

<b>Purpose</b>	<b>Amount</b>
Performance Incentives	\$2500 if grade level meets growth on End-of-Grade tests in mathematics and/or achieves an

	EVAAS C Scale of 2-2.9  \$5000 if grade level exceeds growth on End-of-Grade tests in mathematics and/or achieve an EVAAS C Scale of 3 or higher
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For the **school leadership team** (up to five members, including principal, assistant principal, student services team, instructional/academic coaches), they will receive:

<b>Purpose</b>	<b>Amount</b>
Performance Incentives	\$2500 if grade level meets growth on End-of-Grade tests in mathematics and/or achieves an EVAAS C Scale of 2-2.9  \$5000 if grade level exceeds growth on End-of-Grade tests in mathematics and/or achieve an EVAAS C Scale of 3 or higher

By building the capacity of lead teachers, principals, and assistant principals to support the teaching and learning of mathematics, the project will increase the mathematics content knowledge of these leaders, develop a shared vision of what quality mathematics instruction looks like, bridge the implementation of the School Executive and Teacher Standards with classroom practices, and examine strategies for implementing the Common Core State Standards. Together, these purposes combine to support increased student achievement. The specific goals of Project LEAD are:

Goal 1: Increase content knowledge of the mathematics that is essential for K-8 students for each participating lead teacher and administrator during the focus year.

Goal 2: Increase the school-level student achievement in mathematics during the focus year and the follow-up year in each participating school.

Goal 3: Improve school-wide classroom instruction of the mathematics curriculum in each participating school.

Goal 4: Develop sustainable partnerships between and among higher education faculty consultants, participating districts, and individual schools.

Since this project will utilize performance-based compensation to recruit, retain and reward teachers and principals in high-needs schools in Durham Public Schools, with a focus on the STEM curriculum. Research shows that when performance-based compensation systems are being used, systems for promoting collaboration is needed (Milken Family Foundation). Professional development needs to encourage and support interaction and collaboration among teachers. Collaboration may also be one aspect of performance that is evaluated to determine compensation. As such, selected teachers will need training in mentoring and performance coaching.

### **Description of Advanced Teaching Roles**

For this program, the district will hire a project manager who will coordinate and oversee the program for all of the Project LEAD teachers. In addition, the district will hire a total of 24 Project LEAD teachers for the eight Destination Success middle schools (eight schools with three grade levels each). Combined, this grant will fund 1 full-time equivalent position and supplement 24 certified teaching positions with additional compensation and another month of employment. The Project LEAD teachers will have a reduced teaching load of 50% with the other half of the day devoted to instructional coaching/planning with the grade-level math teachers at their schools. Two times a month, the Project LEAD teachers may be pulled out during their half-day release time from their schools in order to participate in district-wide professional development with the Project LEAD manager, collaborate in a district-wide Professional Learning Community, or attend a regional workshop.

In regards to the Advance Teaching Roles, the Project LEAD teachers will have a hybrid role that is part mentor and part instructional coach. Therefore, the Project LEAD teachers shall follow the Standards for Beginning Teacher Support Programs including Standard 2 - Mentor Selection, Development and Support which states:

*The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interactions and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership*

As such, the Project LEAD teachers will be provided a formal orientation to the induction program and foundational training in mentoring before they work with other math teachers. Following formal training, Project LEAD teachers will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices, and improve student learning. Furthermore, Project LEAD teachers will have opportunities to participate in professional learning communities of mentoring practice. Durham Public Schools is responsible for providing training and support for these teachers. This may include training from North Central regional facilitators, and other state or locally approved programs. Whatever the training program, it should include information about the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides for all teachers.

In addition, the district also has an induction program for beginning teachers, which includes support for beginning teachers or mentees through the use Full Release Mentors,

Teacher Mentors, site-based Beginning Teacher Coordinators, and the Human Resource Administrator for Talent Development. Project LEAD teachers will be an additional support channel for first year middle school mathematics teachers, who have one of the highest ratios for turnover and can be a more vulnerable population in regards to retention.

### **Job Responsibilities**

To assist with coordinating the logistics, duties, and development for this grant project, the district will hire one project manager who will oversee all aspects of the program. The primary duties for the Project LEAD Manager will be:

- Provide professional development for Project LEAD teachers and middle school math teachers in conjunction with the Teaching, Leading, and Learning as well as the Leadership and Professional Development Departments;
- Meet with the Teaching, Leading, Learning department to provide feedback from Project LEAD and middle school math teachers on expressed needs;
- Ensure that the Project LEAD schools have weekly meetings with the math Professional Learning Communities;
- Provide a template for each school to set-up a site-based induction program for their schools;
- Provide a timeline checklist of required activities;
- Identify and develop budgets for the Project LEAD program;
- Assist with the hiring and interviewing process for Project LEAD teachers;
- Conduct site visits with the Project LEAD teachers to progress check how the program is working and general oversight;
- Collect data on the Project LEAD program for internal and external evaluation;

- Communicate with the Project LEAD teachers and other district staff about the program.

Project LEAD teachers will:

- Partner with an assigned math teachers assisting them with planning and assessing instruction, managing the classroom and engaging students in learning;
- Collaborate with the building-level administrators and other instructional staff to strategize the levels of support and instructional growth of math teachers;
- Facilitate teacher reflection and growth through the use of modeling, data collection, professional development, and examining teaching standards and building collaborative dialogue;
- Provide instruction on the use of True North Logic in collecting and maintaining needed paperwork as well as signing up for professional development opportunities;
- Develop and implement professional development opportunities for teachers, including teaching the standards and analyzing and disaggregating standardized test scores;
- Attend district meetings facilitated by the Project LEAD manager;
- Communicate regularly with the Project LEAD manager about any needs;
- Maintain the confidentiality of the BT services (i.e. reflections, and conversations);
- Provide logistical and emotional support and encouragement;
- Focus his/her primary support on improving instruction and learning;
- Participate in ongoing professional development.

### **Description of How LEA Will Inform Employees Will Be Selected, Eligibility, and Evaluation**

For the available positions, DPS will post the job description and vacancies on its website along with advertising these on Indeed and district-sponsored social media websites such as Facebook and Twitter. In addition, the district will also do a targeted campaign to invite

exemplary middle school mathematics teachers who have supporting data to apply for the Project LEAD vacancy in order to grow our own teacher-leaders through this grant initiative.

Furthermore, an email will go out to all DPS employees through the district internal system advertising the program along with details about several information sessions that will be held for interested teachers to learn more about the Project LEAD program.

Once the position has been posted, resumes will be collected and reviewed by a team based upon the criteria and qualifications set forth in the job description. The selected candidates will then be called for an interview that will be conducted by a team consisting of the Project Manager, District Math Specialists, 2 Destination Schools Principals, Executive Directive of Leadership and Professional Development.

#### **Description of how LEA Will Inform about Compensation Model**

To inform stakeholders about the Project LEAD compensation model, DPS will utilize a variety of communication formats. For prospective teacher leaders, the district will advertise via internal email, the district website, a targeted invitational campaign, sponsored social media, and job websites such as Indeed. With principals, information will be shared at district-wide meetings and via personalized, face-to-face meetings with those impacted principals at participating middle schools. For the parents and community stakeholders, evening forums or kitchen table conversations will be held at each of the selected middle schools to discuss the program and how this will benefit the school and student achievement.

#### **Process for Voluntary Relinquishment of Role at End of Grant**

As part of the contract that each Project LEAD teacher will sign, he/she will understand that the role is funded through grant dollars. At the end of the project, the employee will be relinquishing his position voluntarily and returning to a position within the district that is equal

to and comparable with one that he/she was employed in prior to the beginning of the grant project.

**Salary Supplement Information**

<b>Audience</b>	<b>Purpose</b>	<b>Amount</b>
Project LEAD Teachers	Signing Bonus	\$1000
	Monthly Stipend	\$10,000 total (\$1000 x 10 MOE)
	Additional MOE	Varies (\$5000 average with FICA and retirement)
	Performance Incentive	\$2500 or \$5000
	National Board Incentive	\$1900 or \$1200
Grade Level Teachers	Performance Incentive	\$2500 or \$5000
School Leadership Team	Performance Incentive	\$2500 or \$5000

Salary supplements will be paid as a supplement to the Project LEAD teacher’s regular salary and not be included in the average salary calculation used for budgeting State allotments. If a Project LEAD teacher fails to maintain the minimum criteria established for the position, is not successfully performing the additional duties associated with the position, or voluntarily relinquishes the position, the Project LEAD teacher shall only be paid the salary applicable to what he/she would make on the State teacher salary schedule and any other local supplements that would apply.

**Implementation Plan**

With Project LEAD, the district will have eight middle schools participating in the program as teacher leaders and all middle school mathematics teachers. Therefore, with a Project LEAD teacher at each grade level, there will be a total of 24 teacher leaders with three at each school (8 schools x 3 grade levels = 24). The approximate number of students whose teacher of record will be a teacher in an advanced teaching role will be about 2000. However, since all middle school students will benefit from this program. The total number of impacted

students will be about 5,550. All middle school math teachers could benefit from this model, which are approximately 75 teachers as of the 2016-17 school year.

### **Financial Sustainability**

DPS will leverage the evaluation system that has been adopted by the North Carolina Department of Public Instruction, which incorporates the use of the EVAAS student achievement growth model, and teacher value-added information. This system measures student growth and teacher value added in subjects where standardized tests exist. The NCDPI has created North Carolina Final Exams for measuring student learning and academic growth in the subjects for which no standard test data exist. Having this system available to use for this project adds significant value to Project LEAD and diminishes the amount of funding required to attract and retain highly effective teachers. The reputation of DPS as a school system with such teachers among its staff will facilitate recruiting efforts to perpetuate a highly effective staff of teachers in both STEM and non-STEM subjects. Project LEAD teachers will build capacity, which will allow the entire staff to deliver high-quality lessons and to use data to inform decisions. Additionally, Project LEAD will establish a correlation between professional development and effective teacher practices, based on successful student growth. This knowledge will be used to recruit, support, and sustain a staff of highly effective teachers, with principals who offer strong support to their teaching staff and students.

In addition, the DPS mentoring system will continue beyond the grant. The teacher evaluation model will be in place, permitting the identification of effective teachers in the district. Scheduling and assigning teachers and administrators to various schools based on their effectiveness rating will be a sustainable practice.

Professional development will have been aligned to improving teacher effectiveness, and this will have been documented. DPS will have a cadre of teacher leaders.

### **Objectives Stated in Measurable Terms (SMART goals) for Students and Teachers**

- From 2017-2018 school year to 2019-2020, the percentage of teachers in schools with Project LEAD who are demonstrating Exceeds Growth levels according to EVAAS will increase by 10% each year.
- From 2017-20183 school year to 2019-2020, the percentage of students who are proficient on the End-of-Course mathematics test in Project LEAD schools will grow by 10% each year.
- For each year of the grant, recruitment and retention teacher percentages within middle school math will drop by five percent.
- By the end of the 2019-202015 school year, the correlation between teacher effectiveness ratings and student growth in Project LEAD schools will be documented.

### **Describe How Project Will Involve Community beyond Local School System**

To educate district-level, community partners, agencies, industries, and governmental and/or legislative agencies, Project LEAD will use various methods to disseminate information and familiarize stakeholders with the compensation model and how this will bolster teacher recruitment as well as student achievement. As part of the community education and outreach, each participating middle school will have a webpage which is updated regularly with photos reflecting school events, scheduled meeting times, agendas and minutes, and video clips showcasing the work of the project through math competitions and events. External stakeholders will be invited into the school to participate in student showcase events as well as town hall meetings highlighting school strengths and growth annually. The annual event at the school will

also be an opportunity for community members to support the students and learn about how students are using math beyond the classroom. Inviting in the community and broadcasting these extracurricular events utilizing media and social media will showcase how students are making math relevant to their own lives while still making progress.

The numerous local civic and religious organizations in the Durham and Research Triangle Park area can bolster the efforts of the school and support the unique heritage while showing students and families the many opportunities available for them locally. There is also a network of such organizations nationally which may afford additional opportunities for the students to network and gain experiences on a national stage. Parents would also be willing to support the school and students when invited to by the school and would be able to act as ambassadors of a sort and engage in outreach activities to the companies and businesses they in turn are employed by to garner additional support for the school and students. This in turn will also increase the family feeling of the school and foster a close-knit community with vested interests in helping the students be successful in the attainment of their immediate and long term academic goals.

To ensure the creation of a well-defined process for building relationships with individuals and groups, Project LEAD teachers will work collaboratively with district level personnel and members of the public to bolster community relations that specifically address the school's/district's teaching and learning agenda. Project LEAD staff will make every effort to understand community, professional, and policy environments, particularly those that impact teaching and learning. More specifically, Project LEAD will foster relationships with individuals and groups that are directly involved with the learning improvement process. Furthermore, Project LEAD members will garner necessary resources, e.g., fiscal, intellectual,

and human capital, to promote the learning agenda and move the organization forward. Through this process, Project LEAD staff will devise a plan to manage any conflict that may ensue as a result of opposition.

Creating multi-lingual communication systems will help provide access and success for the parents at Project LEAD schools. Within the school, communication between faculty and students and their families will be primarily through email, in writing in the form of newsletters or notes, and personal communication in phone calls and conferences. Interpreters will be used to translate documents if needed and to offer translation services during conferences and meetings.

To be inclusive of the school and larger community as whole, Project LEAD team members will create and maintain a strong social media presence with a DNS website, Facebook page and Twitter account to help all stakeholders access information, be engaged, and stay informed. These forms of communication will extend beyond the school and into the larger community, serving to also showcase the diversity housed within its walls. Strong links to local faith based and civic organizations and businesses will be further fostered by partnering with those groups to celebrate cultural events throughout the year, spotlighting our students and exposing the community to the rich cultures represented at our schools. Furthermore, quarterly newsletters will be mailed home, posted on the school website, and sent to local newspapers informing stakeholders of achievements, events, and upcoming dates of importance to facilitate the relationship between stakeholders and the school with the surrounding community at large.

These external community members such as the faith-based and civic organizations mentioned previously, and businesses such as banks, grocery stores, credit unions and the like, will be invited to partner with Project LEAD schools in a mutually beneficial relationship to

support the school and student achievement. The families and students will be exposed to their goods and services, and the promotion of academics in supporting a highly educated and loyal consumer base and potential work force.

At every step of stakeholder communication, the school board, superintendent and district office cabinet will be included in the information being disseminated and they will also be invited into the school to participate in events, speak at assemblies and awards ceremonies, and interact with the diverse population in our Project LEAD schools.

<b>Timeframe</b>	<b>Action Steps</b>
Spring 2017	<ul style="list-style-type: none"> <li>➤ Site Visits to other school districts in NC who have successful teacher compensation models</li> <li>➤ Additional site visits to other schools outside NC if necessary</li> <li>➤ More research and contact with districts that have various teacher compensation models across the nation.</li> <li>➤ Review and revision of current practices in the district</li> <li>➤ Assemble Design and Planning Team from various departments and stakeholders in the district</li> <li>➤ Initiate and hold meetings with potential community partners in the area.</li> </ul>
Summer 2017	<ul style="list-style-type: none"> <li>➤ Ongoing Planning Team planning meetings</li> <li>➤ Finalize formal redesign proposal and implementation process</li> <li>➤ Seek and receive board approval for academy</li> <li>➤ Begin implementation steps as appropriate</li> <li>➤ Marketing and outreach meetings for the redesign program to schools and community members.</li> <li>➤ Initiate redesign steps and begin full implementation</li> <li>➤ Provide staff development and training as needed</li> <li>➤ Hire necessary staff</li> <li>➤ Develop process for successful transition and opening of 2017-18 school year</li> <li>➤ Marketing campaign for the Durham Newcomers School.</li> </ul>

**Cite Data that Supports Need Statement. Use Evidence of SES Status, Demographic Data, and Population to Support Need**

Currently in North Carolina, the state is facing a teacher shortage that will only increase in the next few years. Since 2010, enrollment in education programs across the UNC system has fallen by 30% from (23,642 to 16,527). With a teacher turnover rate of rate of almost 15% plus additional student enrollments, North Carolina will need at least 10,000 new teachers each year just to meet demand. STEM teachers are even more difficult to recruit as private sector jobs offer lucrative salaries and benefits that cannot compete with state salaries.

Student demographics vary widely by school, with an overall population identified as 45.7% African American, 29.9% Latino, 18.8% White, 2.9% Multiracial, 2.3% Asian, <1% Native American, and <1% Hawaiian/Pacific Islander. As of October 2016, 65% of DPS students received free or reduced-price school meals, with rates above 80% at 14 schools. In 2015-2016, the DPS four-year cohort graduation rate was 82.1%--slightly below the statewide average of 85.8%. During this same year, the 9-12 dropout rate was about 2.67%--slightly above the state rate of 2.39%. In 2015-2016, 4,565 DPS students were classified as Limited English Proficient (LEP) and 6,080 spoke a language other than English at home, with more than 90 different languages represented.

According to Sutchter, Darling-Hammond, & Carver-Thomas (2016), North Carolina ranks 2.67 out of a 1-5 scale for its Teacher Attractiveness Rating, with 1 being the least desirable and 5 being the most. In addition, students in high-minority schools (15.46%) in North Carolina have a higher ratio of inexperienced teachers than peers in low-minority schools (8.8%). In Durham Public Schools, the majority of our middle schools are high minority including all of the eight schools that would be part of the Project LEAD initiative. Furthermore,

students in high-minority schools also have a higher percentage of teachers who are uncertified (.81%) versus those in low-minority schools (.3%). In a 2014-15 report, NCDPI reported that middle school math teachers were the fourth hardest category of teaching area to staff across all grade levels and subjects and the most difficult area in middle school.

### **Describe How Project Information Will Be Shared with Other School Systems**

Project LEAD information will be shared with other school systems across the state and nation through various conferences and meetings including ones like the NC Council for Teachers of Mathematics and the NC Association for School and Curriculum Development. The district Project LEAD manager and leadership team would also apply to national conferences as well to share the insights on the program model.

### **Describe Local Evaluation Procedures and Time Frame for These**

The school district will contract with a third party evaluation company following the open bid process. DPS has used a number of evaluation firms in its evaluation of other grant programs; the selection of this firm will be based on familiarity with professional development and instructional improvement initiatives, familiarity with DPS, and the firm's years of experience in education research and program evaluation. While acting in the role of independent consultant, this company will also provide ongoing feedback and recommendations to assist DPS with implementing continuous improvement and achieving project objectives.

With the guidance of the evaluation company, DPS will conduct formative and summative evaluations of the project, and the evaluation company will handle production of any annual reports needed for the NCDPI. The process evaluation will focus on how the project is being implemented, how the project is operating, the services it delivers, and the functions it performs, documenting the decisions made in carrying out the project. The formative evaluation will

address whether the project is being implemented as originally designed and is providing services as intended. This will be an ongoing activity, occurring through the period of project operations, and will be a vehicle for periodically organizing and providing feedback information to key personnel, school administrators, and the Project LEAD management team—information that will be useful in introducing refinements and improvements in the project.

The summative outcome evaluation will measure the progress being made toward achieving the goals, objectives, and outcomes identified for this proposal. The summative evaluation will be conducted annually and answer the overarching question, “What difference is the project making?” providing a statement about the impact of the project at annual intervals and quantifying the changes in desired outcomes occurring as a result of the project.

In coordination with the independent evaluation company, DPS will also produce a summary impact statement at the end of the grant performance period. This statement will focus on the broad, long-term impact of project activities, as well as assess the secondary benefits of the project expected to develop over its course, such as the extension of program activities across the district and involvement of new community partners. Serving as an executive summary for the project, this statement will guide the continued development of project strategies and activities in years following the end of grant funding.

Evaluation methods will include collecting both qualitative and quantitative data from teachers and principals. The number of teachers completing career ladder opportunities, teacher effectiveness ratings, and student achievement and academic growth will be documented. Recruitment and retention data will be recorded. Teacher and principal surveys, interviews, and observations, and feedback on professional development will also be recorded. Data will also be collected regarding support for Project LEAD.

## Attachment A

### Project LEAD Budget

LEA: Durham Public Schools

Targeted Demographic: Middle School Mathematics

<b>Category/Activity</b>	<b>FTE</b>	<b>Amount</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<i>Salaries &amp; Compensation</i>					
Project LEAD Coordinator	1.0	\$65,000	\$65,000	\$65,000	\$65,000
Additional Month of Employment for Project LEAD Teachers	2.4	\$96,000	\$96,000	\$96,000	\$96,000
One-time Signing Bonus		\$12,000	\$12,000	X	X
Monthly Stipend for Project LEAD Teachers		\$240,000	\$240,000	\$240,000	\$240,000
Performance Bonus for Project LEAD Teachers*		\$120,000	\$120,000	\$120,000	\$120,000
National Board Costs		\$45,600	\$15,200	\$15,200	\$15,200
Performance Bonus for Grade Level Teachers*		\$150,000	\$200,000	\$200,000	\$200,000
Performance Bonus for School Leadership Team*		\$150,000	\$150,000	\$150,000	\$150,000
<b>Total</b>			<b>\$898,200</b>	<b>\$886,200</b>	<b>\$886,200</b>

\*Expenses were estimated based upon higher averages for a teacher's years of experience as well as the number of potential teachers and school leaders who would meet the performance bonus criteria. If the actual costs are lower, the district will redirect those costs to offset expenses for benefits such as FICA and retirement that were not included in this budget or for professional development and travel costs. If the actual costs are higher, the district will then redirect funds to support the program model.

School	2015-2016 Certified Allotments	2015-2016 Certified Resignations
Middle Schools		
Brogden Middle School	50.1	15
Carrington Middle School	79.5	11
Githens Middle School	71.8	17
Lakewood Montessori Middle School	23.9	8
Lowe's Grove Middle School	61.1	23
Lucas Middle School	50.9	9
Neal Middle School	69.8	10
Rogers-Herr Middle School	48.9	11
Shepard Middle School	40.4	13
The School for Creative Studies	49.1	8

EVAAS 15-16	Accountability Growth	Educator Effectiveness
Brogden Middle School	-1.34	-2.29
Carrington Middle School	-3.26	-4.81
Githens Middle School	-3.55	-0.9
Lakewood Montessori Middle School	-3.02	-3.02
Lowe's Grove Middle School	-1.3	-3.23
Lucas Middle School	-1.2	-5.21
Neal Middle School	-4.06	-4.83
Rogers-Herr Middle School	0.46	-0.49
Shepard Middle School	-1.51	-8.57
The School for Creative Studies	-2.04	2.47

Beginning Teacher Count 16-17	Mathematics Teachers	Lateral Entry
Brogden Middle School	3	1
Carrington Middle School	3	

Githens Middle School	3	2
Lakewood Montessori Middle School	1	
Lowe's Grove Middle School	0	
Lucas Middle School	1	
Neal Middle School	6	2
Rogers-Herr Middle School	3	
Shepard Middle School	3	2
The School for Creative Studies	1	

Report: Scatterplot

Test/Subject: End of Grade Math

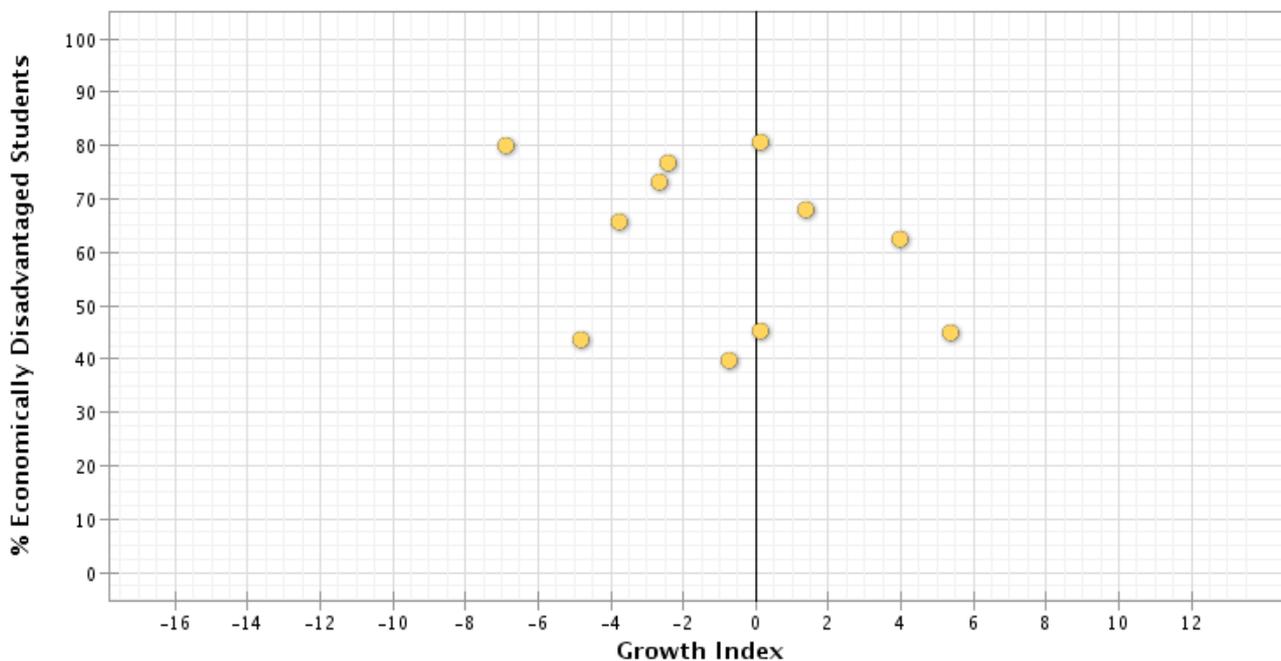
Year: 2016

Grade: Across Grades

The demographic percentages reported in the table below are based only on students who were assessed in End of Course and End of Grade assessments during the 2015-16 school year. As a result, these values may differ from other information distributed or published by DPI.

### % Economically Disadvantaged Students vs. Growth

This selection shows the relationship between growth and students' socioeconomic status. The pattern you see can provide insight into the effects of educational practices and policies in your area. SAS EVAAS analyses show no correlation between students' growth and their socioeconomic status. Therefore, whether students are designated economically disadvantaged or not, they are equally likely to make good progress.



School	% Economically Disadvantaged Students	Growth Index
Durham Public Schools		
Brogden Middle	73.01	-2.62
Durham School of the Arts	44.62	5.37
George L Carrington Middle	67.65	1.42
James E Shepard Middle	76.57	-2.38
Lakewood Montessori Middle	39.53	-0.7
Lowe's Grove Middle	80.34	0.14
Lucas Middle	62.06	4.02
Neal Middle	79.62	-6.86
Rogers-Herr Middle	45.01	0.16
Sherwood Githens Middle	65.56	-3.75
The School for Creative Studies	43.46	-4.77

# 6-12 SECONDARY SCHOOLS SUPPORT STRUCTURE

## CURRICULUM SPECIALIST

### COURSE PLC LEADERS

What?

- Curriculum support
- Horizontal alignment

Who?

- Data-identified effective teachers

How?

- Quarterly meetings with teachers across District
- Curriculum-writing
- Assessment review
- BT professional development
- Instructional rounds
- Teacher Institutes

### DEPARTMENT CHAIRS

What?

- Resource management
- Vertical alignment
- Conduit of information from Central Office to Department members

Who?

- School-based teacher leaders

How?

- In-house instructional rounds
- Monthly department meetings in-school
- Monthly participation in District Chair meetings

### GROW NETWORK TEACHER LEADERS

What?

- Instructional & planning model teachers

Who?

- Exemplar classroom teachers

How?

- Class visits
- Video-taping best practices
- Teacher talks

### EOG/EOC CONTENT COACH

What?

- Content specific instructional support

Who?

- Experienced, highly effective teachers

How?

- Shoulder-to-shoulder coaching with 1) BTs, 2) identified veteran teachers 3) Principal-identified teachers
- Modeling lessons
- Prescriptive support to target schools and teachers
- Direct feedback to content specialist

