TABLE OF CONTENTS

PROJECT NARRATIVE

Alignment with TSL Absolute and Competitive Preference Priorities

Absolute Priority 1: Human Capital Management System (HCMS) or Performance Based

Compensation Systems (PBCS)

Charlotte-Mecklenburg Schools (CMS) proposes Opportunity Culture Teacher-Leader Pathways
(OCTLP), a three-district community of practice that will successfully **develop, implement,**
improve, and expand Opportunity Culture school staffing models in high-need schools. In
Opportunity Culture staffing models, highly effective teachers gain access to career
advancement as Multi-Classroom Leaders (MCLs) who take on increased responsibility leading
small teaching teams for greater pay while continuing to teach. MCLs provide ongoing
teacher-led, job-embedded, differentiated, and personalized professional development,
mentoring, and coaching for their teams, increasing the effectiveness and job satisfaction of
educators. CMS was the first district to develop and implement Opportunity Culture staffing
models in 2013, provided the majority of data for a rigorous third-party study of Opportunity
Culture impact in 2018, and has established structures and systems to scale this PBCS to 114
schools in the district via the **CMS Teacher-Leader Pathway**. OCTLP achieves Absolute Priority 1
by pursuing 3 goals:

- **Goal 1: Develop**. CMS will partner with Public Impact to support Fort Worth ISD and
  Montgomery County Public Schools in developing system-level structures to integrate
  the Opportunity Culture PBCS into their HCMSs, including strategic use of teacher
  evaluation ratings and student learning results to select Multi-Classroom Leaders. Public

Impact is the source of Opportunity Culture design assistance and is the provider that assisted CMS between 2012 and 2016, and has since assisted more than 60 districts.

- **Goal 2: Expand.** Through OCTLP, CMS will collaborate with principals, teachers, and others at the school level to expand Opportunity Culture staffing design to make our PBCS available district wide. Public Impact will support the two partner districts in collaborating with principals, teachers, and others at the school level to expand the model to 31 high-need schools. CMS will also host two conferences to help state and district leaders from across the country learn about the PBCS and consider benefits of implementing in their local contexts.

- **Goal 3: Implement and Improve.** Educators taking on new roles will receive ongoing professional development from CMS or Public Impact. CMS will provide learning experiences and peer guidance to our district partners to improve implementation launches of Opportunity Culture staffing models in their own contexts.

Absolute Priority 2: High-Need Schools

CMS prioritized high-need schools during initial implementation of its PBCS. Of the remaining 67 schools in CMS that will adopt Opportunity Culture staffing models, 12 qualify as high-need. OCTLP partner districts will begin their PBCS in high-need schools as CMS did; all 31 participating schools qualify as high-need based on the most recent National School Lunch Program data (see *Appendix E*).

Competitive Preference Priority 1: Promoting Equity in Student Access to Educational Resources and Opportunities

OCTLP will be implemented in high-need schools at the elementary, middle, and high school levels **(a)** that currently provide inequitable and inadequate access to highly-effective teaching that is needed to close achievement gaps, overcome unfinished learning from covid disruptions, and support students to accelerate to advanced content **(b)**. Multi-Classroom Leaders reach vastly more students than a typical teacher, directly increasing equitable access. In addition, as a result of the intensive support provided by Multi-Classroom Leaders, OCTLP will increase the number and proportion of effective educators at each school. This will ensure more students have access to excellent instruction **(1)** and will improve retention of effective educators in high-need and shortage areas **(2)**. Third-party studies of Opportunity Culture staffing models have focused on implementation in high-need schools and found that, on average, teachers who joined Opportunity Culture Multi-Classroom Leader teams moved from producing 50th percentile student learning growth to 77th percentile student learning growth in reading and math. Conversion of these results into years of learning equates to an extra half-year of learning for students each year, on average, when an educator with prior high growth leads the team as a Multi-Classroom Leader (MCL).[1]

Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning

OCTLP will improve the capacity of high-need schools to hire, support, and retain an effective and diverse workforce. Participating districts will use a district pool process to ensure rigorous and unbiased screening and selection of candidates for Opportunity Culture roles, including use of the behavioral event interview technique, which assesses candidates for key competencies rather than relying on traditional markers of leadership. Opportunity Culture districts recruit

widely for teacher leader roles to ensure a diverse candidate pool and evaluate their effectiveness in that regard. Nationally, nearly 50% of Multi-Classroom Leaders are teachers of color, far above the percentage in the teaching force as a whole, which research has shown to provide instructional benefits for students of color.[2] MCL teams also include new roles for paraprofessionals and teacher residents, who can increase the diversity of the pipeline of teachers in high-need schools in the future.

A. Need for Project (Selection Criteria V.1.a.2.i-iv)

i. Gaps or weaknesses. The three districts in OCTLP serve diverse student populations with varied needs and challenges. As Table 1 shows, each of us serves large percentages of economically disadvantaged students and students of color (**Requirement i).**

Table 1. Student Demographic Data			
	CMS	**FWISD**	**MCPS**
# students enrolled	145,598	72,332	160,554
# of schools	181	137	210
# of Title I schools	94	120	39
% of students LEA-wide in poverty	27%	84.37%	44%
● **African-American or Black, not Hispanic**	35%	20.1%	21.8%
● **White, not Hispanic**	24%	10.8%	24.4%
● **Hispanic or Latinx**	30%	65.4%	34.6%
● **Asian or Asian-American**	7%	1.8%	13.9%
● **Am. Indian, Alaskan Native, or Pacific Isl.**	.003%	0.2%	0.1%
● **Multiple Race/Ethnicity**	3%	1.8%	5.1%

Within these contexts, five gaps compel CMS and our partner districts to implement OCTLP:

Academic achievement. All three districts have significant achievement gaps between White students and students of color, and between economically advantaged and disadvantaged students. Table 2 shows these gaps by district based on the most recently available state test score data (**Requirement i**).

Table 2. Academic Achievement Gaps by District								
	Percent Proficient ELA			% Proficient Math			4-Year Grad. Rate		
	District	Students in Poverty	Students of Color	District	Students in Poverty	Students of Color	District	Students in Poverty	Students of Color
CMS	45.7%	35%	32%	50%	34.4%	31.7%	84.1	77.3%	76.8%
FWISD	52%	45%	AA: 37% Hispanic: 49%	35%	28%	AA: 20% Hispanic: 31%	85.7%	84.7%	AA: 81.4% Hispanic: 86.7%
MCPS	65.9%	30%	40%	64.1%	43%	49%	91.4%	50.3%	86.8%

Equitable access to effective teachers. Too often, students in high-need schools and members of historically marginalized groups have teachers who are more likely to be early in their careers, teaching outside of their fields, or rated ineffective in teacher evaluation systems. When relying on the traditional one-teacher-one-classroom staffing model, students in schools with chronic vacancies often receive instruction from permanent substitutes. Since the quality of teaching is the single most important in-school factor in student learning, this inequity is a major root cause of academic achievement gaps in our systems. Examples of inequitable access include (**Requirement ii**):

- During the 2021-2022 school year, Charlotte-Mecklenburg Schools had 2,146 educator separations, the majority of which (61.4%), occurred in high-need schools. These schools disproportionately serve students of color, which highlights continued concerns around inequitable access to a high performing teacher. Often , educators hired into high needs school in CMS are classified as beginning teachers with little to no experience in public education.

- Fort Worth ISD began the 2022-2023 school year with 198 teacher vacancies. The majority of the vacancies (55%) were in high-need schools as identified by the Fort Worth ISD School Performance Framework.

- Montgomery County Public Schools began the school year with 325 teacher vacancies. Of the 1,006 hires that were made, 50.8% had 0-3 years of teaching experience.

Diversity of workforce. While our student populations have grown more racially diverse, our teacher workforces remain primarily White (see Table 3). Given substantial research showing that students learn more when they have teachers with similar backgrounds, increasing the diversity of our teacher pools is a major priority to address racial achievement gaps. The staffing models in our PBCS will also stabilize and support teachers to improve retention.

Table 3. Teacher Demographics by District						
	# Teachers	% Teachers of Color	% Students of Color	% Teacher Turnover	# Teacher Vacancies at SY Start	% New Hires with 0-3 Years
CMS	8,834	39.9%	76%	10%	363.5	19.8%
FWISD	4,913	53%	89.2%	10%		64%
MCPS	13,648	30.3%	75.6%	8.6%	325	50.8%

Opportunities for advancement for teachers rated highly effective and effective. In CMS, we have made Teacher-Leader Pathways available to a large proportion of our educators, reaching 114 schools since the launch in 2013. Still, 67 of our 181 schools do not yet offer these opportunities for career advancement, including 12 high-need schools. Our OCTLP partner districts do not yet offer these opportunities in any schools, so beginning OCTLP in high-need schools is a critical step toward giving their educators career advancement opportunities in settings where teachers and students stand to gain the most. **(Absolute Priorities 1 and 2)**

Opportunities for job embedded development for all educators. When educators lack career advancement opportunities to expand their impact by supporting peers, the flip side is their peers do not have the chance to benefit from daily, job-embedded, personalized support that is provided when highly effective teachers lead small teams. As detailed in the section on Quality of Project design, this kind of support has been shown to improve both teacher instructional practice (**Requirement vi)** and teacher retention. Attracting and maintaining a diverse workforce requires this kind of support, and too often it is lacking. OCTLP will expand these supports system-wide in CMS and to many high-need schools in partner districts (**Competitive Priorities 1 and 2).** Table 4 (below) summarizes the strategies OCTLP will employ to address these gaps.

ii. **The project will integrate with or build on similar efforts to improve relevant outcomes**. In CMS, OCTLP builds on our Teacher-Leader Pathway initiative, which has been working in schools since 2013 and has reached 62% of the district's schools. OCTLP will enable expanding these models to all remaining high-need schools as well as deepen our support for participating schools to build capacity for long-term maintenance of the effort after the grant ends.

For our partner districts just launching this work, Opportunity Culture staffing design will support their existing strategic plans and change efforts:

- Fort Worth ISD is now developing a new strategic plan, and within that process determined Teacher Recruitment and Retention will be a key pillar. FWISD is also committed to addressing shortages that stretch current teachers thin and reflect a lack of diverse representation and language accessibility, particularly insufficient student access to Black, Latino, and bilingual teachers. FWISD will use Opportunity Culture staffing design to provide intensive job-embedded instructional coaching and attract and retain needed diversity in their teaching workforce.

- Montgomery County Public Schools outlines two key objectives in the district's instructional plan, including improvement of student achievement in literacy and mathematics through coaching and data-driven decision making, and increasing student access to experienced and diverse principals and teachers in high-need schools. Many teachers in MCPS are inexperienced, with 50.8% of the 1,006 teachers hired in 2023 having 0-3 years of teaching experience. MCPS will use Opportunity Culture staffing design to build on its efforts to implement the Maryland Blueprint to align compensation with a career ladder for teachers. MCPS is also building on the district's recent anti-racist audit, with an action plan that addresses working conditions and workforce diversity.[3]

Funding streams. All three OCTLP districts will leverage existing funding streams to cover core, ongoing costs of implementing these models. Specifically, schools fund stipends for Multi-Classroom Leaders and other roles as well as new Reach Associate and teacher residents solely by reallocating existing funding from school budgets to these new costs. In many cases,

this funding is state and local allocations for positions that have become vacant and schools face severe challenges filling vacancies. While not counted for the TSL match, schools also repurpose Title I funding from uses that were not producing the desired results to support these models' costs. Since all of these sources are recurring, schools will be able to continue the work after the end of the TSL grant without additional special grants (**Requirement 8)**.

Educator support. OCTPL educators have expressed support for such models in different ways:

- Charlotte-Mecklenburg Schools has received positive feedback about its Opportunity Culture PBCS from stakeholders, including principals, teacher-leaders, and supported teachers. Principals have indicated that they appreciate the increased staffing and scheduling flexibility, the ability to reward and retain excellent teachers in their building, and the ability to recruit high performing teachers. Opportunity Culture teachers have indicated that their positions have been necessary to remain in the field of education. Their expanded reach to more students contributes to a higher level of job satisfaction and positively impacts teacher perceptions of their careers. Access to this career path also makes a career in public education financially competitive with other fields. Educators supported by an OCTPL teacher have indicated this has helped them to grow in their career, which is further illustrated by data that shows significant student growth in the classrooms of such teachers when compared to their unsupported colleagues.

- Fort Worth ISD stakeholders have indicated that a key need to address is more intentional professional development, such as mentoring provided by highly effective veteran teachers related to instructional practices and coaching, effective PLCs,

accountability, and classroom management. Multi-Classroom Leaders will provide the desired job-embedded professional learning and support.

- Montgomery County Public Schools is working with the local teachers union to improve working conditions for teachers, including creative scheduling to increase planning time in elementary schools and paid participation in a Lead Teacher Academy to prepare nationally board certified teachers for career advancement. MCPS also learned in their recent anti-racist audit that teachers of color feel underrepresented and do not always feel comfortable in the workplace. Multi-Classroom Leader teams will be a key support structure for new teachers and a retention strategy for excellent teachers ready to lead, and the Opportunity Culture school staffing design process will equip school teams of teachers to leverage creative scheduling for team planning time and individual one-on-one support from their Multi-Classroom Leaders.

iii. Part of a comprehensive effort to improve teaching and learning. Each OCTLP partner district is leveraging the PBCS as part of a comprehensive effort to improve teaching and learning, particularly by providing more intensive and effective daily support to teachers to use data-driven instructional practices aligned with rigorous academic standards.

The CMS Teacher-Leader Pathway provides excellent educators who qualify for the talent pool access to professional development opportunities that focus on management, leadership, communication, data analysis, and coaching. CMS teacher-leaders go through rigorous screening and must display the ability to drive student growth. They use a wide variety of techniques to improve teaching and learning including regular coaching meetings, co-teaching, modeling, flexible grouping, and role play. These teacher-leaders lead regular (typically weekly)

data meetings to inform instruction and are trained using materials based on the Get Better Faster model to aid in conducting these meetings effectively. CMS teacher-leaders also receive training in Crucial Conversations, Influencer, and Accountability to increase their effectiveness when leading planning, data, and coaching meetings.

Fort Worth ISD is committed to providing opportunities that fit student needs and desires to prepare them for the future. In order to achieve student learning gains, the district seeks to improve consistency of planning and use of research-based teaching practices to provide instruction that is culturally responsive and based on standards-aligned curriculum that meets the diverse needs of every learner.[4]

As outlined in the Montgomery County Public Schools strategic plan priority for Academic Excellence, the district seeks to improve student learning in literacy and mathematics by providing professional learning and coaching to school-based staff in support of equitable, grade-level instruction, aligned to the Maryland College and Career Ready Standards. The district is focused on data monitoring to determine whether students are making adequate progress and coaching to implement data-driven instructional planning. The district will achieve these changes in a set of 15 Opportunity Culture schools by establishing effectively designed teaching teams led by Multi-Classroom Leaders.[5]

Teacher Evaluations and Summative Evaluation Ratings. Teacher evaluation ratings in OCTLP districts further emphasize the need for teacher support and are expected to improve upon implementation of the PBCS:

- In a study conducted by Public Impact on behalf of Charlotte Mecklenburg Schools in 2019, by year three, teachers supported by a multi-classroom leader were almost 1.5 times more likely to receive an Accomplished or Distinguished rating on Standard IV of the NC teacher evaluation tool. Standard IV evaluates the degree to which "Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students." CMS anticipates this will be achieved in all schools once district-wide implementation is achieved. During the grant period, CMS will track the evaluation ratings of supported teachers and how many supported teachers qualify into the TLP talent pool to pursue advanced roles.

- FWISD: Teachers receive summative ratings of "Distinguished," "Accomplished", "Proficient," "Developing," and "Improvement Needed." Average teacher performance is a 3.4, which falls between "Proficient" and "Accomplished." The district expects to see this average increase in schools that use the Opportunity Culture PBCS.

- MCPS: Teachers receive a summative rating of "Meets Standard," "Emerging," or "Below Standard." Currently 5% of MCPS teachers are at the emerging or below standard levels; a disproportionate number of these ratings go to new teachers.

Each participating OCTLP district uses a valid and reliable teacher evaluation system that includes student learning among the indicators assessed. Selection of educators for the advanced role of Multi-Classroom Leader will prioritize student learning results, though each district will choose additional indicators to assess leadership. Multi-Classroom Leaders will be responsible for helping their team teachers improve, as described below in *Goal 1: Develop*.

iv. Design will address the needs. The design of OCTLP is focused on three goals, described.

Table 4 shows how the proposed design addresses all needs outlined earlier in this section.

Goal 1: Develop. CMS will partner with Public Impact to support Fort Worth ISD and

Montgomery County Public Schools in developing system-level structures to integrate the

Opportunity Culture performance-based compensation system into their HCMSs. Specifically,

each system will develop:

New roles with job descriptions. Each district will add new roles to its career ladder for

teachers. The cornerstone role of Opportunity Culture staffing design is **Multi-Classroom**

Leadership (MCL). MCLs lead small teams of 3-8 other teachers while continuing to teach. The

role includes leading the team to understand content and prepare for lessons, analyze student

data, and plan adjustments; co-teaching, modeling, and teaching small groups in team teachers'

classrooms; and observing and providing feedback **(Absolute Priority 1).** Districts may also

include **Team Reach Teacher** roles, teachers who extend their reach to more students to

prevent their school from having to fill persistent vacancies with long-term substitutes and

other emergency hires. Districts may create **Reach Associate** roles filled by paraprofessionals or

aspiring teachers who complete a residency by serving on an MCL team. Districts will focus

these roles in high-need schools *(Absolute Priority 2)*. They are the critical design elements to

increasing equitable access to highly effective teaching *(Competitive Priority 2).* Finally, while

not a new role, principals' roles change fundamentally as they move to a distributive leadership

model in which teacher-leaders work alongside them for schoolwide change.

Career advancement along career ladders with enhanced compensation (Absolute Priority 1).

Together these roles (and levels within them such as MCL I, MCL II, and MCL III based on team

size) transform teaching from a flat profession into one that allows teachers to advance in their careers and earn more, while continuing to teach. MCLs in CMS can earn as much as $18,250 supplements; nationally, the average MCL makes a supplement of about $12,250. CMS Team Reach Teachers (called "Expanded Impact Teachers") make as much as $9,000 supplements. Since these supplements are much larger than typical extra stipends teachers can earn for taking on responsibility, they can have a large impact on who is attracted to - and who remains a teacher in – high need schools. Finally, paid paraprofessional roles that can be filled by teacher candidates provide a financially sustainable way to entice individuals to enter the teacher pipeline who would otherwise pass due to financially unviable unpaid student teaching. This opportunity will help increase the diversity of the profession *(Competitive Priority 2).*

Recruitment and selection policies and practices. Each district will design a recruitment and selection process with two purposes: (1) ensure that teachers selected for these roles meet a high bar for excellent teaching; when these teachers extend their reach to more students, that increase equitable access to highly effective teaching *(Competitive Priority 1); and (2) create a diverse pool of educators taking on these advanced roles* matching or exceeding the national Opportunity Culture experience of nearly 50% teachers of color in these roles *(Competitive Priority 2).* Key elements of these processes include early hiring timelines to give highest-need students access to top-notch talent; use of non-biased selection criteria including evidence of prior student learning growth and demonstration of leadership competencies via behavioral event interviews; and use of a district pool process to screen candidates based on objective criteria, then leaving schools to select for fit from among qualified candidates.

Evaluation and accountability for new roles. Each district will adapt its existing teacher accountability system to create an accountability process for new roles that is fair, rigorous, valid, reliable, and objective. For Multi-Classroom Leaders, for example, these adaptations typically involve: (a) constructing a measure of student learning growth across the MCL's entire team; and (b) creating an observational method to assess the quality of the MCL's team leadership of their team. Teachers' prior contributions to student learning and ratings in the existing evaluation system will form the baseline measures *(Requirement iv)*.

Financial flexibility. Each district will determine which funding streams school teams may re-allocate in order to pay for the costs of these new models within existing schools budgets in a financially sustainable way beyond the life of the grant *(Requirement viii)*. Potential sources may include vacant state and locally funded classroom teacher and other positions that schools struggle to fill; vacant positions for academic coaches or other roles that are no longer needed once schools have created widespread teacher leadership roles; and dollars from available funding streams from Title I or state-funded programs for high-need schools. (Note: any funds reallocated from federal sources will not count toward the TSL match).

Goal 2: Expand. Through OCTLP, CMS will collaborate with principals, teachers, and others at the school level to expand Opportunity Culture staffing design to make our PBCS available district wide, including the 12 high-need schools that do not have the PBCS. Public Impact will support the two partner districts in collaborating with principals, teachers, and others at the school level to expand the model to 31 high-need schools. OCTPL will reach a total of 44 high-need schools *(Absolute Priority 2)*. Activities toward this goal will include:

Selection of schools to participate. Each district will select schools based on the presence of the "gaps" discussed earlier in this section, as well as expressed interest and commitment on the part of school principals and effective teachers at the schools.

Empowerment of school design teams made up mostly of teachers. To ensure that teachers and other school personnel are fully committed to the designs their schools adopt, each participating school will have a school design team made up of the principal, 2-4 teachers, and other school staff with expertise and perspective useful to the design process *(Requirement iii)*. These design teams will make all critical decisions about how to implement Opportunity Culture models in ways that meet their needs; these decisions are described below.

Site visits to Charlotte-Mecklenburg. With a decade of experience and a variety of school contexts (elementary, middle, and high; diverse student populations) CMS is well-positioned to host visits from school design team members from partner systems. Visitors will hear from system leaders, principals, Multi-Classroom Leaders, and other educators and to see models in action by observing classrooms, team meetings, and other team activities. CMS will also host two conferences designed to help state and district leaders from across the country learn from our PBCS implementation and consider benefits achieved and lessons learned.

Development of school plans. Each school design team will make decisions about how to implement this model in their school, including: (1) the **team structure** to be used (which grade levels and/or subjects are part of each MCL's team; what kinds of roles to include on each team); (2) the **schedule** that creates time for MCLs to play their leadership role, the whole team to engage in team meetings, collaboration, and job-embedded professional development, and meaningful feedback, and all adults to provide significant small group tutoring to students; and

(3) the funds that will be re-allocated sustainably from the school budget to pay for stipends and new roles *(Requirement viii)*. Districts will review and approve plans based on the parameters set in the Develop phase, above, to ensure they provide career advancement opportunities with enhanced responsibility and pay in high-need schools for teachers to expand their leadership and results via teacher-led professional development, mentoring, and coaching,

Goal 3: Implement and Improve. Educators taking on new roles will receive ongoing professional development and implementation support from CMS or Public Impact. In addition, CMS and Public Impact will provide learning experiences and peer guidance to our district partners to improve implementation launches of Opportunity Culture staffing models in their own contexts. Specific activities include:

Professional development for new roles. Educators taking on new roles will receive professional learning to equip them for the new responsibilities, either from CMS (CMS's educators) or Public Impact (partner districts). For example, partner districts' educators will participate in Public Impact's national summer and school year professional learning strands for principals, Multi-Classroom Leaders, and Reach Associates. These sessions allow educators to learn best practices from organizations supporting people in these new roles for a decade and to learn from each other and forge connections with others in the same roles.

Implementation support. Schools will receive implementation support that helps them improve the quality of their work over time. Public Impact school coaches will conduct surveys and interviews to identify strengths and areas for improvement per the indicators of strong implementation that are outlined in the Opportunity Culture School Implementation Review tool. School coaches will provide each school a feedback round memo and targeted support

activities to address priority needs identified. School coaches will facilitate planning sessions to

optimize and scale to more educators in the following school year. Participating schools will

have access to key resources and data through Public Impact's online School Excellence Portal.

Community of practice. CMS and Public Impact will provide opportunities for the partner

districts and CMS to learn from each other about the implementation of this initiative in their

systems. Topics to address include recruitment strategies to ensure diverse candidate pools for

Multi-Classroom Leader openings, leadership and systems needed to achieve scale of the PBCS,

monitoring and feedback for school leaders, and integration of high-impact tutoring within

Multi-Classroom Leader team schedules.

Table 4 summarizes how these activities address major gaps discussed earlier in this section.

Table 4. Major Gaps and Strategies	
Gap	**Strategy**
Academic Achievement and Equitable Access to Excellent Teaching	• Use **Multi-Classroom Leadership** to extend the reach of highly effective teachers to more students in high need schools; research shows this adds extra half-year of learning growth • Engage MCLs to **increase the teaching effectiveness of teaching team** members; research shows the average teacher on an MCL team produces student learning gains in the 77th percentile of teachers • Use Team Reach models to **reduce high-need schools' need to fill vacancies with long-term substitutes** or unqualified teachers • Add paraprofessional and teacher resident roles to high-need schools to support teaching teams and **increase research-proven small group tutoring**
Diversity of Workforce	• Actively **recruit a diverse pool** of Multi-Classroom Leader candidates • Use MCL selection criteria and processes, such as Behavioral Event Interviews, that **reduce bias** • Add teacher residency and paraprofessional positions that enable a more diverse set educators to have **paid in-school roles while obtaining teacher**

	certification
Opportunities for Advancement for Teachers Rated Highly Effective and Effective	● Offer **Multi-Classroom Leader positions** in high-need schools for teachers with a track record of high student learning growth and competencies of leadership ● Offer **Team Reach roles** to effective teachers in high-need schools ● Offer **higher pay** to teachers in these roles, funded within school budgets
Opportunities for Job-Embedded Professional Development for All Educators	● Enable teachers to **join collaborative teams** led by Multi-Classroom Leaders, obtaining daily job-embedded, personalized support to improve their practice ● **Change schedules** to give teachers significantly more time during the school day for planning, collaboration, and professional learning.

B. Quality of Project Design (Selection Criteria V.1.b.2.i-iii)

i. Rationale. OCTLP's rationale *(Requirement x.A)* is that if CMS and its partner districts

integrate the Opportunity Culture PCBS into their HCMSs and implement the model in

high-need schools, effective teachers will have career advancement opportunities that include

teacher leadership and opportunities to extend their reach to more students *(Absolute*

Priorities 1 and 2); all teachers will receive much greater job-embedded professional

development, mentoring and coaching; and paraprofessionals and aspiring teachers will have

access to paid roles that prepare them to become teachers. As a result, teacher effectiveness

will increase, the diversity of the teaching pool will rise *(Competitive Priority 2)*, and the

retention of effective teachers will become more common. Student achievement will rise as

students in high-need schools gain more equitable access to highly effective teaching

(Competitive Priority 1). For more on the Rationale, see the project's **Logic Model** (Appendix A).

ii. Review of the literature, plan for implementation, and use of methodological tools. We

provide our implementation plan in Quality of the Management Plan, and we address use of

methodological tools in the next subsection of this section, Evaluation. OCTLP is designed to implement the Opportunity Culture Multi-Classroom Leadership model and related changes in high-need schools. The MCL model has both direct evidence of effectiveness in the form of rigorous third-party studies and additional evidence that the model's components have a positive impact on teacher retention and satisfaction and student learning. *(Requirement x.B)*

Direct evidence. Two third-party studies have compared student learning in classrooms of teachers joining MCL teams to learning in classrooms of other teachers. On average, teachers who joined Opportunity Culture Multi-Classroom Leader teams moved from producing student learning growth at the 50th percentile of teachers to the 77th percentile in both reading and math. One study is CALDER's 2018 research on early Opportunity Culture districts, including Charlotte-Mecklenburg Schools.[6] The other is a 2021 study of implementation in a Texas school district.[7] Both studies used similar, rigorous quasi-experimental designs to isolate the impact of MCL team-membership on student learning. With team teachers achieving outcomes in the top quartile of teachers, the model provides equitable access to highly effective teaching to a much larger group of students than typical classroom arrangements.

In addition, Public Impact itself has gathered annual anonymous survey data from educators engaged in Opportunity Culture teams, which finds high levels of satisfaction with the model. In the most recent year (spring 2023), for example, 97% of Multi-Classroom Leaders indicated a desire for these models to continue at their schools, along with 86% of educators in all Opportunity Culture roles.[8] Since 93% of Opportunity Culture schools are Title I eligible, these studies provide considerable evidence that these models will make a positive difference for teachers and students in schools impacted by this grant.

Evidence on components. In addition to these direct analyses of Opportunity Culture, many studies suggest critical components of the model – namely (a) teacher-leadership and (b) the enhanced professional development and teacher support that it makes possible – contribute to teacher satisfaction and retention and higher student learning.

(a) Teacher leadership. Research has found a high degree of teacher dissatisfaction with many professional development practices, and such efforts have been faulted for not translating into substantial growth in teacher effectiveness.[9] Studies suggest one reason is that schools are not well-organized to provide high-quality support for teachers. Traditional organizational structures place the overwhelming responsibility of supporting all teachers in a building on a single principal or small group of administrators. On average, principals supervise nearly 50 adults, far more than leaders in other high-skill professional fields, and a majority believe that they are the "primary person responsible for [the] performance and growth" of the teachers they lead.[10] Stretched too thin with a wide-range of responsibilities, principals often cannot provide the support most closely linked to improvements in instructional practice, such as intensive, high-dosage instructional coaching associated with job-embedded professional learning.[11] Teacher leadership has emerged as an approach to address these issues with a growing research base. As mentioned above, direct research on Opportunity Culture Multi-Classroom Leadership shows large positive effects on student learning. In addition to teacher development and student learning benefits, research has found that teacher leadership roles can attract and retain both early career and proven teachers in high-needs environments. Qualitative studies have identified recent trends in teacher preference for "hybrid" roles that enable teachers to take on greater leadership responsibilities while remaining in the classroom.[12] When schools

respond to this preference by creating formal teacher leadership opportunities, fewer teachers

may pursue other opportunities that require them to leave the classroom or change schools.[13]

In one simulation, high-performing teachers were significantly more likely to select to work in a

high-needs, low-performing school over a low need, high-performing school as long as that

school had a "clear path to taking on school leadership roles while continuing to teach."[14]

Research has begun to illuminate the qualities of teacher leadership that support its

effectiveness. One is empowering teacher leaders with instructional authority, as this can

significantly enhance their influence on their colleagues and promote instructional reform.[15]

The number of teachers on a coach's caseload impacts the effectiveness of instructional

coaching.[16] In the schools included in CALDER's analysis of the effects of Opportunity Culture

roles on student growth, the median team size supported by multi-classrooms leaders was six.[17]

Finally, evidence from the broader literature on teacher pay suggests significant compensation

is needed to attract and retain excellent educators, particularly in high-need environments.[18]

These factors are all central to the Multi-Classroom Leadership model.

(b) Professional development and support. While much professional development and support

has proven ineffective, research has pointed to qualities of professional support that enhance

its effectiveness. A 2022 analysis of the literature finds professional development most likely to

be effective when it includes: "(1) built-in time for teacher-to-teacher collaboration around

instructional improvement; (2) one-to-one coaching, where coaches work to observe and offer

feedback on teachers' practice; and (3) follow-up meetings to address teachers' questions and

finetune implementation."[19] This finding extends prior research, which found that professional

learning in which teachers collaborate, receive coaching, and practice new approaches as part

of regular daily schedules, is more effective at increasing teacher capacity and improving teacher performance.[20]

This evidence is supported by research on teacher coaching. In a meta-analysis of 60 rigorous studies, Kraft and colleagues found a strong positive impact on both teacher instructional practice and student learning.[21] In addition, research on teacher retention also points to the importance of the support teachers receive in determining whether they stay in the profession. In a recent comprehensive meta-analysis synthesizing findings from 120 studies of teacher retention, three of the main factors positively correlated with retention were teachers' perceived quality of administrative support, access to mentoring, and strong in-service professional development.

The challenge schools and districts face is how to provide these supports consistently and effectively. OCTLP is designed to spread Multi-Classroom Leadership, a model that has been proven to bring these supports together in a way that boosts student learning.

Table 5. OCTLP Goals and Objectives
Goals
Goal 1: Develop. Across 3 school systems, integrate the Opportunity Culture performance-based compensation system into their HCMSs to provide new roles for teachers that provide well-paid career advancement opportunities and greater job-embedded support to teachers.
Goal 2: Expand. Collaborate with principals, teachers, and others at the school level to implement the models system-wide in CMS and in 31 high-need schools in partner districts.

Goal 3: Implement and Improve. Provide ongoing professional development and implementation support to educators taking on new roles, school leaders, and district leaders from technical assistance partner Public Impact and a community of practice across districts.

Objectives

Implementation Objectives

- 67 schools in CMS and 31 high-need schools in OCTLP partner districts will establish Opp. Culture models by the end of Grant Year 3. **Measure:** Project data **Baseline:** 0.

- Schools will create at least 290 MCL positions and at least 500 other advanced teacher roles by the end of Grant Year 3. **Measure:** Project data **Baseline:** N/A

- Schools will meet standards on at least 75% of Public Impact's School Implementation Review (SIR) rubric across all implementation years. **Measure:** SIRs conducted at each school. **Baseline:** N/A

Teacher Objectives

- 95% of MCLs and 80% of all staff in Opportunity Culture roles will want the model to continue in each spring's OC Educator survey. **Measure:** Annual OC Survey. **Baseline:** N/A

- 90% of all staff in Opportunity Culture roles will agree that the supports provided produce instructional improvements. **Measure:** Annual OC Survey. **Baseline:** N/A

- 80% of all staff in Opportunity Culture roles will agree that the model improves staff collaboration and student learning. **Measure:** Annual OC Survey. **Baseline:** N/A

- Teacher retention rates will grow at least 5 percentage points above baseline in implementing schools. **Measure:** District data on teacher turnover. **Baseline:** to be

gathered in the first grant year.

- At least 45% of MCLs will be teachers of color, more than double the national rate for U.S. teachers. **Measure:** District personnel data. **Baseline:** N/A.

- The percentage of teachers of color in participating schools will rise by 5 percentage points by the end of Grant Year 3. **Measure:** District personnel data on teacher turnover. **Baseline:** to be gathered in the first grant year.

- In CMS, the majority of team teachers will experience an increase in teacher effectiveness as measured in the EVAAS system by Grant Year 3. **Measure:** EVAAS (NC's measure of teacher impact on student growth). **Baseline:** to be gathered in Grant Year 1.

Student Objectives

- In partner school districts, student proficiency rates in ELA and math in implementing schools will rise by 3 percentage points by the end of their first year of implementation and 6 points by the end of their second year. **Measure:** state test data in NC, MD and TX. **Baseline:** varies by school; see district baseline data in Table 1.

- In CMS, students in OC classrooms will achieve growth at least 1.25 times typical growth in implementing schools. **Measure:** EVAAS. **Baseline:** to be gathered in Grant Year 1.

In addition, we will report on the required performance measures listed in the Notice:

(a) the percentage of teachers and school leaders within the TSL-assisted schools rated effective or higher by their districts' evaluation and support systems;

(b) the percentage of teachers and school leaders across the participating district(s) that show improvements, over the previous year, on the student growth component of evaluation rating;

(c) the percentage of teachers and school leaders within the TSL-assisted schools that show improvements, over the previous year, on the student growth component of evaluation rating;

(d) the percentage of teachers and school leaders in TSL-assisted schools for whom evaluation ratings were used to inform decisions regarding recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, or all of the above;

(e) the percentage of teachers and school leaders within the participating district(s) who earned performance-based compensation based on their individual evaluation ratings;

(f) the percentage of teachers and school leaders in TSL-funded schools who earned performance-based compensation based on their individual evaluation ratings;

(g) the number of teachers receiving performance compensation disaggregated by race, gender, and where available, disability status;

(h) the number of school leaders receiving performance compensation disaggregated by race, gender, and where available, disability status; and

(i) the number of teachers receiving performance compensation for leadership responsibilities disaggregated by race, gender, and where available, disability status.

iii. Evaluation and Monitoring. The methods of evaluation will provide ongoing performance feedback to inform adjustments to the project's design as it proceeds. The evaluation will be guided by the Logic Model (Appendix A), with a focus on the objectives and measures outlined in Table 5. **A particular focus of the evaluation will be on the extent to which implementation of these models improves teacher retention**. CMS will assign a specialist to perform significant data analysis within CMS, which will have a large-scale implementation to study. Public Impact

will support CMS and lead evaluation efforts in partner districts based on its extensive

experience gathering and analyzing related data over 10 years.

Data sources: In addition to data provided by participating districts on student academic

performance, teacher retention and diversity, Public Impact will gather data using two other

instruments: (a) administration of at least-annual School Improvement Reviews (SIR), a rubric

with dozens of implementation measures at the school level (partner districts only; CMS will

utilize its own implementation review method); and (b) administration of an Spring anonymous

survey of educators in participating schools.

Retention analysis: CMS will conduct a retention analysis of pre-grant years in 2023-24, with

support from Public Impact, sharing the results and methodology with partner districts via the

community of practice. Public Impact will work with each partner district to identify sources of

data that allow calculation of retention rates at both the school and system level. Both levels are

important: for example, if a teacher leaves one school to become an MCL at another school,

that is "turnover" at the original school but "retention" for the district. In addition, the analysis

needs to discern different types of job-shifts: an MCL becoming a principal, for example, is a

different outcome from an MCL leaving the district for another, or leaving the professional

altogether. The goal will be to create a detailed profile of teachers shifts in schools with and

without Opportunity Culture models, and within Opportunity Culture schools over time, to

identify trends and patterns.

Formative analysis of implementation and perception: Implementation Review and teacher

perception data will be compiled by Public Impact and provided to schools and districts in an

effort to inform changes in design and implementation within the project. "Feedback rounds"

will give each school actionable recommendations on how to improve its implementation based on a decade of research on what correlates with student learning growth. Survey reports will give schools additional insights on room for improvement, leading to adjustments in real time or for the following year's implementation. Public Impact will facilitate sessions in Year 1 of each school's implementation to help pinpoint high-yield changes and develop action plans. In addition, Public Impact's School Excellence Portal aggregates data to show patterns across schools, informing changes in policy and the support the district and its partners provide.

Additional analysis for CMS: Since CMS already has 114 schools implementing this model, additional analysis will be possible with CMS data. Specifically, Public Impact will partner with CMS to examine: (a) the extent to which teacher ratings in EVAAS change when they join MCL teams, relative to other teachers; and (b) student learning within MCL teams compared to students whose teachers are not part of Opportunity Culture teams.

Summative analysis: By the end of the Grant Year 3, Public Impact will compile data on each objective for each participating school, system, and the three-district consortium as a whole, comparing outcomes to the stated objective.

Methods for sharing formative data: Participating districts will receive formative data in the form of written reports and displays in the Opportunity Culture School Excellence Portal when they become available. In addition, Public Impact and CMS will share insights on a regular cadence in meetings with the school teams they are each supporting. Public Impact and CMS will also hold monthly check-ins with each to review project data and consider shifts. Finally, all participating districts will have quarterly touchpoints as a community of practice to examine

data and consider action steps in response. In addition, CMS will host two conferences to share findings and lessons learned with state and district leaders from across the country.

C. Quality of Management Plan (Selection Criterion V.1.c.2)

(1) Adequacy of Management Plan. OCTLP is a community of practice of four districts that are committed to implementation of Opportunity Culture design principles that have been shown to correlate with student achievement and who seek greater understanding about the impact of these staffing structures on teacher recruitment and retention. As the lead district, CMS has drawn on successes and lessons learned over 10 years of experience from our Teacher Leadership Pathways work that has led to Opportunity Culture staffing design being implemented in 114 schools in our district. Similarly, Public Impact has been providing Opportunity Culture design and implementation assistance for 10 years and has built a team of consultants with extensive experience helping districts and schools in a variety of contexts. Our management plan is designed to ensure we achieve the objectives of our project on time and within budget. Kristen England, Director of Talent Acquisition in CMS, will serve as Project Director to ensure all project milestones and goals are achieved within target timelines and budget. Resumes and job descriptions for key personnel are in *Appendix B*.

OCTLP Key Personnel	
Role	**Primary Responsibilities**
Project Director (PD)*	Manages project against goals, activity milestones, timeline, and budget
Grant Manager (GM)*	Supports administrative and operational support across the project, including preparation project reporting Gathers and manages student and teacher data needed to analyze the effectiveness of OCTLP and maintain accurate

	reporting to comply with federal requirements and local policies
	Serves as the primary liaison for OCTLP partner districts community of practice.
	Manages planning of the OCTLP conference across departments and vendors to align project scope
Expansion Specialist (ES)	Supports CMS schools in establishing the PBCS
	Shares examples and lessons learned with the OCTLP Community of Practice
	Coordinates site visits for OCTLP partners to be inspired by and learn from existing PBCS schools
	Assist the Grant Manager with partnering districts program development and implementation.
Client Manager (CM)*	Coordinates Community of Practice meetings
	Ensures quality of support and completion of grant deliverables among OCTLP partner districts
Lead Consultant (LC)	Provides guidance to OCTLP partner district leaders to establish effective structures for their Opportunity Culture HCMS and PBCS
	Provides prof. learning for district leaders and school leaders
School Coaches (SC)	Coaches school leaders in OCTLP partner districts to design and implement the PBCS with fidelity to design elements associated with greatest student learning outcomes
	Provides prof. learning for Multi-Classroom Leaders and Reach Associates in OCTLP partner districts
Principal Investigator	Publishes evaluation findings for the OCTLP community of practice, grant reporting, and wider dissemination
District Design Team Members	Contribute information to inform PBCS design recommendations and provide feedback for final plan
	Adjust policies and processes as needed to enable school staffing design work to expand and implement the PBCS

Members of the Project Management Team

OCTLP Management Plan (October 1, 2023 - September 30, 2026)

*Legend: PD - Project Director; GM - Grant Manager; ES - Expansion Specialist; CM - Client Manager; LC - Lead Consultant; SC - School Coach; PI - Principal Investigator; District Design Team Members (DD); School Design Team Members (SD); ** Activity will lead to project sustainability*

Project Activity	Person Responsible	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Overall Project Management and Evaluation													
Coordinate and facilitate monthly meetings of project management team	PD	X	X	X	X	X	X	X	X	X	X	X	X
Establish data collection protocols and instruments	GM, PI	X	X	X	X	X	X	X	X	X	X	X	X
Analyze data and write up findings	GM, PI				X				X				X
Gather information from partners and generate grant reports	GM				X				X				X
Goal 1: Develop System-Level Structures for the Opportunity Culture PBCS													
Provide an online orientation of OCTLP for all district and school leaders	LC	X											
Conduct landscape analysis to gather information about each district's teacher existing salaries and stipends, distribution of positions, and flexible funding	LC, DD	X											
Facilitate learning interviews with cabinet-level leaders to inform design recommendations	LC, DD		X										
Draft district design recommendations, conduct a feedback cycle to get stakeholder feedback, and capture final decisions in a district design report.**	LC, DD		X										
Provide training in the behavioral event interviewing technique	LC		X										
Facilitate advising sessions to plan for Multi-Classroom Leader selection and strong first year launch of the Opportunity Culture PBCS	LC		X	X									

Project Activity	Responsible	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Goal 1 (continued)													
Hold quarterly advising calls to provide district leaders with support and advice during first-year implementation of the Opportunity Culture PBCS	LC					X	X	X	X				
Goal 2: Expand Opportunity Culture PBCS to 98 schools													
Host site visits to CMS schools implementing Opportunity Culture models	ES	X		X		X		X		X		X	
Select schools for participation in each of the three project years	LC, DD, PD, GM	X				X				X			
Provide design support to CMS schools through the district's TLP Academy	ES		X				X				X		
Facilitate focus groups to gather more contextual information about interests and concerns of key stakeholders (principals, teachers, students, and parents)	SC, ES		X				X				X		
Draft individual school design recommendations, conduct a feedback cycle to get stakeholder feedback, and capture final decisions in a district design report.**	SC, SD, ES		X				X				X		
Conduct survey and interviews to identify strengths and areas for improvement and provide each school a feedback round memo	SC, ES					X				X			
Provide targeted support activities to address priority needs identified	SC, ES						X				X		
Facilitate planning sessions to optimize and scale to more educators	SC, ES						X				X		
Goal 3: Implement and Improve Through Targeted Professional Learning													
Facilitate quarterly community of practice for OCTLP district leaders**	CM	X	X	X	X	X	X	X	X	X	X	X	X
Provide National District Leader Capacity Building onboarding experience	LC			X									
Provide Summer Prof. Learning for new hires into Opportunity Culture roles	LC			X	X			X	X				
Facilitate monthly learning sessions for individuals in first-year of their roles	LC					X	X	X	X	X	X	X	X

D. Adequacy of Resources (Selection Criteria V.1.d.2.i-iii)

i. Project will result in system change or improvement. OCTLP will use Opportunity Culture design processes that have been shown to be effective within CMS and elsewhere across the country. This includes decision-making guidance to establish the PBCS, professional learning for Opportunity Culture roles, and implementation monitoring and improvement. Systems change is expected and leaders at all levels are included; the design work and professional learning engages cabinet level leaders, school leaders, and teachers. Technical assistance will be led by consultants trained in Opportunity Culture design practices who use materials honed by 10 years of experience working with districts and schools.

We expect improvements in OCTLP participating schools equal to or surpassing those achieved elsewhere using Opportunity Culture PBCS and staffing models. This includes increases in ELA and math proficiency rates of at least 3 percentage points by the end of the first year of implementation and 6 points by the end of the second year; more than 90 percent of staff in all Opportunity Culture roles reporting reporting that instructional supports improve instruction; more than 80 percent of all teachers in participating schools perceiving positive impacts on teacher collaboration and student learning; a decrease in the number of teacher vacancies at the start of the year; and a greater proportion of students experiencing high-impact tutoring within the school day as a result of their new Opportunity Culture staffing structure.[22]

ii. Build local capacity to provide, improve, or expand services. CMS has demonstrated that Public Impact's technical assistance helps districts build their capacity to improve and expand Opportunity Culture staffing design. Public Impact helped CMS launch the Opportunity Culture PBCS in 21 pilot schools between SY 2012-13 and 2013-14, and since that time our district team

has helped 94 additional schools design and implement Opportunity Culture plans. OCTLP

partner districts have the commitment of cabinet-level leaders who will ensure local structures

are created for the Opportunity Culture PBCS to be expanded across high-need schools to

eventually reach all students in core subjects. This cross-discipline engagement at the highest

level of leadership demonstrates the commitment of OCTLP districts to Opportunity Culture

PBCS and staffing design as an essential strategy for their local educators and students.

Leadership Commitment Ensures Capacity to Improve and Expand in New OCTLP Districts		
	Fort Worth ISD	**Montgomery County**
Superintendent and/or Deiputy	███████ Superintendent	████████ Superintendent ███████, Deputy Superintendent
Academics/Curriculum & Instruction	███████████ ████████████ ██ Associate Superintendents of Learning and Leading	████████, Chief Academic Officer
Talent/Human Resources	███████ Talent Officer ██████████ Director of Teacher Residents and Pipeline	███████ Chief of Human Resources and Development
Innovation	████████, Chief Strategy Officer	██████████, Chief of Strategic Initiatives
Finance	████████████, Chief Financial Officer	██████████ Associate Superintendent of Finance
Accountability	████████, Associate Superintendent of Assessment and Data Quality	██████████, Director of the Office of Shared Accountability
Communications	███████ Director of Communications	██████████, Assistant Chief of Communications

Across OCTLP districts we will assess fidelity and strength of an Opportunity Culture policies and actions that have been found important to teacher effectiveness, student learning in schools, and teacher satisfactions. Public Impact consultants introduce local leaders to the Opportunity Culture District Implementation Review and School Implementation Review tools to assess factors associated with the five Opportunity Culture design principles. Among the indicators assessed are diversity of the candidate pool for all Opportunity Culture roles, size of teaching teams and availability of release time to ensure Multi-Classroom Leaders are able to provide the intensive coaching and support that is essential to their role, and financial sustainability of the PBCS implementation.

iii. Resources to operate beyond the length of the grant. Opportunity Culture PBCS are financially sustainable from the start, with stipends for teacher leader roles reallocated from existing budgets. *We are not requesting any TSL funding to support the ongoing costs of advanced roles stipends*. The design work that will be undertaken by OCTLP schools involves careful assessment of existing expenditures compared to the student learning potential that has been demonstrated by teaching teams led by Multi-Classroom Leaders. (Anticipated reallocation is calculated in Appendix D.) Opportunity Culture school design teams learn to develop and adjust their staffing plans when teacher vacancies arise, use creative scheduling to achieve release time for Multi-Classroom Leaders to support their teams, and incorporate small group tutoring led by paraprofessionals and other adults. Once the Opportunity Culture PBCS is established within each school budget, it can be sustained in perpetuity without further allocation of funds.

TSL-funded expenditures for technical assistance are temporary and do not need to be

sustained beyond the grant unless districts choose to fund them. CMS has already established

within-district structures and services to help our schools opt into the Opportunity Culture PBCS

over the past decade, and OCTLP partner districts will benefit from our examples, resources,

and lessons learned. Once the initial district level structures are in place for the Opportunity

Culture PBCS, district leaders can support future schools to establish, strengthen, and expand

their initial staffing plans using the guidance and processes they learned from Public Impact.

Districts can continue to access materials and coaching through Public Impact's online

Opportunity Culture portal, or they can establish their own delivery system as we have in CMS.

CMS is divided into nine learning communities. As we fully scale our PBCS to all learning

communities, we will grow our team from two specialists to nine and will add a coordinator

position, creating the support structure needed to ensure the PBCS achieves desired outcomes

for teachers and students. The addition of the seven new specialists will enable the expansion

of TLP to every school in the district while continuing to support existing TLP schools. These

specialists will spend quality time in each school to ensure the program is successful. One

specialist will also serve as the liaison for OCTLP partner district activities to ensure a successful

community of practice. The coordinator will assist with recruiting and marketing to engage

potential talent pool applicants, candidate applicant customer service, and tracking school

vacancies to ensure all school based TLP positions are filled.

CMS is committed to supporting our transition to district-wide implementation of our PBCS and

the efficacy of this expanded support structure will be reviewed at the end of the grant period.

Historically, CMS has leveraged local funds to continue to support district roles when grant

funds were exhausted, as demonstrated when the district opted to maintain the two current

specialist positions at the end of a grant from the state of North Carolina, then added to that

structure by establishing the manager position as our PBCS grew to greater scale.

Table. OCTLP Multi-Year Operating and Financial Model	
Project Year	**Financial Plan**
Year 1	- District determines financial flexibility for school design teams - Schools reallocate recurring funds to pay PBCS stipends - District leaders learn about prof. learning for Opp. Culture roles
Year 2	- District leaders observe feedback rounds and learn to support implementation of the PBCS - Implementing schools reallocate funds as vacancies emerge to expand the PBCS to more grade levels and subject areas - Additional schools establish the PBCS by reallocating funds
Year 3	- Implementing schools reallocate funds as vacancies emerge to expand the PBCS to more grade levels and subject areas - Additional schools establish the PBCS by reallocating funds - District leaders strengthen structures to support PBCS schools

Commitment of Partners. Letters of support from OCTLP partner districts and Public Impact are

included in Appendix C. CMS will fully scale our Opportunity Culture PBCS, gather data on

student learning and teacher recruitment and retention, provide fall and spring site visit

opportunities each year of the grant, and will share our lessons learned over 10 years of

Opportunity Culture implementation. Fort Worth ISD and Montgomery County Public Schools

will establish Opportunity Culture PBCS in 31 high-need schools. Public Impact will provide

technical assistance and professional learning, will gather data needed for evaluation and grant

reporting, and will facilitate the OCTLP community of practice to ensure participating districts

learn from each other.