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## A. Need for Project

**(1) Gaps or weaknesses.** Located in the historic and scenic Shenandoah Valley of Virginia, Winchester Public Schools (WPS) is guided by our Empower 2025 Strategic Plan that captures the imagination and highest hope of our division as we continue to invest in innovative educational programming for our students, foster a great work environment for staff, and engage families through mutually supportive relationships. Ultimately, we want to empower our students to thrive. Our division serves 390 teachers, 7 principals, 12 assistant principals, and 4,303 students hailing from 27 nations with 20% speaking languages other than English in our four Title I elementary, one intermediate, one middle, and one high school.<sup>1</sup> Our TSL program, **REACH: Redesigning Educator pathways And Connecting HR systems**, is an innovative, sustainable model that reconsiders a traditional performance-based compensation model and instead focuses on teacher leadership and extending the reach of our most effective teachers through a Multi-Classroom Leadership model. Our three goals are to (1) Design, expand, and implement a Human Capital Management System (HCMS) and Performance-Based Compensation System (PBCS) (**Absolute Priority 1**); (2) Engage and support teachers and school leaders by providing high-quality professional development, coaching, and mentoring; and (3) Invest in leadership opportunities for teachers and PBC for school leaders. All seven schools will participate in REACH and qualify as high-need using the most recent CEP data (**Absolute Priority 2, Requirement 5**) (*Appendix E*).<sup>2</sup>

Table 1. REACH High-Need Schools Community Eligibility Provision Data <sup>3</sup>			
Frederick Douglass ES	68%	Daniel Morgan Intermediate	83%
Garland Quarles ES	84%	Daniel Morgan Middle	77%
John Kerr ES	89%	John Handley High	64%
Charlotte DeHart ES	94%	Winchester Public Schools	77%

Our division community is a microcosm of our state and nation based on the similar demographics in Table 2, and our division minority as majority demographics are representative of the rapidly changing demographics in our country, making our division an ideal setting to study how a redesigned HCMS and PBCS positively impacts student growth and academic achievement.<sup>4</sup>

Table 2. Community Demographic Data <sup>5,6</sup>				
Indicator	WPS	Winchester	Virginia	USA
White alone not Hispanic	38%	66%	61%	60%
African American alone not Hispanic	11%	10%	19%	12%
Hispanic or Latino	40%	17%	9%	18%
Asian	2%	2%	6%	6%
American Indian/Alaskan Native/Pacific Islander	1%	1%	2%	2%
Multiple	8%	4%	3%	2%
Persons in poverty	See Table 1	16%	10%	11%

♦**Needs Assessment:** Our division conducted a needs assessment process to review data and gather input from educators and school leaders across our seven high-need schools (**Requirement 2**). We convened a Division Task Force consisting of the Superintendent and Directors of Human Resources, Elementary and Secondary Instruction, and Finance to review three-year trend data including teacher effectiveness, teacher turnover, teacher retention, school climate data, and student achievement data to identify gaps and weaknesses to be addressed by REACH. In addition to reviewing existing data, we surveyed educators and leaders in our seven schools to help identify program strategies and provide feedback (**Requirement 3**). Nearly 40% of educators and school leaders (151 respondents) completed the anonymous survey with 72% identified as a teacher, 13% identified as a principal, assistant principal or school leader, and 15% identified as other school

personnel. Results show that 69% agree that our division has a problem with teacher turnover and only 44% agree that our division retains high-quality, experienced educators in our schools. Nearly 70% agree that our division should pursue the TSL grant program, but 69% disagree that teachers should be paid more based on student academic performance. Instead of a traditional approach to PBC where educators are provided a bonus or stipend based solely on student academic performance, over 90% agree that teachers should receive compensation for taking on leadership roles due to the additional responsibilities related to those roles. Respondents overall agreed that our division needs to: (1) do more to recruit diverse educators who are reflective of our students (60%); (2) do more to recruit diverse leaders who are reflective of our students (61%); (3) enhance the onboarding process for new educators (77%); (4) improve support for educator growth (64%); and (5) increase opportunities for teachers to take on leadership roles based on their contributions to student growth, including additional teaching responsibilities (62%). A summary of survey results is in *Appendix F*. Our needs assessment and educator feedback revealed four key gaps.

♦**Gap 1 – Academic Achievement:** Due to the COVID-19 pandemic, our schools were closed in March 2020 and spring 2020 state assessments were cancelled. At the time of this grant application, spring 2021 state assessment results are not available. Data from the 2018-19 administration of state assessments indicate that our students lag behind their peers across the state in reading, writing, math, science, and history performance with the largest gap in reading performance as displayed in Table 3 below (**Requirement 5**).

Table 3. 2018-19 Student Achievement Proficiency <sup>7</sup>					
	Reading	Writing	Math	Science	History
WPS	67%	73%	77%	78%	77%
State	78%	76%	82%	81%	80%

In addition, our four-year, on-time graduation rate (89.2%) continues to fall behind the state rate of 92.3%.<sup>8</sup> Moreover, research has demonstrated the connection between a positive school climate and positive impacts on student performance on assessments and increased grade point average.<sup>9,10</sup> In our most recent Panorama survey in Spring 2021, only 65% of students reported a positive school climate, 44% are engaged at school, and 54% have a positive sense of belonging.

♦**Gap 2 – Diverse Workforce:** Research shows that teachers of color have a positive impact on the academic performance of students of color which includes increased graduation rates and improved reading and math scores.<sup>11</sup> Sadly, our workforce is not reflective of our students with only 11% teachers of color in our schools yet 62% of our students are students of color – a 51% gap. Over the past three years, our division has made a concerted effort to recruit a workforce that reflects the diversity of our students. In the 2017-18 school year, 13% of new hires were teachers of color but our intentional recruitment efforts have increased that to 24% of new hires for the 2020-21 school year. Research demonstrates that a diverse workforce can positively impact teacher retention as teachers of color are less likely to feel fatigued, isolated, and frustrated, which can contribute to them leaving the teaching profession, if they are not the sole or one of a few teachers of color in their school.<sup>12</sup> Despite our positive gains, there is opportunity to make a greater impact.

♦**Gap 3 – Access to Effective Educators (Requirement 6):** For nearly 10 years, teacher turnover rates across the state have been above 10%.<sup>13</sup> While the Virginia Department of Education does not formally collect information on why teachers decide to leave, national data indicates that poor teaching conditions, lack of administrative support, low salaries, and the pressures of school accountability systems are to blame.<sup>14</sup> Our teacher turnover rate jumped from 11% to 14% over the past year. For our beginning teachers, the turnover rate has increased over the last five years from 17% in 2016-17 to our current rate of 23%. Out-of-field teachers account for 4.4% of our

workforce which outpaces the state rate of 3%.<sup>15</sup> Our state continues to face a shortage of highly effective educators entering and remaining in the classroom and it is predicted that the COVID-19 pandemic will continue to impact this shortage.<sup>16</sup> For the 2020-21 school year, only 11% of our teachers were rated as exemplary (highly effective). Educators in our schools recognize this as well as only 44% reported that our division retains high-quality, experienced educators in our schools. As a small division, career ladder opportunities for teachers are limited to the principal track, working in the central office, or serving as a grade level or department chair, which can contribute to highly effective teachers leaving our division. Further, in the past four years, 13 of our 19 principal and assistant principal positions have turned over and based on the 2021 Panorama survey, only 68% of teachers reported favorable perceptions of school leadership's effectiveness.

♦**Gap 4 – Fragmented HCMS Infrastructure:** Our current HCMS helps inform a variety of human capital management decisions such as preparation, recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. However, we use a myriad of databases, including TalentEd (hiring), Navelon (compensation), ProLearning (professional development), Powerschool (student academic data), AS400 (financial), Filebound (personnel), and Central Square (HR), that are disjointed and make timely and informed decision-making a challenge. Teachers, principals, assistant principals, and division leaders have access to these databases which provide information at a variety of levels, including teacher, school, and division to foster data-based decision making; however, the reports are not linked or automated. For example, for division leaders to use information on teacher vacancies and student demographics to make decisions on teacher placement and recruitment to ensure that our staff is more reflective of our diverse student population, multiple reports must be exported from different systems and merged in Google sheets or Excel.

Since over two-thirds of teachers in WPS disagree that teachers should be paid more based on student academic performance, we designed an innovative, sustainable program that reconsiders a traditional performance-based compensation model and instead focuses on teacher leadership and extending the reach of our most effective teachers through a Multi-Classroom Leadership model with key strategies to address the identified gaps as seen in Table 4 (described in *Section B*).

Table 4. WPS Identified Gaps and REACH Strategies	
Gap	REACH Strategies
Academic Achievement	Upgrade HCMS, implement Opportunity Culture Multi-Classroom Leader Model, provide teacher-driven professional development (voice and choice)
Diverse Workforce	Upgrade HCMS, enhance “Grow Your Own” program, expand partnerships with HBCUs, enhance branding, standardize BT mentors, establish affinity groups
Access to Effective Educators	Upgrade HCMS; provide teacher-driven PD linked to goals for student engagement and belonging; implement the Opportunity Culture Multi-Classroom Leader model; redefine process for selecting department, grade level, and School Improvement chairs using effectiveness ratings; provide peer coaching and coaching structure for leadership; compensate leaders based on student achievement; and compensate teachers for additional leadership opportunities
Fragmented HCMS	Upgrade HCMS and link existing systems to streamline and inform personnel decisions including our new PBCS

**(2) The project will integrate with or build on similar efforts to improve relevant outcomes.**

REACH will build on similar efforts to improve relevant outcomes including school climate, student engagement, student sense of belonging, student academic achievement, teacher and school leader retention, and access to effective educators.

♦**Federal:** All four WPS elementary schools qualify for Title I funding which supports a variety of services in our schools including additional teachers and support staff, extra time for instruction, a myriad of teaching materials, parent engagement activities, smaller classes, and training for staff (**Requirement 9**). REACH will leverage Title I and II funding to supplement the professional development, mentoring, and coaching provided through TSL. Federal funding is also used to fund Content Specialists and a Diversity and Equity Coordinator who will support TSL strategies.

♦**State:** Teacher and principal evaluations are aligned to the Virginia Board of Education's performance standards and evaluation criteria for educator evaluation systems. In 2010, the state embarked on a statewide initiative to revise the uniform performance standards and evaluation criteria for teachers and principals. This new initiative required that teacher and principal evaluations be consistent with the performance standards included in the state's Guidelines for Uniform Performance Standards and Evaluation and that local school boards develop procedures for evaluating instructional personnel that address student academic progress. Discussed in A(3), we will use these standards to inform our PBCS and identify our most effective teachers to serve as Multi-Classroom Leaders. Further, in 2021, the Virginia Board of Education revised its teacher performance standards and evaluation criteria to add a standard on culturally responsive teaching and equitable practices. Aligned with our existing commitment to equity, in Year 1, we will layer in culturally responsive practices into our educator evaluation observation tool.

♦**Local:** Teachers and principals in our schools participate in Professional Learning Communities (PLCs) to review data and make instructional adjustments. PLCs meet at least weekly to refine instructional practices, ensure horizontal and vertical alignment, and link instructional practices to the Virginia Standards of Learning (SOL). PLCs will be used as a mechanism for teacher-driven professional development and peer coaching for REACH. In 2021, WPS launched the Empower



2025 Strategic Plan. A key facet of the plan is implementing Empowered Learning as the prevailing teaching and learning approach for the daily experiences with students and creating a score card for students to self-assess where they are in developing skills and dispositions. Empowered Learning is rooted in a student experience where intrinsic motivation of our young people is fostered. An essential aspect involves supporting teachers through the design of engaging opportunities that empower our students to develop essential skills of: Critical Thinking, Collaboration and Leadership, Creative Thinking, Communication, and Cultural Citizenship. These strategies are interwoven through our curriculum planning, execution, and assessment and will be embedded in REACH professional learning, mentoring, and coaching.

**(3) Part of a comprehensive effort to improve teaching and learning.** Structures that support student achievement and WPS in meeting **Absolute Priority 1** and **Requirement 1** include:

♦ **Alignment to Virginia Standards of Learning (SOL):** Today's economy requires people to be critical thinkers, excellent communicators, collaborators, and community-minded citizens. Our K-12 educational experience aligns with the *Profile of a Virginia Graduate* and prepares students to become life-ready graduates by: 1) achieving and applying appropriate academic and technical knowledge; 2) attaining and demonstrating productive workplace skills, qualities, and behaviors; 3) aligning knowledge, skills, and personal interests with career opportunities; and 4) building connections and value for interactions with diverse communities. Our Department of Curriculum and Instruction is committed to providing students a personalized learning approach based on a rigorous curriculum aligned to the SOLs which establish minimum expectations of what students should know and be able to do at the end of each grade or a course such as, English, mathematics, science, history, and social studies. Students in grades 3-12 take on average 2-4 SOL tests annually depending on grade level and courses taken during the academic year. Results from these tests are

then used to determine if students are meeting expectations for achievement in English, science, mathematics, social studies, and history. Moreover, SOL assessments provide a means for measuring achievement gaps between student subgroups and determining the progress of divisions in closing achievement gaps. Results from SOL tests are included in the Virginia School Quality Profiles and provide information on the proficiency level of students.

♦**Instructional Model:** In 2021, WPS launched the Empower 2025 Strategic Plan using Empowered Learning as the prevailing teaching and learning approach for the daily experiences with students. This instructional model will incorporate project-based learning experiences with intentional invitations for students to investigate, share and celebrate differences, while engaging in community challenges and presenting findings to authentic community audiences. Personalized learning will be defined and corresponding instructional practices developed. Students will have the opportunity to provide input into the criteria for success for knowledge, skills, and dispositions mastery. Using the MCL model through REACH will increase students' access to our most effective teachers across all subjects and grade levels with access to excellent teaching.

♦**State School Quality Indicators:** In 2015, Virginia passed a law to repeal its A-F school rating system. Beginning in 2018-19, the Virginia Board of Education revised the accreditation standards for schools in an effort to provide a more comprehensive view of school quality while encouraging continuous improvement and placing emphasis on closing achievement gaps. Our elementary, intermediate and middle schools are evaluated annually on: overall proficiency and growth in (1) ELA; (2) math; (3) science; achievement gaps among student groups in (4) English and (5) math; and (6) absenteeism. Our high school is evaluated on the above indicators plus: (7) graduation and completion; (8) dropout rate; and (9) college, career, and civic readiness. Each indicator is then rated (Table 5) and schools develop a multi-year plan to support continuous improvement.

Table 5. School-Quality Indicator Performance Levels <sup>17</sup>	
<b>1</b>	Performance at or above standard for indicator; Sufficient improvement from Level 2
<b>2</b>	Below standard but approaching Level 1; Sufficient improvement from Level 3
<b>3</b>	Below standard; Performance at Level 2 for more than 4 consecutive years

School-quality indicators are then used to inform accreditation ratings as outlined below with six of our seven high-need schools having all school-quality indicators at Level One or Two and rated “accredited” based on the most recent data available; Daniel Morgan Middle has three school-quality indicators at Level Three and is rated “accredited with conditions”.

Table 6. Accreditation Ratings <sup>18</sup>	
<b>Accredited</b>	Schools with all school-quality indicators at either Level 1 or 2
<b>Accredited with Conditions</b>	Schools with one or more school-quality indicators at Level 3
<b>Accreditation Denied</b>	Schools that fail to adopt or fully implement corrective actions

♦ **Teacher Evaluations:** In 2012, WPS adopted the Teacher Performance Evaluation System which uses the Goals and Roles Performance Evaluation Model<sup>®</sup> to document performance based on job expectations to: (1) optimize student learning; (2) improve the quality of instruction; (3) contribute to successful achievement of goals and objectives; (4) provide a basis for instructional improvement; (5) promote collaboration, self-growth, effectiveness, and improved performance.<sup>19</sup>

Table 7. TPES Teacher Performance Standards	
1: Professional Knowledge	5: Learning Environment
2: Instructional Planning	6: Professionalism
3: Instructional Delivery	7: Student Academic Progress
4: Assessment of and for Student Learning	

The teacher evaluation process varies for probationary (first three years) versus continuing contract teachers (four or more years) and includes: (1) student progress goal setting at the beginning of the year, (2) two observations by administrators, (3) completion of a student feedback survey, (4) mid-year review of student progress goal, (5) review of documentation logs for probationary teachers, (6) interim performance evaluation of probationary teachers, (7) observation during the 2<sup>nd</sup> semester; (8) submission of end-of-year review of student progress goal, documentation log, and Teacher Self Reflections; and (9) review of documentation log, interim performance evaluation for continuing contract teachers, and summative evaluation for all during their summative year.

♦**School Leader Evaluations:** Principal evaluations are aligned with the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals from the Virginia Department of Education and are based on research-guided performance standards that include a balanced measure of the principal’s behaviors and effect on the school.<sup>20</sup> Table 8 provides an overview.

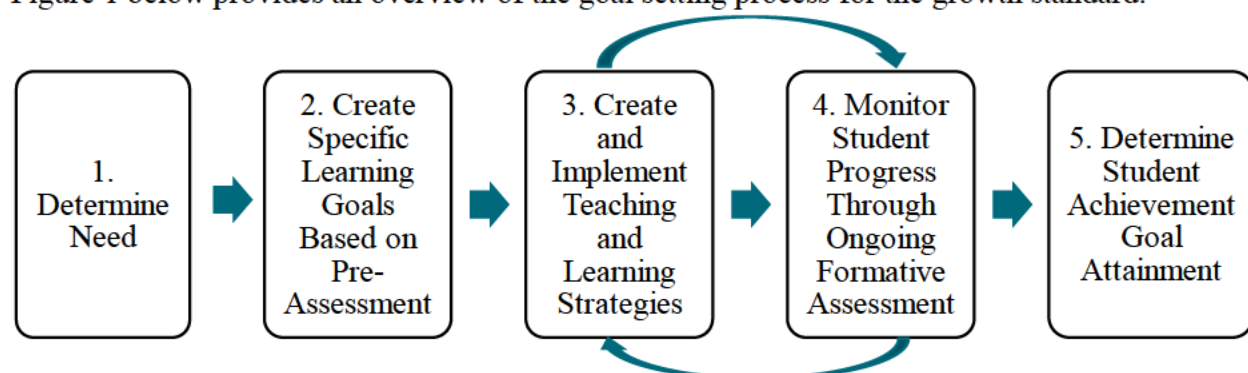
Table 8. School Leader Performance Standards	
1: Instructional Leadership	5: Communication
2: School Climate	6: Professionalism
3: Human Resources Management	7: Student Academic Progress
4: Organizational Management	

The principal evaluation process includes: (1) self-evaluation early in the school year; (2) informal observations and school site visits; (3) completion of a portfolio or documentation log showing evidence of meeting the seven performance standards; (4) completion of teacher/staff surveys; (5) professional improvement and school improvement goal setting in partnership with their evaluator; and (6) completion of the summative evaluation, including ratings on each performance measure. Table 9 below demonstrates the rating scale used to assess both teachers and principals.

Table 9. Evaluation Rating Scale	
<b>Exemplary</b>	Maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. Rating is reserved for performance that is truly exemplary and exemplifies the mission and goals.
<b>Proficient</b>	Meets the standard in a manner that is consistent with the mission and goals
<b>Developing</b>	Often performs below the standard or inconsistent with the mission and goals
<b>Unacceptable</b>	Consistently performs below the standard or inconsistent with the mission/goals

For teachers and principals, student academic progress is determined by using the results of initial assessments to set annual goals for improving student achievement (**Requirement 4**). Rather than the VA Department of Education calculating student growth scores, goals are set by the individual educator and data, including Virginia SOLs and benchmark testing data for grade 3-8 reading and math, grade 5 and 8 science, grade 8 social studies, and high school English 2, biology, and Algebra 1, is gathered locally to determine teacher and principal effectiveness. Student progress goals measure where students are at the beginning, mid-, and end- of year, and student growth over time, and accounts for 40% of the evaluation while the remaining six standards account for 10% each.

Figure 1 below provides an overview of the goal setting process for the growth standard.



♦**Evaluation Ratings:** The summative evaluation rating is calculated by applying the weighting for the performance standard to the points earned on each of the seven standards for a point total.

The summative point total results in an overall rating: Exemplary (35-40), Proficient (26-34), Developing (20-25), and Not Proficient (10-19). However, if the teacher or principal has an unacceptable rating on two or more of the performance standards, they will receive an overall rating of “not proficient.” If the teacher or principal has three or more “developing” ratings, they will be rated as “not proficient.” When performance does not meet the expectations established by the school, the teacher or principal may be placed on a Performance Improvement Plan designed to support them in addressing areas of concern through targeted supervision and resources. The Plan is developed between the evaluator and teacher or principal and assistance may include professional peer or supervisor support; conferences, classes, and workshops on specific topics; and/or other resources to be identified. Prior to the evaluator making a final recommendation, the evaluator meets with the teacher or principal to review progress made on the Plan according to the timeline. If little or no improvement has been achieved, they are rated “not proficient” and may be dismissed. If not dismissed, a new Plan is developed and the cycle is repeated.

**(4) Design will address the needs.** Our comprehensive needs assessment identified the key gaps that REACH will address in our schools: limited academic achievement, lack of access to a diverse workforce, lack of access to effective teachers, and fragmented HCMS infrastructure. With support from our educators (nearly 70% agree that we should pursue TSL) (**Requirement 3**) and to address these gaps, WPS will upgrade our existing HCMS through three key activities (**Requirement 1**).

♦**Develop:** Activities will focus on recruiting a diverse workforce and retaining teachers in their first three years of teaching. (1) In Year 1, we will upgrade our current HCMS and ensure that our existing systems (i.e., TalentEd, Navelon, ProLearning, Powerschool, AS400, Filebound, and Central Square), are linked into one platform to streamline and inform human capital decisions such as hiring and placement. REACH will contract with a developer to build or purchase and

modify an interface to triangulate the data for ease of use, decision-making, and real-time data. Staff across the division will then be trained on the use of real-time data to inform decision-making and instruction. (2) A Diversity Recruitment Specialist will be hired to lead diversity recruitment efforts aligned with our division's vision to be an inclusive community that empowers all students to thrive and existing commitment to equity detailed in our equity framework (**Competitive Priority 2a**). We will review and redesign our recruitment and application process to be more attractive to candidates from diverse backgrounds and establish affinity groups bringing together employees with similar backgrounds or interests. We will enhance our partnership with Shenandoah University and Virginia State University (VSU), a historically black university, to expand diversity recruitment through participation in annual on-campus recruitment fairs and hosting teacher education majors on our campus quarterly. Representatives from VSU's Career Services Department will work with our HR staff to identify potential avenues for attracting and retaining diverse applicants for jobs within our division. The Handley Trust will provide financial support for our "Grow Your Own" program in collaboration with VSU to cultivate diverse teacher pipelines wherein we will host students at our schools so that they can experience our community and culture first hand as a place for possible future employment. We will continue to partner with VSU for an annual "Summer Experience" for WPS Teach for Tomorrow students on the college campus. Moreover, we will continue to partner with Shenandoah University and Opportunity Scholars' Teach for Success program, which recruits young people from the Winchester community who desire a career in education but may not feel that they have the financial resources to attend college and connect them with career opportunities in our division. In partnership with our HR Department, Diversity and Equity Coordinator, and Family Empowerment Coordinator, we will enhance our educator recruitment through branding and an online presence reflective of

our commitment to equity and recruit educators who more closely mirror our diverse student population. For example, we recently created a video promo highlighting a current teacher whose family came from Mexico as an immigrant to the US, attended WPS as a student, and has now returned to teach our ESOL students in our Spanish-immersion elementary school. Through the Winchester Education Foundation, we will provide “Come Back to Teach” grants to encourage our diverse WPS students to return to WPS for employment. We will continue to partner with Participate, an organization that specializes in diversity recruitment, to recruit native Spanish-speaking teachers to our division. A signing bonus of [REDACTED] will be provided to teachers in hard-to-staff subject areas as determined by the critical shortage teaching endorsement areas defined by our state such as: special education (greatest need), mathematics grades 6-12, CTE, secondary science, foreign language, secondary English, and secondary history and social sciences. Our REACH Project Director will work closely with our HR Department annually to compare the vacancies in our schools to the hard-to-staff subject areas. Teachers receiving a signing bonus will be required to sign a three-year commitment to remain in our division. (3) We will design and implement a new, standardized mentoring program for beginning teachers (i.e., first three years of teaching) and teachers new to our division (**Competitive Priority 1a**). Building on prior initiatives, we will redesign, formalize, and standardize our Beginning Teacher Mentors program to support educators new to the profession as they build their skills and serve our highest-need students. Mentors currently provide intensive, weekly support to their mentee during their first year of teaching with a gradual decrease of support by the end of the third year; conduct classroom observations; participate in the evaluation process of their mentee; and support their mentee in implementing classroom strategies. A Beginning Teacher Specialist will be hired to oversee the program, identify potential Beginning Teacher Mentors, match mentors with mentees, and revise



the program to ensure mentees are provided intensive, weekly support through their third year.

♦**Engage:** (1) A teacher-driven professional development framework providing opportunity for teacher voice and choice related to goals for student engagement and belonging will be implemented in our target schools (**Competitive Priority 1d**). Teachers will work with their principal to select professional development informed by the results from their annual educator evaluations. Locally-funded Math and Instructional Specialists will work across the division and locally-funded Instructional Coaches in each school will provide professional learning and ongoing coaching and support for teachers aligned with their needs as identified in their educator evaluations. Teachers will continue to participate annually in six days of preservice learning prior to the beginning of the school year and six professional learning days throughout the year to include topics such as project-based learning, personalized learning, content specific, empowering families, equity and culturally responsive practices, technology, PBIS in the classroom, and content and curriculum. (2) While teachers in their first three years of teaching will be provided a Beginning Teacher Mentor, to continue supporting our teachers and fostering a culture of lifelong learning, peer coaching will be implemented for all teachers in grades K-12 (**Competitive Priority 1a**). Our most effective teachers will work closely with their peers in providing feedback and modeling in evidence-based instructional practices, such as the Diane Sweeney's student-centered coaching model and Jim Knight's instructional coaching model that assists educators with setting improvement goals that have a positive impact on students.<sup>21</sup> Peer coaches will work with their peers in a non-evaluative capacity and create a robust culture of coaching within their buildings. (3) We will partner with external organizations, such as the National Association of Secondary School Principals (NASSP) and Gallup, to implement a practice-based framework to design and develop an executive coaching structure for school leaders (**Competitive Priority 1d**). For

example, NASSP's Building Ranks framework is rooted in two domains, building culture and leading learning, and focuses on a holistic approach to leadership.<sup>22</sup> Executive coaching will be individualized based on school leader evaluations and will focus on preparing and empowering our leaders to lead innovative practices in their buildings and provide accurate and authentic formative evaluations of teachers in their buildings. School leaders will participate in an annual summer symposium and receive coaching throughout the year from peers and division leaders.

♦**Invest:** (1) While educator feedback and our division culture does not support traditional PBC where educators are provided a bonus or stipend based solely on student academic performance, the vast majority (92%) agree that teachers should receive compensation for taking on leadership roles due to additional responsibilities related to those roles and 63% are interested in expanding their reach through alternate career paths. As such, for our teacher PBC, we will create leadership opportunities for educators including Multi-Classroom Leaders, Beginning Teacher Mentors, and Peer Coaches with increased opportunities for compensation for taking on extra responsibilities. Teachers who have a track record of success based on student academic achievement data and are rated Exemplary will be selected by their principal and division leaders for these leadership roles. At the heart of REACH, we will create an Opportunity Culture using the innovative Multi-Classroom Leaders model, developed by OpportunityCulture.org (©2012-18 Public Impact)<sup>23</sup> where teachers with a record of high-growth student learning and leadership competencies, known as MCLs, teach part of the time and lead small, collaborative teams of no more than eight team teachers in the same grade or subject as seen in Figure 2.<sup>24</sup> A MCL will be paired with a digital facilitator, who will supervise students completing



digital learning and assessments, enabling the effective educator to reach multiple classrooms further extending their reach. MCLs are responsible for (1) leading, co-planning, and analyzing data for teaching teams; (2) observing, giving feedback, and coaching team teachers; (3) co-teaching and modeling for team teachers; and (4) continuing to teach some portion of the time.<sup>25</sup> Through the MCL model, 100-700% more students are reached by excellent teachers<sup>26</sup> and it is sustainable because over time the differential career path pay that MCLs receive is offset by dissolving a vacant position and using those funds to pay for the MCL differential pay, PBC for teachers on the team, and a digital facilitator. We will work with Public Impact to tailor the MCL model for our schools, recruit highly effective MCLs, train MCLs and teacher teams, support implementation, establish a sustainable funding model, and refine implementation based on data.

Table 10. Multi-Classroom Leader (MCL) and PBC	
<b>Responsibilities:</b>	Teach part of the time and lead small, collaborative teams of 2-8 teachers and digital facilitators in the same grade or subject to meet standards of excellence
<b>Eligibility:</b>	Proven track record of success, including student achievement, and Exemplary rating
<b>Annual Compensation:</b>	██████ differential career path pay in addition to teacher base salary; 7 MCL in Year 1; 14 MCL in Year 2; and 21 MCL in Year 3 with TSL grant funds paying for the first year each MCL is in the school and using local funds starting in the second year

Other teacher leadership opportunities and compensation to address our identified gaps include adding Beginning Teacher Mentors and Peer Coaches in each school.

Table 11. Teacher Leadership Roles and PBC	
Beginning Teacher Mentors	
<b>Responsibilities:</b>	Provide mentoring to BT in their building following redesigned BT guide

Table 11. Teacher Leadership Roles and PBC	
<b>Eligibility:</b> Proven track record of success, including student achievement and Exemplary rating	
<b>Annual Compensation:</b> █████ for one mentee; █████ for two mentees annually	
Peer Coaches	
<b>Responsibilities:</b> Provide coaching and mentoring to peers in their building	
<b>Eligibility:</b> Proven track record of success, including student achievement and Exemplary rating	
<b>Annual Compensation:</b> █████ for serving as a peer coach and completing six coaching cycles	

(2) Through TSL, we will hire a full-time Data Analyst who will work with our principals and division leadership to refine the process for selecting department, grade level, and School Improvement chairs to ensure selection is based on a track record of success, including student academic achievement, and teachers are rated Exemplary. A stipend of up to █████ will be provided locally as match for these roles. (3) Principals and assistant principals will be provided compensation based on three indicators: student academic achievement (Principal Evaluation Performance Standard 7); social-emotional indicators of discipline, climate, and equity (Standard 2); and leadership based on Panorama staff survey results (Standard 1). Using input from school leaders, we will develop a point system to determine the final payout amounts available for principals and assistant principals depending on the progress toward meeting these indicators. Principals will have the opportunity to earn up to █████ and assistant principals up to █████

## B. Quality of the Project Design

**(1) Rationale.** REACH is designed with the rationale that by redesigning our existing HCMS and developing a PBCS that is focused on rewarding teachers for taking on leadership opportunities and holds principals and assistant principals accountable for student academic achievement, we will better attract and retain effective and diverse educators, increase teacher effectiveness, and

improve access to effective educators in our seven high-need schools (**Requirement 10**). *Appendix A* includes our detailed logic model which displays inputs, research-based activities, short-term outcomes, and long-term outcomes. Short-term outcomes include: (1) increased use of HCMS and evaluation rating for decision making (**Absolute Priority 1**); (2) improved teacher and school leader effectiveness (**Competitive Priority 1**); (3) improved teacher and school leader effectiveness in improving student growth; (4) increased teacher and school leader diversity (**Competitive Priority 2**); (5) increased career paths and leadership opportunities for teachers; (6) improved teacher-leader relationships; and (7) improved teacher perceptions of school leadership's effectiveness. Long-term outcomes include: (1) improved school climate, (2) increased student engagement; (3) increased student sense of belonging; (4) improved student achievement; (5) increased teacher and school leader retention; and (6) increased access to effective educators.

## **(2) Review of the literature, plan for implementation, and use of methodological tools.**

REACH is based on evidence-based strategies to ensure that our division is able to improve student achievement and teacher and school leader outcomes in our high-need schools (**Requirement 10**).

♦**Develop (HCMS, Diversity Recruitment, BT Program):** Decades of research have shown that teacher effectiveness is the most impactful influence on student learning gains.<sup>27</sup> It is estimated that if low-income students had consistent access to effective teachers, the achievement gap between low-income students and their peers would close in nearly four years.<sup>28</sup> However, research demonstrate that low-income and students of color are less likely to be assigned to top-performing teachers in their schools.<sup>29</sup> Studies have also shown that a diverse workforce benefits all students as they are exposed to multiple perspectives which may lead to improved critical-thinking skills.<sup>30</sup> Evidence-based strategies, including partnerships with institutions of higher education and data-based decision making, can help districts recruit, select, hire, onboard, and retain teachers of

color.<sup>31</sup> Once teachers are hired, then leaders face the challenges related to teacher retention. A recent study found favorable results for pairing a beginning teacher with a mentor that has the same or a similar position in the district. Beginning teachers were more likely to report their instruction had improved and they felt a sense of community in their school.<sup>32</sup>

♦**Engage (Teacher PD, Peer and Leader Coaching):** Recently, teacher “voice and choice” has become an area of interest nationwide to ensure that teachers feel supported and have the opportunity to chart their own course of professional learning. An approach that emphasizes “voice and choice” supports a culture that encourages teachers to decide how they consume knowledge and put that knowledge into practice.<sup>33</sup> It is not surprising that teachers are taking charge of their own professional learning as mentoring or coaching may not be readily available after they are past their beginning teacher years. A survey conducted by the Gates Foundation found that 51% of U.S. teachers reported receiving no coaching and only 12% received weekly coaching.<sup>34</sup>

♦**Invest (Leadership Roles, PBCS):** Rather than provide compensation to teachers solely for annual growth in student achievement, WPS is following current research and educator feedback to instead reward effective teachers for taking on additional leadership responsibilities and expanding their reach. For the past ten years, research has demonstrated a lack of effects for awarding teams of teachers for improving student test scores which is consistent with other studies that looked at providing bonuses for individual or school-wide growth.<sup>35,36, 37</sup> Moreover, studies have suggested that providing bonuses based on student academic achievement solely may actually decrease achievement as school culture may be negatively impacted with teachers focused on teaching to the test resulting in Black and Hispanic students exhibiting smaller achievement gains when compared to White students.<sup>38,39</sup> In a recent 2020 meta-analysis of 37 studies, of which 26 studies were conducted in the U.S., a positive and statistically significant (0.043 standard

deviation) effect of teacher merit pay on student test scores was found among the U.S. studies.<sup>40</sup> While the researchers concluded that the results suggest that merit pay could improve student test scores, they cautioned that attention should be paid to program design and implementation.<sup>41</sup> Given these findings, we will forgo the traditional approach of PBC only based on student growth and instead implement the evidence-based Opportunity Culture Multi-Classroom Leadership (MCL) model in our schools to improve student achievement and teacher and school leader outcomes. Research demonstrates the positive impact the MCL model has on academic achievement. A rigorous, evaluation study conducted by the Brookings Institution and the American Institutes for Research for the National Center for Analysis of Longitudinal Data in Education Research in 2018 examined 14 Opportunity Culture models in three districts and included over 15,000 students. Before participating in a MCL model, teachers were on average at the 50<sup>th</sup> percentile in student learning gains. After participating in a MCL model, student learning gains increased in math (75<sup>th</sup> – 85<sup>th</sup> percentile) and reading (66<sup>th</sup> – 72<sup>nd</sup> percentile).<sup>42</sup> Overall, the average effect size was 0.092 for impact of the MCL model on student achievement.<sup>43</sup> Moreover, research from Public Impact on an analysis of state test data suggests that by the 4<sup>th</sup> year of implementation, Opportunity Culture Schools are over 50% more likely than non-Opportunity Culture schools to have schoolwide high growth.<sup>44</sup> In addition to the positive gains in student academic achievement, the MCL model allows for on-the-job professional learning that includes: active learning, focus on content knowledge, coherence with other learning activities occurring in the building, longer duration, and collective participation of teachers in the same building, subject, or grade.<sup>45,46</sup> Implementation of a MCL model also allows principals to adopt a more manageable, distributed leadership model in their schools where principals focus on managing the teacher-leaders in the schools rather than all teachers in the building.<sup>47</sup> Appropriate methodological tools to ensure successful achievement of

REACH objectives are included below (**Requirement 11**).

Table 12. REACH Goals and Objectives	
<b>Goal 1: Design, expand, and implement HCMS and PBCS</b>	
<b>1:</b> By the end of Year 2, the percentage of teachers of color will increase to at least 13% and at least 15% by the end of Year 3. <b>Measure:</b> Administrative data. <b>Baseline:</b> 11% in 2020-21.	
<b>2:</b> By the end of Year 2, no more than 10% of teachers with a summative rating of Exemplary will transfer out of the division; no more than 8% in Year 3. <b>Measure:</b> Annual HCMS teacher evaluation and retention data. <b>Baseline:</b> No baseline available; will begin tracking through TSL.	
<b>3:</b> By the end of Year 2, no more than 10% of teachers with a summative rating of Proficient will transfer out of the division; no more than 8% in Year 3. <b>Measure:</b> Annual HCMS teacher evaluation and retention data. <b>Baseline:</b> No baseline available; will begin tracking through TSL.	
<b>4:</b> By the end of Year 1, a redesigned HCMS linked to existing HR data management systems will be in place. <b>Measure:</b> Operational HCMS.	
<b>5:</b> In Years 2 and 3, the HCMS will be used to inform at least six of the following: recruitment, hiring, placement, retention, dismissal, PD, tenure, promotion. <b>Measure:</b> Annual HCMS data.	
<b>Goal 2: Engage and support teachers and school leaders by providing high-quality professional development, coaching, and mentoring</b>	
<b>6:</b> Each year, at least 85% of teachers and principals will complete the PD activities prescribed in their individual professional development plans. <b>Measure:</b> HCMS data.	
<b>7:</b> Each year, increase by at least 3 points the percentage of teachers earning a summative evaluation rating of Exemplary. <b>Baseline:</b> 11% exemplary in 2020-21.	
<b>8:</b> By the end of Year 1, the percentage of teachers who report positive teacher-leadership relationships will increase by at least 5 percentage points over baseline; increasing an additional	



**Table 12. REACH Goals and Objectives**

10 points in Years 2 and 3. **Measure:** Panorama Teacher/Staff Survey. **Baseline:** 79% in 2021.

**9:** By the end of Year 1, the percentage of teachers who report that school leadership is effective will increase by at least 5 percentage points over baseline; increasing an additional 10 points in Years 2 and 3. **Measure:** Panorama Teacher/Staff Survey. **Baseline:** 68% in 2021.

**Goal 3: Invest in leadership opportunities for teachers and PBC for school leaders**

**10:** By the end of Year 1, the percentage of students who report that school climate is positive will increase by at least 5 percentage points over baseline; increasing an additional 5 percentage points in Years 2 and 3. **Measure:** Panorama School Climate Survey. **Baseline:** 65% in 2021.

**11:** By the end of Year 1, the percentage of students who report being engaged at school will increase by at least 5 percentage points over baseline; increasing an additional 5 percentage points in Years 2 and 3. **Measure:** Panorama School Climate Survey. **Baseline:** 44% in 2021.

**12:** By the end of Year 1, the percentage of students who report a sense of belonging at school will increase by at least 5 percentage points over baseline; increasing an additional 5 percentage points in Years 2 and 3. **Measure:** Panorama School Climate Survey. **Baseline:** 54% in 2021.

**13:** By the end of Year 2, the percentage of students scoring proficient or better in reading will increase by at least 3 points over baseline, with an additional increase of at least 3 points by the end of Year 3. **Measure:** Virginia SOL Reading Test and EOC Test. **Baseline:** 67% in 2019.

**14:** By the end of Year 2, the percentage of students scoring proficient or better in math will increase by at least 3 points over baseline, with an additional increase of at least 3 points by the end of Year 3. **Measure:** Virginia SOL Mathematics Test and EOC Tests. **Baseline:** 77% in 2019.

**15:** By the end of Year 2, the percentage of students scoring proficient or better in science will increase by at least 3 points over baseline, with an additional increase of at least 3 points by the

**Table 12. REACH Goals and Objectives**

end of Year 3. **Measure:** SOL Grade 3, 5, 8 Science and Biology EOC. **Baseline:** 78% in 2019.

**WPS will also report on the required GPRA measures outlined in the application package.**

The percentage of: **(A)** Teachers and Leaders in TSL schools rated effective or higher by their evaluation and support system. **(B)** Teachers and Leaders across district that show improvements, over the previous year, on the student growth component of their evaluation rating. **(C)** Teachers and Leaders in TSL schools that show improvements, over the previous year, on the student growth component of their evaluation rating. **(D)** Teachers and Leaders in TSL schools for whom evaluation ratings were used to inform decisions regarding recruitment, hiring, placement, retention, dismissal, PD, tenure, promotion or all. **(E)** Teachers and Leaders in district who earned PBC based on their individual evaluation ratings. **(F)** Teachers and Leaders in TSL schools who earned PBC based on their individual evaluation ratings. The number of: **(G)** Teachers receiving PBC. **(H)** Leaders receiving PBC. **(I)** Teachers receiving PBC for leadership responsibilities.

**(3) Evaluation will provide feedback and assessment of progress towards outcomes.**

♦**Evaluating and Monitoring:** Our evaluation will use a mixed-methods approach that will combine data from multiple sources to significantly contribute to the validity of the evaluation process.<sup>48</sup> This approach will increase the depth of our information and provide feedback that will enable us to make critical mid-course corrections and program adjustments in a timely manner. Our evaluation will be guided by our logic model (*Appendix A*), which identifies the key program components and activities (e.g., HCMS, PBCS, MCL model, coaching, PD), mediators (e.g., teacher effectiveness, teacher diversity), and outcomes (e.g., school climate, student achievement). All evaluation data collection efforts are designed to address each logic model component. Our logic model's underlying assumption is that teachers and school leaders will make the effort to

improve their effectiveness to increase the likelihood they will earn an incentive or new career pathway. REACH's theory of change connects opportunities for teachers to take on leadership roles and commensurate increases in compensation with improved student academic performance, improved school climate, and increased student engagement and feelings of belonging.

♦**Formative Evaluation:** The formative evaluation will provide ongoing feedback on project implementation that will support the project team in making mid-course corrections and will answer the following questions: (1) To what extent are schools implementing REACH with fidelity? (2) What factors facilitate implementation and what key challenges need to be addressed? (3) What changes need to be made to strengthen and improve the program? Measuring fidelity of implementation of the program will be critical, as research has shown that higher fidelity of implementation of a program is linked to better program outcomes.<sup>49</sup> We will collect fidelity of implementation data from multiple sources (e.g., program records, teacher surveys, PD logs) and use the data to assess the extent to which program activities are being implemented as planned and on schedule. Each school's fidelity index will be created with input from school staff and program stakeholders to ensure that each school's index reflects their unique needs and contexts. Each fidelity index will be comprised of indicators that align with the program components and strategies identified in our logic model with minimum thresholds for determining "adequate" fidelity. For each program component, fidelity scores will be computed based on student-, teacher- and/or school-level indicators of implementation (e.g., number of teacher PD hours; number of mentoring hours for new teachers) to give us a comprehensive assessment of the implementation of each component. Component fidelity scores will be summed to compute an overall school fidelity score, and school fidelity scores will be combined to determine an overall program score.

♦**Summative Evaluation.** Our summative evaluation will enable us to determine the project's

short-, mid-, and long-term outcomes and will answer the following questions: What effect does REACH have on (1) increasing the diversity of teachers; (2) the effectiveness of school leadership; (3) school climate; (4) students' engagement and feelings of belonging in school; and (5) student academic achievement. As outlined in our performance measures, we will use surveys, HCMS data, and standardized test scores to assess progress on achieving program outcomes. To assess the long-term impact of the program on student achievement we will use a comparative, short, interrupted time series (CSITS) research design to assess program impact on school-level standardized achievement scores in math, reading, and science.<sup>50</sup> We will use five years of pre-intervention data (2016-19 and 2021; no data were collected in 2020) and three years of post-intervention data (2022-24) to compare students in WPS schools to 35 matched comparison schools from other VA divisions that do not implement the program. Impact will be measured as the extent of deviation, or difference, from the pattern of performance in the years prior to program implementation. Data will be analyzed using 3-level hierarchical linear modeling over time (level 1) on grades (level 2) nested in schools (level 3).

♦**Methods and Data Analysis:** Quantitative data sources include annual student and teacher school climate surveys; student standardized test scores; teacher turnover and retention rates; teacher effectiveness ratings; and teacher demographics. Qualitative data sources will include interviews, focus groups, and open-ended survey questions. Interviews with key school- and division leaders, including the project advisor, principals, and Management Team will assess their role in building awareness, communicating goals, promoting effective communication strategies, supporting implementation of the program, and will gauge their perceived outcomes of the program, including its effects on teaching and their own effectiveness as school leaders. Teacher focus groups will be conducted to assess general reactions to the program, identify areas of concern

and how best to address these concerns, and assess the extent to which the PBC influences teaching, as well as the decision to remain in or leave the division. Quantitative data will be analyzed using descriptive statistics (means, standard deviations, frequencies). Parametric and non-parametric inferential statistics (chi square, t-tests, ANOVAs) will be used as appropriate, and effect sizes will be computed between groups. Results will be reported in aggregate and disaggregated by school to promote utilization at the school-level. Qualitative data will be coded and analyzed thematically<sup>51</sup> to gain a richer and deeper understanding of stakeholder reactions.

♦**Reporting and Continuous Performance Feedback:** REACH's success relies heavily on continuous high-quality feedback. The evaluator will collaborate with the Management Team to build consensus on critical evaluation questions, methods, instruments, data collection protocols, and reporting formats. Monthly check-in meetings will provide opportunities for the evaluator to share updates on the evaluation process; results of the formative evaluation and measures of implementation fidelity; and interim evaluation findings. Evaluation results will also be shared via a dashboard with charts and graphs for ease of interpretation, as well as through interim and annual reports to the US Department of Education; survey and focus group snapshots; and briefings (**Requirement 11**). The Management Team in collaboration with the evaluator will share findings at conferences, such as the Effective Educator Development Summit, American Association of School Administrators, and American Evaluation Association; submit findings to the What Works Clearinghouse; and offer site visits for other divisions looking to replicate our model.

### C. Quality of the Management Plan

**(1) Adequacy of Management plan.** REACH will increase student academic achievement and teacher effectiveness across our seven high-need schools by developing, engaging, and investing in our teachers and school leaders. WPS has modeled our management plan based on the success

of other initiatives in our division, including a 2019 U.S. Department of Education, Education Innovation and Research (EIR) Early-Phase grant, to ensure that the objectives of our project are achieved on time and within budget. Resumes and job descriptions for key personnel are included in *Appendix B*. (1) **Project Advisor (PA):** Our Director of Human Resource, [REDACTED], will serve as our Project Advisor and oversee the REACH Management Team. [REDACTED] holds a Doctor of Education in Organizational Leadership and a Master's in Education in Administration, over 35 years of education and leadership experience, and experience serving as a Project Director for a School Violence Prevention Program (SVPP) Grant through the Department of Justice. (2) **REACH Management Team (MGT):** Meeting monthly, our Director of Human Resources will oversee the Management Team (MGT) that will include the Superintendent, REACH Project Director (PD), Director of Finance, Diversity and Equity Coordinator, Directors of Elementary and Secondary Instruction, and Division Specialists. This team has extensive experience leading other federal (EIR, SVPP), state (VA Extended School Year), and local foundation (Handley Trust) grant programs and will provide project direction, operations management, fidelity of implementation, and fiscal accountability. (3) **Project Director (PD):** A full-time, grant-funded master's level Project Director will be responsible for directing all aspects of REACH, including programmatic and fiscal management, communication with the program office, timely reporting, coordination of professional learning with staff, adherence to the project timeline and milestones, collaboration with the evaluator, schools, and partners, and participation on the Management Team. (4) **Data Analyst (DA):** We will hire one full-time Data Analyst to provide professional development on using data to inform peer coaching and beginning teacher mentoring, ensure fiscal accountability through budget management, maintain accurate reporting to comply with federal requirements and local policies, manage the student and teacher data, and engage in tasks related

to the educator contracts, compensation, employee databases, stipend structures, and report development for our schools. (5) **Diversity Recruitment Specialist (DRS):** A full-time Diversity Recruitment Specialist will be hired in the HR Department to lead diversity recruitment efforts including expanding our Grow Your Own Program, Come Back to Teach Grants, and partnerships with HBCUs and local institutes of higher education. (6) **Beginning Teacher Specialist (BTS):** A full-time, master's level Beginning Teacher Specialist will be hired to work closely with our HR Department, division leaders, and school principals to redesign, formalize, standardize, and lead our Beginning Teacher Mentor program, targeting teachers in their first three years of teaching. The BTS will be responsible for recruiting teachers to serve as mentors, providing PD in mentoring best practices, monitoring progress towards meeting program goals, and matching mentors with beginning teacher mentees in their target schools. (7) **Multi-Classroom Leader Specialist (MCLS):** A full-time, master's level Multi-Classroom Leader Specialist will lead MCL training efforts and provide ongoing coaching, support, and feedback to the MCLs and educators in each school around implementing an Opportunity Culture. The MCLS will preferably have experience in implementation of the Opportunity Culture MCL model. (8) **MCL Digital Learning Facilitator (DLF):** To ensure the MCL model is implemented with fidelity, we will hire a full-time MCL Digital Learning Facilitator at each school to be placed on each team with a MCL and Team Reach Teachers. Facilitators will serve a key role in supporting the MCL and Team Reach Teachers by supervising students completing digital, online learning and assessments. (9) **Diversity and Equity Coordinator:** Our division's Diversity and Equity Coordinator will further our commitment and efforts around diversity and equity and will support our diversity recruitment strategies in collaboration with the grant-funded Diversity Recruitment Specialist. (10) **Division Specialists:** Locally-funded Math and Instructional Specialists across the division will provide

professional learning and ongoing coaching and support for teachers aligned with their needs as identified in their educator evaluations. (11) **Instructional Coaches:** Locally-funded Instructional Coaches in each school will provide professional learning and ongoing coaching and support for teachers aligned with their needs as identified in their educator evaluations. (12) **Evaluator:** An independent evaluation firm, The Evaluation Group (TEG), will conduct an impact study led by two evaluators with experience in TSL evaluations to gauge program effectiveness, inform fidelity of implementation, and disseminate findings for continuous improvement across our division and for replication in other settings. Table 13 presents timelines and milestones for completion of major project activities for each goal area (**Requirement 7**). Specific, well-defined objectives and annual performance targets to monitor goal attainment were previously highlighted in Table 12 above.

Table 13. REACH Management Plan (October 1, 2021– September 30, 2024)		
Milestones	Timeline	Responsibility
<i>Overarching Project Management and Activities</i>		
Convene Management Team (MGT)	Begin 10/21, monthly	PA
Confirm partner commitments and match	10/21	MGT
Review data to inform HCMS modifications	Begin 10/21, weekly	MGT, HR
Confirm grant timeline and hire grant staff	10/21-12/21	MGT
Create professional development calendar	Begin 10/21, ongoing	MGT, PD
Conduct evaluation (data collection/analysis/tools)	Begin 11/21, ongoing	TEG
Attend TSL Grantee Summit and Meetings	Begin 11/21, biannually	PD, MGT
Develop educator and leader input and feedback plan	11/21 – 1/22	PD, TEG
Establish compensation database	Begin 12/21, ongoing	DA
Maintain reporting to TSL Program Office	4/22, biannually	PD, DA, TEG



Table 13. REACH Management Plan (October 1, 2021– September 30, 2024)		
Milestones	Timeline	Responsibility
Implement ongoing sustainability planning	Begin 5/22, quarterly	PD, MGT
<b><i>Goal 1: Design, expand, and implement HCMS and PBCS [Objectives: 1.1 – 1.5]</i></b>		
Gather feedback on HCMS and PBCS	11/21 – 12/21	MGT, TEG
Identify HCMS and PBCS enhancements	1/22 – 2/22	PD, MGT
Procure vendor to upgrade and link HCMS	3/22 – 4/22	PD, HR
Use redesigned HCMS for data-driven decisions	8/22	All
Identify diversity recruitment upgrades ( <i>Grow Your Own</i> , affinity groups, redesign application/marketing)	1/22, ongoing	PD, HR, DRS, Partners
Implement diversity recruitment improvements	4/22	PD, HR, DRS
Attend equity conference	7/22, annually	PD, HR, DRS
Plan <i>Summer Experience</i> for College of ED Students	3/22, annually	PD, VSU
Host <i>Summer Experience</i>	6/22, annually	PD, VSU
Refine Beginning Teacher Mentor program	1/22	BTS
Select BT Mentors using data and train	2/22-3/22	PD, BTS
Pilot BT Mentor program; full implementation	5/22; 8/22	PD, BTS
<b><i>Goal 2: Engage and support teachers and school leaders by providing high-quality professional development, coaching, and mentoring [Objectives: 2.6-2.9]</i></b>		
Develop schoolwide PD plans	Begin 1/22, ongoing	PD
Implement schoolwide PD (6 days + 6 summer days)	2/22	PD
Identify individual PD needs based on evaluations	2/22, ongoing	PD
Identify providers and launch executive coaching	Begin 1/22, ongoing	PD

Table 13. REACH Management Plan (October 1, 2021– September 30, 2024)		
Milestones	Timeline	Responsibility
Plan school leader summer symposium	4/22, annually	PD, Vendors
Launch school leader summer symposium	7/22, annually	PD, Vendors
Provide PD on mentoring and coaching	Begin 1/22, ongoing	PD, BTS
Identify effective educators for peer coaching	4/22, ongoing	PD
Implement Peer Coaching program	8/22	PD
<b><i>Goal 3: Invest in leadership opportunities for teachers and PBC for leaders [Obj.: 3.10-3.15]</i></b>		
Identify exemplary teachers, principals, and APs	1/22, ongoing	PD, DA
Refine process for selecting department, grade level, and School Improvement chairs using data	1/22	PD, DA, Principals
Launch implementation support for MCL Model including identifying MCL teachers and facilitators, training, and placing in model classrooms	Begin 1/22, ongoing	PD, MCLS, Principals, Vendor
Refine compensation metrics and amounts	3/22	PD, DA, MGT
Define PBCS leadership roles	4/22	PD, DA, MGT
Attend Opportunity Culture conference	7/22, annually	PD, MCLs
Launch MCL model with 7 additional MCL added each August; confirm sustainable financing plan	8/22, annually	PD, MCLs, DLFs
Provide PBC earned in previous school year	9/22, annually	PD, DA
Gather educator and leader input on HCMS	10/22, annually	PD, TEG
Refine HCMS based on educator and leader input	11/22, annually	PD, DA

## D. Adequacy of Resources

**(1) Project will result in system change or improvement.** Like other programs in our division, REACH was designed with our division's overarching beliefs in mind to ensure that at the end of the performance period, this program will result in system change. At WPS, we believe: (1) every student has the right to an excellent education in a safe, experiential, and imaginative learning environment; (2) every student deserves equitable opportunities to learn, grow, lead, and serve; (3) an intentional focus on future ready skills and dispositions, integrated with essential academic knowledge, develops an empowered 21<sup>st</sup> century graduate; (4) mental, emotional, and physical health are essential conditions for optimal learning; (5) collective efficacy and shared accountability are vital ingredients to a productive, empowered workforce; (6) WPS must be learner-centered, agile and courageous in modeling the power of public education across Commonwealth, country, and world; (7) a vibrant public education system positively impacts the social, economic, and civic well-being of Winchester; (8) embracing the diversity of our students, their families, and our community is a strength that unifies us; and (9) to achieve equity, we must clearly define and monitor the extent to which all learners and groups are empowered through access, diversity, and inclusion. With our beliefs at the forefront during the planning stages, REACH was designed based on our collective experiences as teachers, school leaders, and division leaders and includes evidence-based strategies highlighted in *Section B*. Our logic model in *Appendix A* provides an overview of the key inputs and activities that will lead to system change and improvement including: (1) upgraded HCMS for streamlined human capital decision; (2) expanded diversity recruitment; (3) implementation of a new, standardized Beginning Teacher mentor program; (4) teacher-driven voice and choice in professional development related to goals for student engagement and belonging; (5) peer coaching for teachers after their BT years; (6)

implementation of a coaching structure for school leaders; (7) creation of leadership opportunities for teachers with compensation for taking on additional responsibilities through a sustainable Opportunity Culture Multi-Classroom Leader Model that extends the reach of our most effective teachers to 100-700% more students and ensures that students who would not otherwise have access to an effective teacher's standards and methods now has access;<sup>52</sup> (8) refining the process for selecting department chairs and grade level leads to base selection on a track record of student success; and (9) providing PBC for principals and assistant principals based on student achievement, SEL indicators, and leadership. Successful implementation of our key activities and system improvement will lead to successful achievement of our outcomes and improvements across our seven high-need schools including: (1) increased use of HCMS and evaluation rating for decision making (**Absolute Priority 1**); (2) improved teacher and school leader effectiveness (**Competitive Priority 1**); (3) improved teacher and school leader effectiveness in improving student growth; (4) increased teacher and school leader diversity (**Competitive Priority 2**); (5) increased career paths and leadership opportunities for teachers; (6) improved teacher-leader relationships; (7) improved teacher perceptions of school leadership's effectiveness; (8) improved school climate, (9) increased student engagement; (10) increased student sense of belonging; (11) improved student academic achievement; (12) increased teacher and school leader retention; and (13) increased access to effective educators. Our evaluation team will provide ongoing feedback so we are able to monitor implementation, make adjustments, and determine the most successful strategies for improving student achievement and increasing access to effective educators.

**(2) Build local capacity to provide, improve, or expand services.** REACH will target all seven high-need schools in our division to increase outcomes for students, teacher and school leader retention, and access to effective educators. By implementing a variety of financial and non-

financial supports, REACH will build local capacity to improve and expand services that address the needs of our educators and students. WPS is fully committed and engaged in the work for our high-need students. Our board passed an anti-racism resolution, established an equity framework, and in 2019, the National School Board Association awarded WPS a 2019 Magna Award in recognition of the intentional work our division has done around equity and to break down barriers for underserved students. As described in *Section A*, REACH will build upon our prior experiences and existing initiatives to positively impact our high-need schools as seen below.

Table 14. WPS Initiatives to Build Capacity	
Title I funding for elementary schools	VA Board of Education Evaluation Guidelines
Professional learning communities (PLCs)	VA Department of Education Equity Guidance
WPS Specialists and Instructional Coaches	WPS Diversity and Equity Coordinator
Empower 2025 Strategic Plan focused on the empowerment of learners, staff, community, family, and organization	WPS Equity Framework: diverse recruitment, hiring, and retention; PD and coaching
	WPS Anti-Racism Resolution

**(3) Resources to operate beyond the length of the grant.** When designing REACH, our division leaders ensured that our project has the capacity and resources to operate beyond the length of the grant including a multi-year financial and operating model, demonstrated commitment of partners, and evidence of support from teachers and school leaders. Many school systems, including ours, struggle to provide an annual cost of living increase for their employees not counting additional funds such as PBC. Yet REACH is designed to be self-sustaining as we will engage in design work with Public Impact during the grant period to reallocate local funding to support our MCL model.

♦**Multi-Year Financial and Operating Model:** REACH naturally complements our most recent strategic plan, Empower 2025, and specifically our objectives around staff empowerment. When

imagining staff empowerment, WPS is committed to ensuring that each member of the WPS team engages in a culture of equitable and empowered learning by developing individual and shared professional goals while executing continuous improvement actions through collective efficacy and shared accountability. Table 15 provides an overview of our strategic plan aligned to REACH.

<b>Table 15. Alignment to WPS Strategic Plan – Staff Empowerment</b>	
<b>Strategic Plan Component</b>	<b>REACH Strategy</b>
<b>Objective 1. Ensure an Equitable and Empowered School Climate</b>	
1.1 Develop effective supportive leaders via training, feedback, and succession planning	Coaching structure for leaders, PBC for principals and assistant principals
1.2 Foster leadership within the organization	Create leadership opportunities, refine process for selecting department and grade level chairs
1.3 Develop affinity employee groups to ensure all staff are embraced in a culture of inclusion	Expanded BT mentoring and peer coaching, PLCs, professional learning
1.4 Maintain competitive salary and benefit packages while developing pay structures that incentivize innovation and increased efficiency	Provide compensation for teachers who take on additional leadership opportunities (MCL teachers, BT Mentors, Peer Coaches)
1.5 Recruit and retain a culturally diverse workforce that represents our student body	Expand diversity recruitment, enhance educator recruitment via branding and online presence
<b>Objective 2. Provide Opportunities for Individual and Collective Professional Growth</b>	
2.1 Develop a culture that promotes, values, and measures personalized employee growth	Upgraded HCMS to inform decisions, teacher-driven PD, peer coaching, BT mentoring
2.2 Develop a culture for shared, transparent and valued professional learning	PLCs, peer coaching, BT mentoring, teacher-driven PD



As displayed above, all REACH components align with our strategic plan’s focus on staff empowerment which solidifies our commitment to a long-term, multi-year financial and operating model to ensure project activities continue after federal funding ends. The REACH Management Team will engage in a sustainability planning process beginning in Year 1 and produce a sustainability plan by the end of Year 3 to ensure continued support after Federal funding has ended (**Requirement 8**). This plan will address existing capacity using evaluation results to clarify programmatic elements that should be preserved with an emphasis on leveraging division and community resources. Table 16 below provides an overview of our operating model.

Table 16. REACH Multi-Year Operating Model	
<b>Year 1</b>	Begin sustainability planning process, solicit feedback on REACH model from stakeholders, launch PBC for leaders, launch teacher leadership opportunities, engage in design work with Public Impact to reallocate local funds to support MCL model
<b>Year 2</b>	Solicit feedback and refine Year 1 implementation activities
<b>Year 3</b>	Complete sustainability planning, submit TSL renewal application for Years 4-5, present sustainability plan to Board, Superintendent confirms financing plan
<b>Years 4+</b>	Implement sustainability plan, continue to refine REACH activities

Our division has committed local funds and in-kind resources to maximize REACH’s success and ensure sustainability as described in our match budget and Superintendent letter in *Appendix D*.

Table 17. REACH Multi-Year Financial Model	
Component	Financial Plan
Opportunity Culture Multi-Classroom Leader model	Designed for sustainability, this model is intended to be cost neutral as it redistributes local funds for teaching positions and

	digital learning facilitators into a teacher-leader/team model
Professional Development	Practices will continue through mentoring, coaching, and PLCs
PBC for Peer Coaches and BT Mentors	Existing local stipends will be reallocated to the structure established through REACH to fund Coaches and Mentors
PBC for Hard-to-Staff Subjects	Title II funds can be used to continue this strategy
PBC for Leadership Roles	Title I funds and reallocation of local stipends for educators
PBC for Principals/APs	If effective, reallocate staffing funds into the HR budget
Management Structures	Structures are built-in to division to ensure components continue
HCMS	Sustained by consolidating existing systems and subscriptions
Diversity Recruitment	Embedded once partnerships are forged and materials updated

♦ **Commitment of Partners:** Letters of support from our partners are included in *Appendix C* and include: (1) **Public Impact** to provide professional learning and support as we plan, implement, refine, and sustain an Opportunity Culture model in our seven high-need schools. (2) **Virginia State University** to consult with our recruitment staff to suggest potential avenues for attracting and retaining diverse applicants, bring students to visit WPS schools each summer, and partner with our division for an annual “Summer Experience” for WPS Teach for Tomorrow students; (3) **Shenandoah University and the Division of Education and Leadership** will continue to partner for the Opportunity Scholars’ Teach for Success program, which recruits young people from the Winchester community who desire a career in education but may not feel that they have the financial resources to attend college and connect them with career opportunities in our division and engage in conversations with our division to develop a teacher residency program in our high-need schools for our MCL model. (4) **Winchester Education Foundation** will provide “Come Back to Teach” grants to encourage former WPS students to return to the division and work in a



professionally-certified capacity. (5) **Society for HR Management** will offer ongoing support and consultation as we upgrade our HCMS and offer insight and coaching on strategies to expand diversity recruitment. (6) **Winchester Chamber of Commerce** will provide professional learning around diversity, supporting recruitment efforts, linking resources, and advertising career opportunities. (7) **Winchester City Manager** will collaborate on workforce development strategies, including diversity recruitment, branding and online presence, and building partnerships; (8) **EdEquityVA** will share resources to support multilingual students, racially marginalized students, students with disabilities, LGBTQ+ students, and equitable school discipline and provide ongoing support and training. (9) **Handley Trust** will provide financial resources to support our “Grow Your Own” program in collaboration with VSU; and (10) **Opportunity Scholars** will implement the Teach for Success program including high school academic preparation, student employment and teaching experience, and financial assistance.

♦**Support from Teachers and Leaders:** The commitment from our teachers and leaders is critical to long-term success. *Appendix C* includes a MOU demonstrating the commitment of our principals to launch, implement and sustain REACH. *Appendix D* documents the matching commitment from our division and support for sustainability (**Requirement 3**). WPS will provide matching contributions, using in-kind and division-funded resources including seven instructional coaches, two specialists, and time and effort of our Management Team. We will provide facilities for grant staff offices and MCL model classrooms and redirect software to support the HCMS including TalentEd, Panorama Survey, and benchmark testing software. We will continue to support diversity through recruitment, educator support, leadership stipends, and Grow Your Own and Participate programs. *Appendix F* is a summary of our educator survey results (**Requirement 3**) showing vast support of our TSL program to expand the REACH of our effective educators.