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PROJECT NARRATIVE

(A) Evidence of Support. *A.1 Comprehensive Effort to Improve Teaching and Learning:*

East St. Louis School District 189 (District 189) is located in the City of East St. Louis, Illinois (IL). East St. Louis is on the Mississippi River directly across from the City of St. Louis, Missouri, situated in St. Clair County, IL. The students in our district reside in the communities of East St. Louis, Centreville, Washington Park, Alorton, and Fairmont City. The district operates one preschool center, five elementary schools, two middle schools, one senior high school, and one alternative school. Students in District 189 come from some of the most economically distressed communities in the nation. All of our students receive free breakfasts and lunches, 99% of our students are African American, and more than half of our students come from families living in extreme poverty. East St. Louis communities have high levels of gang activity, domestic violence, drug trafficking, and subsequent community violence. District 189 students have stressful everyday lives characterized by regularly experiencing traumatic events.

District 189 proposes the Teacher and School Leader Incentive (TSLI) Project to advance student achievement in all District 189 schools by increasing the effectiveness of teachers, principals, and other school leaders. We will focus on improving human capital management systems (HCMSs) and building on our performance-based compensation system (PBCS) to support this effort. District 189 will partner with Southern Illinois University at Edwardsville (SIUE) to place undergraduate students studying to earn their bachelor's degree in education and their teaching credential in the TSLI Project's Urban Educator Residency Program (Urban Ed TRP). We will also partner with National Louis University (NLU) to place individuals switching to a career in education and studying for a master's degree in the TSLI Urban Ed TRP. In the residency, 4th year undergrad education majors will experience an intensive full-year practicum

in District 189 classrooms under the direction and guidance of District 189 master teachers and a building mentor resident coach. In addition to taking typical courses to complete their education degree, resident teachers will also receive specialized urban education training and support from the Academy of Urban School Leadership (AUSL) to help them gain the skills and knowledge they need to teach the challenging student population District 189 serves.

In order to cultivate a competent school leader workforce (e.g., district administrators, principals, assistant principals, instructional coaches and teachers aspiring to become school administrators) more capable of working effectively with the economically distressed minority students and families District 189 serves, we will partner with New Leaders to provide PD in instructional leadership and operations/systems management. New Leaders prepares educators to take a leadership role in an economically distressed urban district through its Emerging Leaders Program. We will implement Emerging Leaders as part of the TSLI Project. To recognize and support good teaching and school leadership, central office administration will enhance building-level coaching and supports, and work with the Teachers' Union to develop our PBCS further.

The TSLI Project will fit into a larger, overarching districtwide comprehensive effort to improve teaching and learning. We strive to provide our students with classroom learning that not only supports rigorous academic standards, but that recognizes the real experience of their lives growing up in a distressed urban community, and that places learning in the context of their culture and worldview. We want all our students to recognize that what they learn in school is useful and meaningful, and we want them to make the connection between education and success in the world beyond school. Educators working with our students and families require significant additional training and support for them to become competent at successfully educating our students and to protect themselves from burnout so that they remain as educators in our high-

need district. Typical college teacher training programs in this country teach “to the norm,” and simply do not fully prepare teachers to work in districts like ours. The TSLI Project will enhance the overall District 189 effort to improve teaching and learning. The district already implements a number of initiatives to support teachers in improving academic achievement for our students. These current active initiatives include (but are not limited to) the following:

1) Teacher performance evaluation. One of our current strengths is that all schools in the district follow full implementation of the Illinois Performance Evaluation Reform Act of 2010 (PERA) evaluation system, which is based on the rigorous Danielson Framework for Teaching. The Danielson Framework is used with fidelity to support teachers in developing their skills to serve effectively. Student growth represents 30% of the evaluation. This evaluation system was put in place jointly by the district and the Teachers’ Union, prior to the state mandate for teachers and principal evaluations to include student growth. We have provided extensive professional development (PD) covering the evidence-based Danielson Model and Student Learning Outcomes (SLOs) over the past few years to support this evaluation system. We evaluate all teachers (including tenured teachers) with steps that include informal observation and communication with teachers, formal review, and post-review dialogue. Their evaluator provides clear, timely feedback through the OAYSYS online evaluation monitoring system.

2) Frequent, constructive feedback. The district uses the internally created Teacher Development Dialogue (TDD) to help administrators support their teachers by providing them with frequent coaching and constructive feedback essential to their professional growth. The building principal conducts ten-minute informal observations in three classrooms per day. The principal documents observations using the TDD tool (see Appendix F), based on domains two and three of the Danielson Framework. The principal shares results of the observations as

documented on the TDD tool with the teacher for quick feedback. Gold-level teachers are observed three times per month; silver level six times per month; and bronze level ten times per month. Principals are observed by central office administrators, including assistant superintendents and turnaround specialists, who document their observations to give feedback and provide coaching for improvement using the TDD equivalent for principals, which is the Administrative Development Support System (ADSS). Principals receive observations from the ADSS process every ten weeks. (See Appendix F for the ADSS form).

3) District support. Six district content specialists serve teachers in grades Pre-K-12 in the four core content areas (English language arts, math, science, and social studies) as well as special education and technology integration. The content specialists support beginning teachers, mentors, and principals through coordination and provision of PD and coaching. They rotate through each school on a regular basis, and each content specialist conducts six mini-curriculum audits in classrooms each week. The audits check for pacing, use of common unit assessments, and use of district-approved (evidence-based) interventions. Content specialists provide the results of the audits and constructive feedback to the teachers. Two turnaround specialists (one elementary and one secondary) provide similar supports to principals, including coaching.

4) Recruitment and induction/mentoring. Through an Educator Equity Grant, funded by the Illinois State Board of Education (ISBE), we are currently implementing activities to improve teacher recruitment and induction as well as mentoring supports. This project improves retention through provision of mentor/mentee matches, PD, and increased recognition of teacher success. This recognition will dovetail with a districtwide PBCS in the near future.

5) School leader PD. The Future Leaders Program (FLP) is an in-house PD series of training modules designed to cultivate new school leaders who will perform well in the challenging

District 189 environment. The select cohort program, which requires application and acceptance before entry, helps educators to be effective as they move up into increasingly more responsible administrative positions. The first FLP cohort began in summer 2016 and includes 28 staff.

6) In-house PD. All district teachers receive in-house PD through School Improvement days, PD University, and Wired Wednesdays. PD University offers a platform for all staff to engage in individualized learning, and is a place where teachers, administrators, and other personnel grow together. Classes incorporate information about relevant, research-based educational practices. In PD University sessions, teachers and administrators share best practices and also review, analyze, and design meaningful lessons. If teachers are unable to attend a class that interests them, they can view it another time online. We record all classes and upload them to the District 189 website for streaming. PD University aims to change the quality of learning in our classrooms. Educators receive a stipend for their participation. Wired Wednesdays are held once monthly as drop-in opportunities for teachers and staff to work with technology leaders to further develop skills in technology to facilitate better integration of technology into the classroom.

7) Climate and culture. Understanding that our students must have critical social/emotional needs met before learning can take place, the district has chosen to use limited local funds to place school social workers (16) on all campuses. In addition, an experienced social worker has been hired as the director of Parent and Student Support Services, to coordinate social/emotional efforts. Some District 189 teachers have received training in the evidence-based Positive Behavior Intervention Support (PBIS). PBIS is a systemic approach to proactive, school-wide behavior based on the Response to Intervention (RTI) Model. Data-driven decision-making is a hallmark of PBIS.¹ We also educate teachers about restorative justice practices so that they can

¹ There exists a large body of evidence of the effectiveness of PBIS. Key research sources can be

teach their students this concept and help them apply it when an incident occurs. Teachers work with the students to understand the concept of restitution, and together they decide what course of action to take to “set things right” on a case-by-case basis through conversation with all the parties involved in an incident. In the past two years, 170 staff across our 10 Pre-K-12 campuses have received training in restorative justice practices (two full days), and we have prepared 23 internal certified trainers in restorative justice practices. District 189 is viewed as a state leader in this area, and has presented to other schools statewide through the Illinois Prevent School Violence and Illinois Association for Supervision and Curriculum Development. We also use Positive Behavior Facilitation (PBF), a PD component that covers the topic of appropriate response to student behavior within the context of cultural/social sensitivity. 8) Data-driven work and best practices. Our current teacher development and support activities embrace a host of research-based best practices, including: Framework for Teaching, Illinois Induction Program Standards, professional learning communities (PLCs), International Society for Technology in Education (ISTE) Instructional Technology standards, data-informed decision-making, and more. To advance transparency and support, district staff constantly use data to drive improvement. We use the DOMO districtwide dashboard platform as well as the Academic Excellence Indicator System (AEIS) (see Appendix F) to track improvement in student academic achievement and school climate at each school site. We use a range of key indicators, including (but not limited to): student achievement in academic subjects based on the statewide PARCC as well as the district’s Northwest Evaluation Assessment (NWEA) that is a metric with a scale of one-to-five for level of student growth/achievement, SAT scores for high school students,

found at the U.S. Department of Education Office of Special Education Technical Assistance Center on Positive Behavioral Interventions and Supports website: <http://www.pbis.org>.

freshmen on track, AP credit success for high school students, attendance, suspension rate, graduation rate for high school, college enrollment rate upon graduation, and the school environment checklist. We also measure results using the Danielson Framework.

A.2 Collaborative Partners: Three key partners, AUSL, SIUE, and NLU will collaborate with District 189 to make the TSLI Project a success. Together with SIUE, we will recruit students planning to go into teaching who are in their final year of undergraduate studies in education and enroll them for participation in the Urban Ed TRP as “residents.” Selected residents will make a four-year (one year of student teaching and three years of subsequent employment upon graduation and Illinois certification) commitment to remain in District 189. SIUE will collaborate with the district to align the academic program for Urban Ed TRP residents with their practicum experience in their assigned District 189 classroom. Residents will dedicate three days per week (Mon.-Wed.) in their District 189 classroom. On Thursdays and Fridays, residents will attend class on campus. Coursework and the residency will lead to Illinois licensure and are not an alternative certification program. We will also partner with NLU as a higher education partner. NLU in Chicago agreed to send faculty to the East St. Louis community to provide classroom coursework for individuals making a career change who choose to study for a master’s degree in education. These career-changers will serve four days per week in the District 189 classroom Urban Ed TRP, and will receive their coursework and degree through NLU.

The district will hire an Urban Ed TRP recruiter to seek African Americans pursuing a career in education proactively to participate in the Urban Ed TRP in order to increase the number of African American teachers in the program and to diversify the workforce in general. As part of this effort at diversification, the recruiter will also seek to recruit more men to the teaching field. (According to our most current district school report card, only 21% of teachers in

the district are male.) We also seek to attract individuals looking to make a career change (particularly those in the fields of math and science), who are interested in completing a master's degree in education. We will offer career-changers in the NLU master's program a stipend [REDACTED] adequate to support their career transition into the education field.

We will admit residents into the program using standard university admissions guidelines, with an added screening component for District 189. Applicants will submit a resume and a two-minute video in which they explain their interest in urban education. Screened applicants will be required to teach a five-minute lesson on weather that they can apply to their content area, to engage in a group exercise on an article assigned to them to read in advance, and to participate in a coaching exercise (to see how they respond to feedback and instruction). SIUE and NLU will provide academic courses essential for Urban Ed TRP residents to complete their college degree in education successfully. The TSLI Project will provide residents with classroom teaching experience under the guidance of a highly-qualified master teacher at the Young Academy. Based on AUSL experience, we will carefully match master teachers with residents. Undergraduate-level residents will receive a \$5,000 scholarship, and graduate-level residents will receive a [REDACTED] stipend.

As higher education partners, SIUE and NLU will engage in intensive participation with the program and communication between District 189 staff and resident students. We will work with these partners to modify and align coursework to meet the unique student needs for urban education. SIUE and NLU faculty will visit District 189 schools to see the students taught by the residents. This will inform their work as they take the field experience context back to their classrooms. The methodology instructor will also serve as a field instructor and will participate in the first year cohort as a partial classroom coach and mentor. This experience will not only

support the resident teachers, but will inform the methodology instruction from SIUE.

AUSL will provide PD to help us better prepare our educators to be successful in a distressed, urban school environment, where we measure success by student achievement. AUSL was founded in 2001 and today manages 31 Chicago Public Schools serving 17,000 students. Over 950 teachers have graduated from the AUSL Chicago Teacher Residency™. Steady, positive improvements in academic achievement, student engagement, and parent satisfaction are hallmarks of all AUSL-managed Chicago Public Schools. District 189 Deputy Superintendent Devon Horton served as the principal for four years at an AUSL school and training academy. His relationship with AUSL and experience with the training academy will help facilitate the success of the TSLI Project. AUSL has a proven record of creating schools of excellence by developing highly effective teachers through a gradual release and transforming educational outcomes for students in the lowest-performing schools in Chicago. AUSL trains teachers to teach and administrators to lead in highly distressed urban communities. The communities in which AUSL has shown success are much like ours, where minority children and youth experience a high incidence of poverty, crime, and violence. The realities of their lives often make it difficult for them to focus on their studies in school. AUSL knows how to reach and support these students to be successful in a rigorous academic program.

A.3 Integration with Related Efforts: The administration at District 189 makes a strong, deliberate effort to ensure that grant resources for all our grant-funded projects complement one another to maximize project outcomes and deliverables. We will integrate the TSLI Project with other related efforts in the district. We will leverage a variety of funding streams² to support the

² While our funding streams complement one another, we are not counting federal funds (e.g., SIG, Title I) as part of the match in the project budget.

success of all efforts to improve student outcomes and educator success. These include:

➤ School Improvement Grant (SIG) Funds. Two middle schools and one elementary school in the district currently receive SIG Turnaround funds. We use a substantial portion of SIG funds for educator coaching, PD, and support as part of the overall goal of improving student achievement. The district has designated SIG funds to provide teacher incentives for retention and hiring at applicable schools. We will use SIG funds to support the provision of PD directly related to the identified needs of beginning teachers in SIG schools according to their individual learning plans. SIG funds will also cover the cost of substitute teachers at those schools while new teachers and mentors participate in PD, coaching, and classroom observations.

➤ Title I Funds. The district designates a portion of Title I funds annually for PD and we currently use these funds to cover costs associated with the PD University as well as expert education consultants. Through Title I funding, further training on SLOs and the Danielson Model will support teachers and staff conducting evaluation.

➤ Educator Equity Grant Funds. We use this competitive state grant award by the IL State Board of Education (ISBE) for teacher recruitment, orientation, mentoring, evaluation, and PD to support increased highly effective teachers in underperforming schools. Funds are also used to support efforts to cultivate and recruit a more diverse workforce.

➤ New Teacher Induction and Mentoring Program Funds. Funded through the ISBE, this program supports first- and second-year teachers and aligns with the Illinois Professional Teaching Standards. Mentor teachers support beginning teachers for a period of at least two school years. Adequate time is provided to ensure collaboration, support, and reflection between the mentor and mentee. The lack of appropriate induction support is a major cause of the loss of

new teachers from urban districts.³ Research by the Joyce Foundation shows that teachers in their first five years are far more likely to leave the profession than their more experienced colleagues. District 189 continues to focus on stepping up efforts to support new teachers in order to retain them beyond the critical first five years.

➤ District funds. We will use district funds to complement overall reform efforts and strengthen the learning environment. For example, district content specialists serve teachers of grades K-12 in all four core content areas (ELA, math, science, and social studies) as well as special education and technology integration. The content specialists, along with the district assessment specialist, rotate through each school on a regular basis to offer support. The district has allocated [REDACTED], which is an integration platform for personnel records inventory used to support recruitment of highly effective leaders and classroom teachers. The district also pays for Applitrack, which is a frontline recruitment platform for job applicants.

District 189 has many years of experience blending and braiding funds from different funding streams, and our accounting system is set up to accommodate tracking of monies from multiple funding sources.

(B) Need for Project. *B.1 Serving Students at Risk of Educational Failure:* Given the intergenerational extreme poverty of our students, it is not surprising that many struggle academically. Most students depend on their schools to make a difference in their lives. All students in District 189 are at risk of educational failure. According to the district's 2015-2016 Illinois Report Card, our student population is 97.5% African American and 1.5% Hispanic/Latino. Less than 1% of our students speak English as a second language. The percentage of students with a diagnosed disability (qualifying for special education services) is

³ Lankford and Wycoff, 2002.

15.3%. The District 189 student population is 98.8% low-income.⁴ Of the 6,086 enrolled students in SY16, 7% were classified as homeless. (We know that the number of homeless students exceeds the number that is reported.)

At 33 per 1,000 residents, East St. Louis has one of the highest crime rates in the country. (The state rate for IL is just under 4 per 1,000.)⁵ East St. Louis is ranked as one of the most violent cities in the U.S. In 2014, the murder rate in East St. Louis was 101.9 per 100,000 people, which was higher than the murder rate for the country of Honduras (at 90.4 per 100,000). Honduras has the highest murder rate of any country in the world.⁶ The mental health of the children, youth, and families served by our district is heavily impacted by the stressors caused by the high crime rate, living in poverty, family and community violence, single parent families, grandparents as guardians, and the prevalence of substance abuse in families.

A high percentage of East St. Louis children/youth, as well as their parents, have a history of Adverse Childhood Experiences (ACEs), which result in mental health issues. ACEs include not only domestic violence but also such serious family stressors as homelessness and insecure housing, incarceration or death of a parent, lack of food, and mentally ill or substance abusing family members. Research shows that children who live in violent communities, where they experience continuous physical fighting as well as more disturbing violent incidents, manifest symptoms of Post-Traumatic Stress Disorder (PTSD).⁷ Because of the nature of the community in which they grow up, many children and youth living in East St. Louis manifest

⁴ This data is available at the ISBE website.

⁵ Neighborhood Scout, 2017, retrieved from www.neighborhoodscout.com/il/east-st-louis/crime/.

⁶ Reuters via UN data, *Honduras, Venezuela Have World's Highest Murder Rates*, 2014.

⁷ Steele, Malchiodi, and Kuban, 2008.

mental illness, including PTSD, in the form of “problem behaviors,” that need to be understood and addressed by classroom teachers. Research shows that academic learning is impeded when youth suffer from mental health concerns.⁸ District 189 educators need specialized training in recognizing the effects of trauma suffered by so many of our students, and in understanding how to work with this student population effectively. In order to attract and retain competent educators dedicated to teaching this high-need population, we must provide them adequate PD opportunities that focus on how to manage students and the learning environment when a large number of students in each classroom struggle with mental health challenges.

It is important to note that our students and their families move around a lot, and the mobility rate is 20%. This is important because so many of our students struggle with continuous upheaval in their lives, which makes it even more important for them to experience consistency at school. Unfortunately, they often do not experience this consistency at school. District 189 has a poor teacher retention rate (74%), which means that some students may have two (or more) different teachers in one classroom during the course of one school year. Teachers leave because they become overwhelmed by the many challenges associated with teaching our high-need student population and permanent subs may be used to complete the school year.

The four-year graduation rate in the district is 73%. The state achievement measure is the Partnership for Assessment of Readiness for College and Careers (PARCC). According to the PARCC, in 2016, only 6% of District 189 students met or exceeded composite grade level expectations and only 5% of high school graduates were college-ready (compared to 46%

⁸ Hurwitz. L., Watson. K, *Using Coordinated School Health to Promote Mental Health for all Students*, NADBHC, 2010.

statewide, as measured by a 21 on the ACT).⁹ PARCC data indicate that only 7% of students districtwide met ELA expectations for their grade level and 4% met expectations in math.

Data collected on graduates of District 189 high schools indicates that 49% of graduates enroll in college within 12 months of graduation (compared to the state rate of 68%), and 92% of those who enroll in college must enroll in remedial classes to prepare them for standard college coursework. Clearly, educators in our district require more than the typical teacher or administrator education program to prepare them to meet the challenges posed by our students and their families. These challenges are not insurmountable. We know many successful strategies for teaching high-need children and youth. The TSLI Project will better prepare educators to work with these students and will provide educators with the ongoing PD, support, and recognition they need to prevent burnout and to help them help our students to succeed in a rigorous academic program. We know it is possible, we have seen it happen elsewhere, and we intend to make it happen in East St. Louis through implementation of the TSLI Project.

In 2015, only 3% of District 189 students met state PARCC composite expectations. [REDACTED]

[REDACTED]

[REDACTED] In 2016, academic achievement improved, and 6% of students met state PARCC expectations. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

⁹ This assessment is based on the ability of graduating students to score 21 or higher on the ACT.

Student achievement is linked not only to teaching, but also to the effectiveness and competence of school leaders, such as principals and assistant principals. A March 10, 2017 *New York Times* article¹⁰ points out the danger of overlooking the critical importance of principals in turning around underperforming schools and contributing to student success in distressed communities. The article points out that principals are the most accountable person in the system, and that it is up to them to create a sense of community, a teaching workforce that strives for excellence, and a culture of accountability.

B.2 Gaps and Weaknesses: [REDACTED]

[REDACTED] The most critical contributor to student achievement is the quality of the teacher in the classroom. There are many facets to this situation. First of all, we realize the benefits associated with hiring teachers who come from the same cultural context as students and families. While 99% of our student body is African American, only 67% of our teachers are African American. District 189 is proactive about recruiting African American teachers, but African Americans are a traditionally under-represented group in higher education and there is a great need nationwide for more African American teachers. Secondly, we compete for teacher talent with other districts that have a student demographic that that is less demanding. While many excellent Anglo/Euro teachers develop their cultural sensitivity skills, and some are able to work well in predominantly African American schools, we must compete with other districts to hire and retain both African American teachers and culturally sensitive teachers from other backgrounds. Furthermore, only

¹⁰ Leonhardt, David, “Want to Fix Schools? Go to the Principal’s Office,” *New York Times*, March 2017.

21% of our teachers in the district are male. Increasing the number of male teachers will have a positive impact on students, particularly in the community we serve where so many children come from families with a single-mother head of household and an often-absent father.

District 189 has a low teacher retention rate. In the fall of 2016, we lost eight teachers after the school year began, seven of whom gave their reason for leaving as “couldn’t manage the students.” Unfortunately, our students are particularly susceptible to the negative impact of teacher turnover since they are in greater need of consistency at school to counteract the disruptions they experience at home and in their communities. We use the Fit Assessment to improve our district’s process of hiring, interviewing, and job management. Fit screening tools assess the skills of prospective staff, including whether teachers have the ability to work in our schools with our student population. We have had some success recruiting new teachers from local colleges and universities, but we have difficulty retaining these teachers. Typically, the district has to replace 50-60 certified positions each year.

District 189 is among the most impoverished school districts in the State of Illinois. Less than 10% of our annual revenue comes from local property taxes, and East St Louis has one of the highest tax rates in Illinois at 10.83%. Local revenue cannot sustain this school district. The community’s lack of property wealth creates an almost total reliance on state and federal funding as well as competitive grants. Day-to-day operation expenses for District 189 are paid for with money that comes to us primarily from the state, and IL ranks 50 (last) out of all the states when it comes to school funding equity.

Despite these challenges, the district continues to foster an organizational culture that supports success for all students in which teachers have high expectations for student learning and are held accountable. We have received many competitively awarded grants, including SIGs,

an Illinois Race to the Top grant, a federal Innovative Approaches to Literacy grant, an Operation AmeriCorps grant, an Illinois Mathematics and Science Partnership Summer Institute grant, and AP Classes grants. In order to implement the types of supports, PD, and enhancements necessary to retain teachers and improve their ability to work with our students, we must secure supplementary funding from outside sources, such as the private sector, state grants, and federal grants. TSLI funding will go a long way toward helping us establish mechanisms to supply our district with excellent teachers and school leaders who will remain with us into the future.

(C) Quality of the Project Design. C.1 Project Rationale: Human capital investment is the strategy for improving student academic outcomes. The TSLI Project is designed on the premise that if there is a gap in access to high-quality educators capable of providing leadership at our schools and teaching our challenging student population, then we must provide better training and support to educators. The proposed project is based on the following Theory of Change: High-quality teaching and school leadership produces high-quality learning → [REDACTED]

[REDACTED]

[REDACTED] → Teachers who lack the proper education, support, and resources to teach well for all student populations will either leave schools that serve challenging students or will fail to provide high-quality, culturally appropriate teaching → Educators need the training, support, and recognition necessary to be successful and to avoid burnout → Educators will be successful when provided with the knowledge, skills, supports, and resources to teach challenging students from diverse cultures → When successful, educators will experience job satisfaction and will remain in District 189 → When District 189 retains enough high-quality educators (teachers and school leaders) then our students will meet with academic success. This is the rationale for the project. (See Appendix C - Logic Model.)

We seek to improve educator efficacy because that will improve student academic achievement. The TSLI Project will: 1) through the Urban Ed TRP (in collaboration with SIUE, NLU, and AUSL), establish a pipeline for recruitment and retention of high-quality new teachers capable of teaching our challenging student population; 2) provide specialized PD, training, and support to administrators and emerging school leaders to improve instructional leadership and operations/systems development; and 3) expand the district's PBCS so that educators receive recognition and financial rewards for achieving results (as measured by student achievement).

Because school leaders in underperforming schools usually have not received adequate education to equip them to respond to the needs of the student populations they serve, the expectations and demands placed on principals and assistant principals in underperforming schools are overwhelming. These educators need to have exceptional skills beyond those required for state certification. Quality recruitment, preparation, and retention programs based on evidence-based best practices are needed to select and train candidates who will make effective school leaders and will meet the increased expectations of principals in schools with distressed student populations, such as those in District 189. PD that focuses on the training needs of leadership in underperforming schools will improve the effectiveness of school leaders. These educators also benefit from a PLC that connects them with other educators for mutual support, brainstorming, and recognition of the tough job they do.

The TSLI Project will implement the following strategies and activities.

1) AUSL will serve as an advisory partner and facilitator to bring their effective residency model from Chicago to East St. Louis. They will provide management overseeing the Urban Ed TRP, including the identification and coaching of master teachers and the resident coach as well as effective recruitment, screening, and content training for residents. They will

work directly with select staff from SIUE, NLU, and District 189. AUSL has a proven record of success in the Chicago Public Schools. A large proportion of students in those schools face similar challenges to our own students growing up in an urban setting with high levels of crime, violence, and poverty. AUSL has experience training educators to work with diverse student populations in a culturally meaningful and sensitive manner. 2) The New Leaders Program is an educator training program for emerging school leaders (e.g., administrators, principals) with a proven track record. We will use two programs for the TSLI Project: Emerging Leaders and a hybrid Principal Institute/Principal Supervisor model. The Emerging Leaders program trains teachers who would like to take on the role of master teacher and/or lead teacher. New Leaders programming will provide the knowledge, tools and leadership practices to bolster principal performance and better support student success. Principal Institute/Principal Supervisors provides targeted, job-connected support to current assistant principals, principals, and principal supervisors. Twenty emerging leaders will receive a [REDACTED] stipend annually.

An independent, external evaluation by the RAND Corporation studying leaders developed by New Leaders over ten years found a statistically significant effect on academic achievement for students in New Leader schools.¹¹ They outperform their peers specifically because they have a New Leader Principal. RAND found that students in schools led by New Leader Principals consistently achieve at higher levels than their peers and have higher graduation rates. New Leaders is the only principal training program with causal proof of impact. According to RAND, it is rare to find significant, positive results on the impact of non-

¹¹ Gates, et al. (2014). *Preparing Principals to Raise Student Achievement: Implementation and Effects of the New Leaders Program in Ten Districts*. Santa Monica: RAND Corporation.

instructional programs on student achievement.¹² The program outlined herein is built on the proven content and delivery validated by RAND. Finally, RAND recently named New Leaders as the principal preparation program with the strongest evidence of positive impact.¹³

The Emerging Leaders Program prepares talented teachers, coaches, and assistant principals to be effective leaders by improving their skills in key areas. Program participants receive expert coaching as they lead a team of teachers in their own schools. Participants apply what they learn right away, delivering results for students even while in training. Emerging Leaders helps districts build a robust pipeline of well-prepared future leaders. Emerging Leaders receive ongoing coaching, support, and PD through differentiated coaching sessions, learning meetings, and job-embedded assignments. During the course of the program year, Emerging Leaders participate in seven four-to-six-hour training sessions to reinforce and practice content.

Principal Institute/Principal Supervisor, which will include principal supervisors, uses five delivery methods proven to develop principals as strong leaders who manage dramatic, sustained improvement in schools. These methods include: 1) a two-day kickoff to provide a strong foundation of knowledge and build relationships; 2) community of practice sessions, which are collegial, rigorous, transparent conversations and activities designed to deepen knowledge of instructional, adult, cultural, personal, and operational leadership practices critical to support school-level and district wide improvement; 3) leadership walks, in which cohorts of eight participants spend a half-day in one school reviewing student, school, and system data, learning to assess strengths and skill gaps in classrooms, and identifying targeted interventions to

¹² *Ibid*

¹³ Herman, R., Gates, S. M., Chavez-Herrerias, E. R., & Harris, M. (2016). *School Leadership Interventions Under the Every Student Succeeds Act*. Santa Monica: RAND Corporation.

address growth areas applicable to the host school and their own; 4) coaching sessions; and 5) structured school visits to observe non-principal participants as they implement Principal Institute/Principal Supervisor content and work to make the transition into leadership roles. 3) To support increased student achievement, we have developed a PBCS of tiered rewards (gold/silver/bronze), beginning with recognition of teachers who positively impact student growth and culminating in identification of instructional leaders who demonstrate the kind of success that merits replication. The tiered PBCS is tied to each teacher's student NWEA test scores measuring student growth. We are currently piloting a new PBCS at Bush Elementary School, which is in the midst of affecting a turnaround under SIG. [REDACTED] [REDACTED] [REDACTED]

[REDACTED] With the TSLI Project, we will have the funds to spread the PBCS throughout the district. We will continue to work with the Teachers' Union to develop the PBCS further. Under the PBCS, teachers write their own goals for student learning and receive financial compensation for reaching those goals. Outstanding teachers receive teacher leader designation. Teacher Leaders will receive one release period per day to provide support and mentoring to teachers who request their help. We built other forms of recognition into the system and we will add more as the PBCS continues to develop under the TSLI Project.

4) Beginning in year two of implementation, we will launch the Urban Ed TRP in collaboration with SIUE, NLU, and AUSL. Through this initiative, we will recruit SIUE students completing their last year in an undergraduate program to receive a degree in education and their teaching credential. In addition to these residents recruited from SIUE, the Urban Ed TRP recruiter will recruit individuals wishing to make a career change by completing a master's degree in education who intend to go into teaching (particularly in the fields of math and science). Master's students will matriculate through NLU. We will place 16 residents annually in District

189 classrooms under the guidance of selected and trained master teachers. Each master teacher will supervise two residents, and will receive a stipend to compensate them for this added responsibility. The year that residents work in our classrooms will fulfill their required student teaching practicum for them to receive their teaching credential. The Urban Ed TRP is modeled after the effective AUSL Chicago Teacher Residency™ program and will include participation by AUSL staff as managers of the residency project. We will offer residents in the TSLI Project compensation during their residency year. Bachelor's-level residents will receive a \$5,000 scholarship. Master's-level residents who are training to become multiple-subject elementary school teachers and single-subject teachers in training to teach at the middle school and high school levels in all subjects other than math or science will receive a [REDACTED] salary during their residency. Because of the high need for qualified math and science teachers, we will offer single-subject master's-level residents training in those subjects a [REDACTED] salary during their residency. The Urban Ed TRP will also accept residents studying to receive their special education teaching certification and they will be compensated at [REDACTED] during their residency year.

Each resident in the Urban Ed TRP will be matched with a master teacher who will supervise two residents. All residents, master teachers, and the mentor resident coach will teach at the Younge Academy to advance a culture of public practice. Typically, teachers work in isolation in their individual classrooms. The notion of public practice provides a more collective approach to teaching. Through public practice, educators constantly visit one another's classrooms to observe and give feedback for improvement and shared growth as professionals. This creates a culture of lifelong learning and continuous improvement. Principals share in this endeavor by visiting one another's schools to observe and provide feedback. A culture of public practice builds a strong PLC and contributes to job satisfaction and competency for educators.

Everyone helps everyone else do a better job and the students benefit. In this environment, residents will receive coaching and supports that include a blending of strong instructional content and management (content-rich and behavior management) from the master teacher, mentor resident coach, building principal, district content specialists, one another, and others. Together, the classroom teams (the master teacher and two residents), the resident cohorts, the school community, and college instructors all have a role in creating a unique culture of public practice. Public practice within a PLC is the antithesis to the model of the isolated teacher.

The master teacher position will provide a unique opportunity for seasoned teachers to take on leadership and growth roles without leaving the classroom that they love. They will be selected based on interest, evaluation of their effectiveness as a teacher, and student growth and academic achievement. Master teachers must demonstrate instructional proficiency over time (evaluation ratings and student growth/performance data) and their ability to teach transparently (willingness and ability to talk about their practice and explain it for others). They will model proficient and replicable practice and coach residents. The master teachers will receive training and ongoing PD to improve their skills as lead teachers. They will complete a MOU outlining their responsibility to serve as a sound instructional leader and to narrate and reflect on their teaching practice. The MOU will clarify time expectations for this additional role. We will evaluate master teachers using AUSL's mentor rubric. Residents will spend their residency year teamed with another resident and a master teacher. Undergraduate-level residents will work in their master teacher's classroom from Tuesday to Thursday (three days) each week, and will attend college classes on Monday and Friday. Graduate-level residents will work in their master teacher's classroom from Monday to Thursday (four days) each week, and will attend college classes on Friday. All residents will participate in an intensive summer orientation.

The school year is divided into four quarters (two per semester) that allow for a gradual release to lead teaching. During the first quarter in the Urban Ed TRP, the resident will become engaged in the PLC and observe in the classroom. In early October, they will conduct a full day of teaching (to identify strengths and gaps in instructional practice), another six full days of lead teaching in winter, and nine days in the spring. Throughout the year, the resident will assist the master teacher with stations, classroom management, grading papers, writing reports, and will support student engagement. Residents will receive constant, consistent feedback on instructional practices so that they will grow with experience and improve consistency of practice over time. Resident course work will be contextualized by their field engagement. The student teaching experience will culminate in the fourth quarter when they practice teaching in classrooms either at the Younge Academy or elsewhere in the district.

The district will hire a teacher residency program coordinator and mentor resident coach to provide training and support to master teachers and residents, and to work to continually improve the quality of the residency experience. The role of the mentor resident coach will be to support and evaluate. They will provide three levels of coaching support: 1) active coaching (provided in the moment), 2) practice coaching (role-play with a student during a lesson and/or a behavior management scenario with directive, immediate feedback), and 3) observational coaching (more traditional role of coaching as a result of observation). The building principal and mentor resident coach will walk the building weekly and conduct TDD walkthrough observations as a pair to work together and improve instructional practices (See Appendix F). Conversations will be provided in a neutral context from the Danielson Framework to support the feedback and coaching process. At the core of this project, the Urban Ed TRP requires a strong listening and adaptive process, with intentional and consistent communication among

team members to ensure curriculum and practice alignment. We will listen and respond to input from residents, teachers, and principals.

To enroll in and receive the benefits of the Urban Ed TRP, candidates must agree to teach in the District 189 schools for three years upon completion of their education degree and their practicum in the district. Once hired by the district to fill a vacant position, the new teachers graduating from SIUE and NLU will receive compensation at the standard rate (with full benefits) for entry-level teachers. In this way, we will create a pipeline to bring highly effective new teachers into the district. These teachers will have experience working in our classrooms with our students, will have a toolkit of strategies and methods to use to be successful with our demographic, and will feel like part of the District 189 network that is committed to high academic achievement. This will reduce our teacher turnover rate and create more consistency in the lives of the children, youth, and families the district serves. 5) The primary training site for the TSLI Project will be the Younge Academy for students in grades Pre-K-8. Each year, 700 students, selected by lottery, will be placed in classrooms with master teachers (who will model and coach residents working in their classroom) at Younge. All residents will serve the first three quarters of their residency at Younge. In their fourth quarter they will practice teaching in a classroom somewhere in the district (not necessarily at the Younge Academy) under the supervision of a classroom teacher (other than their assigned master teacher). This will fulfill their practicum requirement for licensing in Illinois. A primary criteria for selection of master teachers and the principal at the Younge Academy is proven ability to positively impact student growth and the ability to narrate and reflect on their own educational practice. 6) We will create a professional learning community (PLC) to support educators in our district using the public practice approach previously described. Because a

teacher's best resource is often the teacher in the room next door, we will build mechanisms for greater collaboration between the educators in our district so that they can share ideas and support one another. As part of the TSLI Program, we will strengthen PLCs across all schools in the district to foster public practice that welcomes feedback from peers and coaches and builds teacher-to-teacher trust. When conducted well, PLCs are a critical means for improving interpersonal communication and relationships among teacher colleagues. PLCs, an evidence-based best practice, provide an ongoing mechanism for teachers to provide peer support to one another to build teacher efficacy. We will establish an online discussion board for educators in the district, residents, and faculty at SIUE and NLU for cross-pollination of ideas and professional support. 7) We will conduct ongoing evaluation of the project to ensure that it remains on track to achieve the goals and objectives. We will contract with a third-party evaluator to conduct evaluative assessments of data and to provide quarterly and annual reports with recommendations for improvement. Evaluation findings will be shared with central office administrators, site leaders, teachers, and residents to gain input. Mid-course adjustments will be made to improve project implementation based on evaluation findings. The project implementation will therefore be data-driven. (See *C.3 Evaluation, Monitoring, and Reporting to the Public* below.)

C.2 Project Design to Address the Need: The objectives of the TSLI Project are: 1) At least 10 new teachers emerging from the Urban Ed TRP will be hired by the district each year for four years. 2) The retention rate for teachers in the district will improve by 15% over baseline by the end of Yr. five (10% by Yr. 3). 3) 10 educators from the Emerging Leaders Program will move into higher leadership positions by the end of Yr. 5 (7 by Yr. 3). 4) Student achievement will increase so that 45% of students meet NWEA student growth targets by the end of year five in

ELA, math, and science (38% by Yr. 3). 5) In 100% of Urban Ed TRP graduate classrooms, 50% of students will meet NWEA composite student growth targets per year. The blueprint for the TSLI Project grew out of our knowledge at the district leadership level about the needs of our student population, the needs of teachers expected to teach these challenged children and youth, and the needs of school leaders expected to turn around underperforming schools. As a district, we have made recent gains in student growth and improving supports for teachers and school leaders. Our partnerships for the Urban Ed TRP will help us maximize recruitment, development and retention of teachers with the skills and knowledge necessary to reach our student population and help them achieve academically. We have many supports in place for our existing teachers to help them improve their ability to serve the student population. For our emerging and aspiring school leaders, we will implement the New Leaders Program and the Principal Institute/Principal Supervisor training model. Development of a strong PBCS will help us improve our HCMS and contribute to retention of good teachers.

C.3 Evaluation, Monitoring, and Reporting to the Public: The evaluation will be led by Shelley Maberry, who has more than 25 years of evaluation experience and is fluent in logic model design, program development, qualitative and quantitative research, and human subject protocols and regulations. She is experienced with a host of research tools including survey instruments, interview and focus group protocols, case studies, and statistical analyses of quantitative data. Maberry’s external evaluation team will function as an unbiased and independent investigator, providing both formative and summative feedback to the program individuals and funding agency. The approach to evaluation for the proposed initiative will be a non-equivalent comparison group interrupted time series design. Under this plan, two non-equivalent comparison groups will be identified and tracked over time, both before and after the placement

of a performance-based staff development and compensation system for principals and teachers. All District 189 schools follow full implementation of the Illinois PERA, an evaluation system based on the rigorous Danielson Framework for Teaching. The Danielson Framework is used with fidelity to support teachers in critically developing their skills to serve effectively. Student growth represents 30% of the evaluation. This evaluation system was developed jointly by the district and the local Teachers' Union. It was piloted at two schools in 2014 and was implemented in all schools in 2015. We have provided extensive PD to teachers, covering the evidence-based Danielson Model, in the past few years. All our teachers are evaluated on an annual basis (including tenured teachers) with steps including informal observation and communication with teachers, formal review, and post-review follow-up. Clear, timely, and useful feedback is provided by the evaluator through the OASYS online evaluation monitoring system, which makes the process transparent to administrators and teachers. The district also implements TDD (discussed above). Baseline data collection will occur in the fall of the first year of the project, with subsequent data collection occurring multiple times each year of the project. Data for the specific outcome measures collected at the beginning of the project for baseline and throughout the duration of the project are described below. Progress in Student Growth. As described in *C.2 Project Design to Address the Need*, Student achievement will be measured by NWEA scores; with the goal that 45% of students meet NWEA student growth targets by the end of year five in ELA, math, and science. For Urban Ed TRP classrooms, the goal is 50% for NWEA composite student growth targets. Teacher retention. Retention of teachers will be documented throughout the project by calculating the year-to-year changes in the following indices: 1) percent of teachers remaining at in the district from year to year and 2) percentage of new teachers remaining for a second year. See *C.2 Project Design to Address the*

Need. Fidelity of implementation. The degree to which the proposed PBCS is successful will be monitored through quarterly meetings with the leadership team and annual online teacher and principal surveys. The online surveys will assess the perceptions and knowledge of teachers and principals about the pay-for-performance program. Survey items will be adapted from the Vaughn Next Century Learning Center Performance Pay Survey.¹⁴ Issues and problems encountered will be discussed and resolved among district leadership, TSLI Project leadership, and the evaluator at quarterly project evaluation meetings. The evaluator will prepare quarterly and annual written reports providing documentation and accountability information about the project. A final report will be produced after the completion of the project detailing the overall impact of the project. Data will be shared with national evaluators as requested. Findings from the local evaluation will be made available to the U.S. Department of Education, as well as disseminated at regional and national conferences. We will report results of the project to the public and the community through a variety of avenues. The District 189 superintendent holds a Key Communicator Network Meeting four times during each academic year. This is a town hall meeting for parents, guardians, family members, the business community, faith-based organizations, and community-based organizations in East St. Louis. The superintendent gives a brief update at the beginning of these events including a TSLI Project update. Then the meeting is open to questions and further discussion. The superintendent will provide an update on the TSLI Project four times a year at Superintendent's Communication Council meetings. Representatives of district certified and classified staff, as well as administrators, attend these meetings, which follow the same format as the Key Communicator Network Meetings. The district communicates with families and the community through a variety of social media and our website.

¹⁴ Kellor & Milanowski, 2002.

Absolute and Competitive Preference Priorities. In accordance with Absolute Priority 1, we have a Human Capital Management System (HCMS) and PBCS in place. The cornerstone of the HCMS is the Teacher Development Dialogue (TDD).¹⁵ The TDD (see Appendix F) process helps administrators support their teachers in being successful by equipping them to provide their teachers with constructive feedback essential to their growth, development, and competence as a teacher. As part of TDD, the building principal and/or assistant principal conduct fifteen-minute observations in 75 classrooms per week. Over the course of a ten-week cycle, the principal observes each teacher 10-15 times (more often for struggling teachers). Based on observations, teachers are rated every 10-weeks on each domain of the Danielson Framework and provide written, detailed feedback for areas proficient or in need of improvement. Principals and assistant principals work with teachers to cultivate their growth by providing constructive suggestions, tools, and PD opportunities that will help them to improve efficacy and help their students to progress.

We designed our PBCS to be fair, rigorous, valid, reliable, and objective. It reflects clear and fair measures of teacher, principal, and other school leader (Absolute Priority 4 Both Groups) performance, and is largely based on student growth and achievement. Our PBCS provides educators with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including PD opportunities to increase effectiveness. The results of our educator evaluation and support system inform decisions regarding educator preparation, recruitment, hiring, placement, retention, dismissal, compensation, PD, tenure, and promotion. All District 189 schools (100%) are high-need schools.

Under Competitive Preference Priority 1, the TSLI Project will cultivate and ultimately place trained teachers in teaching assignments throughout the district, which will address the

¹⁵ TDD is based on Domains 2 and 3 of the evidence-based Danielson Framework for Teaching.

need for equity in the distribution of excellent teachers among our schools. These teachers, as well as school leaders, emerging from and participating in the TSLI Project will find placements across the district as the project progresses and in the years ahead. All residents who matriculate through the Urban Ed TRP will receive training in how to teach the challenging District 189 student population successfully.

The Illinois Excellent Educators for All Initiative outlines statewide goals to distribute excellent teachers throughout classrooms at all schools, so that students are not segregated into schools with incompetent teachers as a result of socioeconomic factors in their community. Last year, we secured an Educator Equity grant awarded by the ISBE to help us meet state goals for equitable access to high-quality teaching for all students. The IL PERA, signed in 2010 by Governor Pat Quinn, changed how teacher and principal performance is measured. The new evaluation systems in Illinois school districts combine multiple measures of student growth and professional practice. Educator evaluations are based on standards of effective teaching, with those providing evaluation trained and qualified to conduct observations, collect evidence, and provide helpful feedback. Hand-in-hand with the new evaluation system, school systems are expected to strengthen their PD offerings so that educators receive the support they need to help their students improve, in all classrooms, in all schools. Thus, the Illinois State Plan to Ensure Equitable Access to Excellent Educators aligns with the proposed TSLI Project.

Under Competitive Preference Priority 2, the TRP recruiter will work to diversify the workforce by diversifying the residents in the program. The recruiter will proactively recruit African Americans and men. The district will leverage strong relationships with the local NAACP, Urban League, and faith-based communities to assist with efforts to recruit diverse populations of individuals looking to switch careers and go into teaching for the NLU master's

program. We will also recruit retired military personnel and the spouses of active-duty military personnel from nearby Scott Airforce Base. The proposed program meets Programmatic Requirement 1 by proposing allowable activities and Programmatic Requirement 2 by meeting the match requirement and including the written assurance of our intent to provide the required match (see the Budget and Budget Narrative and Appendix F Assurance). With regard to Programmatic Requirement 3, see data provided above under *Need for the Project*. All schools in District 189 are high-need schools, therefore all are schools in which educators are eligible to receive PBCS compensation. As stated above, virtually all (99%) students in ESLSD189 are low-income, with the majority living in extreme poverty; and 97.5% of ESLSD189 students are African American, 1.5% are Hispanic/Latino, less than 1% are other.

(D) Quality of the Management Plan: We designed the management plan and staffing structure for the proposed program to support the achievement of the TSLI Project objectives. Deputy Superintendent Devon Horton will provide oversight of the project. We will hire a coordinator for the Urban Ed TRP. (see Appendix F – Resumes and Job Descriptions)

TSLI Project Staffing Chart		
Position	Qualifications	Key Roles and Responsibilities
Deputy Superintendent Devon Horton (20%)	Type 75 certification; experienced turnaround school and district leader; experience with AUSL TRP	Provide oversight to the project and manage partnerships; responsible for development of Urban Ed TRP; facilitate the culture of public practice throughout the district; plan for the provision of PD to teachers and administrators.
Assistant Superintendent of	Type 75 certification; experienced teacher and	Hire and onboard new program staff; negotiate PBCS with Teachers’ Union;

HR Tina Frye (50%)	principal	implement PBCS plan annually; select and hire resident graduates; plan for the provision of PD to teachers and administrators.
Director of Educator Recruitment and Retention Kim Jones-Riley (50%)	Type 75 certification; experienced teacher and principal	Assist with interview and selection of residents; assist in matching master teachers with residents; ensure induction and mentoring supports to teachers in first two years of teaching; support teacher recognition and teacher leadership opportunities.
TRP Recruiter Specialist (100%) To be hired (TBH)	Master's degree; excellent communications and people skills	Work regionally with higher education institutions and other partner groups to recruit students into Urban Ed TRP; support general recruitment of teachers for District 189.
Director of Research and Evaluation Jennifer Brumback (50%)	Certified teacher; master's in education with concentration in supervision and curriculum development	Lead coordination of PD to ensure alignment and advance culture of public practice; establish PLCs; communicate assessment and other data; support continuous improvement of project and coordination of evaluation.
TRP Coordinator	Type 75 certification;	Provide day-to-day connection between

(100%) TBH	experienced teacher; experience in teacher preparation and/or higher education preferred; excellent communication and people skills	partners and project oversight; assist with interview and selection of residents; assist in matching master teachers with residents; oversee resident cohort activities, including summer orientation; provide mentorship and support to master teachers and residents.
Mentor Resident Coach (100%) TBH	Type 75 certification; teaching experience with record of student growth; leadership skills; experienced coach preferred	Provide mentorship and support to master teachers and residents; evaluate the master teacher as mentor; evaluate and coach residents and teachers.
Master Teachers (receive stipend)	Certified teacher; experienced teacher with record of student growth; willing and able to teach transparently + narrate and reflect on instruction	Model proficient and replicable practice; coach residents and evaluate resident performance; help professionalize the field.
Clerk (100%) TBH	High school diploma and experience working in administrative support, strong technology skills	Provide clerical support to TSLI Project leadership; assist with coordination of PD activities; support communications; support budget monitoring and expenditure processing.

AUSL Point of Contact (TBD)	Appropriate education and background in education field.	Facilitate all interactions between the district and AUSL for the project.
Barbara O'Donnell - SIUE Point of Contact	EdD; SIUE administrative and teaching experience (in curriculum and instruction)	Facilitate all interactions between the district and SIUE for the project.
NLU Point of Contact (TBD)	Appropriate education and background in education field.	Facilitate all interactions between the district and NLU for the project.
Contractual Evaluator Shelley Maberry	Multiple degrees in education; 25+ years of evaluation experience; fluent in program development, qualitative and quantitative research	Provide evaluation services, including quarterly and annual evaluation reports based on ongoing data collection to support data-driven implementation of the TSLI Project.

Responsibilities, timelines, and TSLI Project tasks/milestones appear on the following chart. Those responsible for tasks are Deputy Superintendent Devon Horton (Horton), Assistant Superintendent of HR Tina Frye (Frye), Director of Educator Recruitment and Retention Kim Jones-Riley (Jones-Riley), Director of Research and Evaluation

TSLI Project Timeline		
Key Tasks - Milestones for Implementation	Responsibility	Timeframes
Detail plans for project components: crosswalk	Horton	Jun - Aug 2017

course work, plan resident recruitment, finalize staffing plan, finalize communication plan among partners (AUSL, SIUE, NLU, District 189).		
Establish PLC, set up discussion board for educators from District 189/SIUE/NLU, and take steps to create a culture of public practice throughout the district.	Horton, Brumback	Aug 2017 - ongoing
Coaching, walk-throughs, and Teacher Development Dialogue (TDD).	Coaches, administrators	Aug 2017 - ongoing
Provide ongoing PD for educators through PD University, Wired Wednesday, and school improvement days to improve instructional practices	Frye, Horton	Ongoing
Provide job-embedded coaching to teachers and administrators,	Content Specialists, SIG Turnaround Specialists	Ongoing
Hire Urban Ed TRP Coordinator, Resident Mentor/Coach, Recruiter	Frye	Sep 2017
Select master teachers from across district to place at the Younge Academy to mentor residents.	Horton	Sep 2017
Train master teachers.	AUSL contact	Sep 2017-Jul 2018
Recruit student residents for TRP. (Repeated each year)	Recruiter	Sep 2017-May 2018
Recruit residents for Urban Ed TRP (master's	Recruiter, Jones-	Sep 2017-May

program through NLU) from among people making a career change and returning to college for a master's in education. (Repeated each year)	Riley	2018
Conduct teacher evaluation using the Danielson Framework.	Principals	Winter months annually
Negotiate improved PBCS with Teachers' Union.	Frye	Aug 2017 – June 2018
Implement PBCS Plan annually (for annual bonuses to teachers based on student growth).	Frye	May/June annually begin May 2018
Interview and select SUIE student residents and career-changer residents for Urban Ed TRP. (Repeated each year)	AUSL/SIUE/NLU contacts, TRP Coord.	May 2018
Conduct resident summer orientation. (Repeated each year)	AUSL/SIUE/NLU contacts, TRP Coord.	Jun - Jul 2018
Match residents with master teachers at Younge Academy. (Repeated each year)	Frye, TRP Coord., Younge principal	Jul 2018
Place first cohort of TRP residents at Younge Academy.	TRP Coordinator	Aug 2018-May 2019
Review student assessment data to provide data-driven improvement to classroom practice.	Brumback, educators, residents	Aug 2018 - ongoing

Implement intentional communications process for continuous improvement of Urban Ed TRP (include resident curriculum modifications at SIUE and NLU).	AUSL/SIUE/NLU contacts, Horton	Aug 2018 - ongoing
New Leaders provides intense PD to emerging school leaders, principals, and asst. principals.	Horton	Sep 2018 - ongoing
Principal Institute/Principal Supervisor training model implemented for school leaders.	Horton	Sep 2018 - ongoing
Select and employ resident graduates from the program to work in District 189 schools.	Frye	May-Jul 2019 (+ every year after)
District provides induction and mentoring support to teachers + TRP grads in their first 2 years of teaching.	Jones-Riley	Ongoing
Place second cohort of TRP residents at Younge Academy.	TRP Coord.	Aug 2019 - May 2020
Place third cohort of TRP residents at Younge Academy.	TRP Coord.	Aug 2020 - May 2021
Place fourth cohort of TRP residents at Younge Academy.	TRP Coord.	Aug 2021 - May 2022
Evaluation of TSLI Activities	Responsibility	Timeline
Progress reports and data provided to the Evaluator.	Horton	Quarterly
Quarterly evaluation report provided to district leadership for review and action based on analysis.	Evaluator	Quarterly
Annual evaluation report to district leadership.	Evaluator	Annually in June
Annual evaluation report submitted to funder.	Horton	Annually in June

(E) **Adequacy of Resources** *E.1 Continued Support:* District 189 will collaborate with SIUE

and NLU to retain critical program elements that lead to successful recruitment, retention, and graduation of new educators entering the profession who are prepared to successfully serve a high-need district such as ours. AUSL has successfully secured ongoing funding from the private sector in the Chicago area based on the excellent results the program has produced. We will use AUSL methods for approaching private funding sources and securing continuation funding. We have many resources in the regional St. Louis area, including corporate sponsors, such as Monsanto and Boeing, which have given significant donations to the district in the past. We will pilot TSLI Project activities and strategies with this federal funding. The third-party evaluator will conduct the local evaluation and will provide the research basis necessary to demonstrate the success of the project so that the district will have credibility and leverage to pursue private funding aggressively to ensure continued financial support. The District 189 budget allocates funds for teachers and school leaders throughout the district. Even if positions stand vacant, the funding for those positions does not disappear. Thus, if we are successful retaining high-quality teachers and school leaders as a result of the TSLI Project, those positions are already budgeted. We do not need any further funding to sustain our workforce. We anticipate increasing our ability to recruit and retain high-quality teachers as a result of the TSLI Project. Funding beyond that already budgeted by the district is not needed to retain educators. Further, by increasing the student performance outcomes in District 189, we will retain current enrollment numbers and potentially increase them, bringing in more revenue. We have a bold vision of impacting teaching and learning initiatives to ensure and accelerate individual student achievement. We already have strong momentum and believe that further support at this critical moment will yield outstanding results. The maintenance costs for the proposed project will decrease in future years. The TSLI Project activities will increase the capacity of district staff to continue best practices

after the grant has ended. The instructional efficacy gained by teachers and school leaders will continue past the funding period. The activities outlined in this grant will establish the framework necessary for short- and long-term success in teacher recruitment, development, and retention. We believe the recruitment and retention of highly effective teachers, coupled with the overall PD, public practice approach, and educator supports, will create an educational climate where strong academic expectations and student achievement become the new norm. In years four and five of the TSLI Project, we will conduct a cost-benefit analysis on major recruitment and retention efforts to create a prioritized list of those with the most impact and least cost. Leveraging other funding sources, the district will continue the most cost-effective and successful initiatives.

E.2 Incorporation of Project Purposes, Activities, and Benefits into Ongoing Programming:

District 189 leadership views this project as an opportunity to launch a transformed system of teacher and school leader education, recruitment, retention, and support that will continue into the future. We will establish a pipeline for emerging teachers and school leaders who are well prepared to guide our challenging student population in being successful in school and subsequently in life. Our students are some of the most economically distressed and marginalized youngsters in the country that must overcome many obstacles to achieve academic success. The need is great for excellent teachers committed to serving this population and trained to know to do so. This project will meet this need and change the way District 189 and our partners SIUE and NLU do business. We will affect a paradigm shift in our modus operandi for the future and create a new educator training and support system, using a public practice approach. We will cultivate a continuing pursuit of excellence so that the created PLC will improve and grow organically in the years ahead. The project will be underpinning for operations beyond the grant.