

**Local Education Agency Application:
2016 NC SIG Competition – Cohort IV
School Improvement Grant (SIG) 1003(g) Funding**

LEA 340 **LEA Code** 308
SCHOOL Ashley Academy **SCHOOL NCES #** 370150002446
LEA SIG Contact Dr. Karen Roseboro/Dr. Patsy Squire
SIG Contact Title Priority School Coordinator/Title I Executive Director
SIG Contact Phone 336-748-4000/ (336) 748-4011
SIG Contact Email Kmroseboro@wsfcs.k12.nc.us/Psquire@wsfcs.k12.nc.us

Purpose of the Program:

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 ([Federal Register - Final Requirements for SIG - October 28, 2010](#)). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools eligible to receive SIG funds. The SIG final requirements, published on February 9, 2015, are available at [Federal Register - Final Requirements for SIG - February 9, 2015](#)

State and LEA Allocations

Each State, the Bureau of Indian Education, and the outlying areas is eligible to apply to receive a SIG grant. The US Department of Instruction will allocate FY 2015 and FY 2016 SIG funds in proportion to the funds received in FY 2015 and FY 2016 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Applications are due September 9, 2016

Please forward: (2) Electronic LEA / Charter Applications to chris.vecchione@dpi.nc.gov at NCDPI by 5:00pm on September 9, 2016. (1) Final PDF version of LEA / Charter SIG Application with all identifiers noted, and (1) PDF version of LEA / Charter SIG application that removes ALL identifiers of specific LEA / Charter / School and replaces the LEA name with "LEA", or the Charter Organization name with "Charter", and the School name with "School". The second version will be used by the Peer Review / Scoring Team as a blind copy during the actual competition review September 12 – 15, 2016.

All SIG questions / correspondence should be directed to:

Dr. Chris Vecchione, NCDPI SIG Coordinator Email: chris.vecchione@dpi.nc.gov

ASSURANCES: An LEA must include the following USED assurances in its application for a School Improvement Grant:

(By checking each box) the LEA / Charter is making the following assurances if awarded a SIG Grant to abide by:

The United States Department of Education (USED) Assurances:

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- ☒ Report to NCDPI the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. The following metrics constitute the leading indicators for the SIG Program:
- 1.) Number of minutes within the school year;
 - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - 3.) Dropout rate;
 - 4.) Student attendance rate;
 - 5.) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - 6.) Discipline incidents;
 - 7.) Chronic Absenteeism Rates;
 - 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
 - 9.) Teacher attendance rate.
- ☒ Ensure that each Priority School that it commits to serve receives all of the State and Local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

The North Carolina Department of Public Instruction (NCDPI) Assurances:

- ☒ The LEA / Charter will employ a School Coach in each of its SIG awarded schools to assist the school leadership with implementation of the SIG Model selected, 100% of the employed School Coach's time and services will be at the SIG awarded school. This assurance may be met by contracting with an external provider.
- ☒ As a sign of commitment and stability to the awarded school(s) the LEA / Charter will make every effort not to reassign the SIG Principal during the 3 years of "implementation": 2017 – 2018, 2018 – 2019, and 2019 – 2020 (unless for reasons of demotion).

I / We HEREBY CERTIFY that to the best of my / our knowledge, the information contained in this application is correct; and the LEA, if awarded a SIG Grant, will abide by all assurances that are checked above and throughout this application, as well as follow this application as submitted. As authorized individuals with the LEA identified in this application, we submit this application with NCDPI for consideration of an award for the 2016 SIG Competition. Any changes in scope or sequence of this original application must be submitted to the State SIG Coordinator for approval before taking action on such changes.

Beverly Z...
Name of Superintendent

Dana Caudill Jones
Name of Board Chair

[Signature]
Signature of Superintendent

[Signature]
Signature of Board Chair

9-8-16
Date Signed

9/8/16
Date Signed

For State Use Only

Date Received: _____ Received by: _____

Grant Awarded: Yes / No If Applicable - Awarded Amount: _____

ELIGIBLE SCHOOLS:

For SEAs approved for ESEA flexibility ~ Eligible Schools List: The SEA has provided a link to the page on its Web site or a link to the specific page(s) in its approved ESEA flexibility request that includes a list of its current priority schools. The list clearly indicates which schools are SIG-eligible for the 2016 SIG Competition – Cohort IV:

<http://ncstar.weebly.com/sig-iv.html>

NC Priority Schools Eligible for 2016 SIG Cohort IV Competition				
LEA #	LEA Name	School Name	NCDPI School #	NCES School #
010	Alamance-Burlington	Eastlawn Elementary School	010326	370003000197
080	Bertie	Bertie High School	080312	370036000101
09A	Charter	Paul R Brown Leadership Academy	09A000	370035103285
230	Cleveland	Turning Point Academy	230330	370090002708
241	Whiteville City	North Whiteville Academy	241312	370492002510
320	Durham	Eastway Elementary School	320310	370126001850
320	Durham	Merrick-Moore Elementary School	320352	370126000543
320	Durham	Neal Middle School	320355	370126000544
320	Durham	C C Spaulding Elementary School	320374	370126000571
320	Durham	W G Pearson Elementary School	320388	370126000572
32B	Charter	Healthy Start Academy	32B000	370002302090
330	Edgecombe	North Edgecombe High School	330328	370132000555
330	Edgecombe	Phillips Middle School	330332	370132000556
330	Edgecombe	Stocks Elementary School	330354	370132001767
340	Winston-Salem / Forsyth	Ashley Academy	340308	370150002446
340	Winston-Salem / Forsyth	Carver High School	340330	370150000592
340	Winston-Salem / Forsyth	Easton Elementary School	340368	370150000601
340	Winston-Salem / Forsyth	Kimberley Park Elementary School	340424	370150000615
340	Winston-Salem / Forsyth	Mineral Springs Middle School	340452	370150000621
340	Winston-Salem / Forsyth	Philo-Hill Magnet Academy	340492	370150000633
340	Winston-Salem / Forsyth	Winston-Salem Preparatory Academy	340568	370150002729
34D	Charter	Carter G Woodson School	34D000	370002702112
360	Gaston	York Chester Middle School	360526	370162002195

410	Guilford	Ceasar Cone Elementary	410349	370192000766
LEA #	LEA Name	School Name	NCDPI School #	NCES School #
410	Guilford	Gillespie Park Elementary	410385	370192002668
410	Guilford	Doris Henderson Newcomers School	410398	370192002988
410	Guilford	Jackson Middle School	410415	370192001127
410	Guilford	Ben L. Smith High School	410544	370192000798
410	Guilford	Welborn Middle School	410592	370192000961
422	Weldon City	Weldon Middle School	422318	370489002116
450	Henderson	Balfour Education Center	450343	370210001568
460	Hertford	Hertford County Middle School	460318	370216002207
460	Hertford	Hertford County High School	460320	370216002208
490	Iredell-Statesville	Monticello School	490342	370231002118
49D	Charter	Success Institute Charter	49D000	370010602527
500	Jackson	Jackson County School of Alternatives	500324	370234002467
510	Johnston	South Campus Community High School	510380	370237001580
540	Lenoir	Lenoir County Learning Academy	540318	370261001586
540	Lenoir	Rochelle Middle School	540330	370261000589
540	Lenoir	Southeast Elementary School	540338	370261000596
600	Charlotte-Mecklenburg	Ashley Park PreK-8 School	600311	370297001192
600	Charlotte-Mecklenburg	Turning Point Academy	600439	370297000871
600	Charlotte-Mecklenburg	Martin Luther King Jr Middle School	600448	370297002784
600	Charlotte-Mecklenburg	Lincoln Heights Academy	600461	370297002169
600	Charlotte-Mecklenburg	Bruns Academy	600489	370297001253
600	Charlotte-Mecklenburg	Reid Park Academy	600517	370297001212
600	Charlotte-Mecklenburg	Westerly Hills Academy	600577	370297001287
60H	Charter	Crossroads Charter School	60H000	370012202591
60P	Charter	Charlotte Choice Charter School	60P000	370033903293
640	Nash-Rocky Mount	J W Parker Middle School	640334	370327000752
650	New Hanover	R Freeman School of Engineering	650312	370333001366
660	Northampton	Conway Middle School	660308	370342001407

660	Northampton	Gaston Middle School	660325	370342003263
67B	Charter	Z.E.C.A. School of Arts and Technology	67B000	370034803278
LEA #	LEA Name	School Name	NCDPI School #	NCES School #
780	Robeson	Fairgrove Middle School	780324	370393001570
780	Robeson	Janie C Hargrave Elementary School	780329	370393002234
780	Robeson	Peterson Elementary School	780374	370393002238
780	Robeson	R B Dean Elementary School	780390	370393002051
780	Robeson	Red Springs Middle School	780393	370393002240
780	Robeson	Rosenwald Elementary School	780394	370393002241
780	Robeson	Southside/Ashpole Elementary School	780408	370393001588
780	Robeson	Townsend Middle School	780410	370393002052
780	Robeson	W H Knuckles Elementary School	780417	370393002247
800	Rowan-Salisbury	Knox Middle School	800363	370405002252
810	Rutherford	Rutherford Opportunity Center	810386	370408002607
850	Stokes	Meadowbrook Academy	850324	370438002411
880	Transylvania	Davidson River School	880320	370453002351
910	Vance	Eaton-Johnson Middle School	910316	370465001816
910	Vance	Henderson Middle School	910320	370465001817
92Q	Charter	Hope Charter Leadership Academy	92Q000	370012402609
940	Washington	Plymouth High School	940316	370480001930
960	Wayne	Brogden Middle School	960312	370488001945
960	Wayne	Carver Heights Elementary School	960318	370488000349
960	Wayne	Dillard Middle School	960326	370488000398
980	Wilson	B O Barnes Elementary School	980308	370502001992
980	Wilson	Charles H Darden Middle School	980317	370502002061
980	Wilson	Vick Elementary School	980357	370502002564

LEA APPLICATION:

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority School (Name) the LEA commits to serve, the grade levels served in each school (K-5, 6-8, 9-12, etc), the type of school (traditional, charter, alternative), the NCES ID# (found in the list of eligible schools), and identify the model that the LEA will use in each Priority School (listed below).

The models the LEA may include are: (1) Turnaround; (2) Restart; (3) Closure; (4) Transformation; (5) Evidence-based Whole School Reform; and (6) Early Learning Model. *(LEA should add / delete rows as necessary for the number of schools applying for)*

NOTE: LEA's with multiple schools applying for the Grant must list in Section "A" ALL schools submitting an application from the LEA for SIG Funds. EACH school must have a separate application for review as the awards are made individually to schools and not collectively to LEA's.

School Name:	Grade Level(s):	Type:	NCES ID #:	Intervention Model:
Ashley Academy	Pre-K-5	Traditional	370150002446	Transformation
Kimberley Park Elementary	Pre-K-5	Traditional	370150000615	Whole School Reform
Easton Elementary	Pre-K-5	Traditional	370150000601	Transformation
Mineral Springs Middle	6-8	Traditional	370150000621	Transformation
Philo-Hill Magnet Academy	6-8	Traditional	370150000633	Transformation
Carver High School	9-12	Traditional	370150000592	Whole School Reform
Winston-Salem Prep Academy	9-12	Traditional	370150002729	Whole School Reform

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant:

Please provide a detailed response to each required US Department of Education element below (every element must have a detailed response with the exception of those marked "if applicable" - for any element that is not applicable to your LEA application – indicate in the response section: "not applicable")

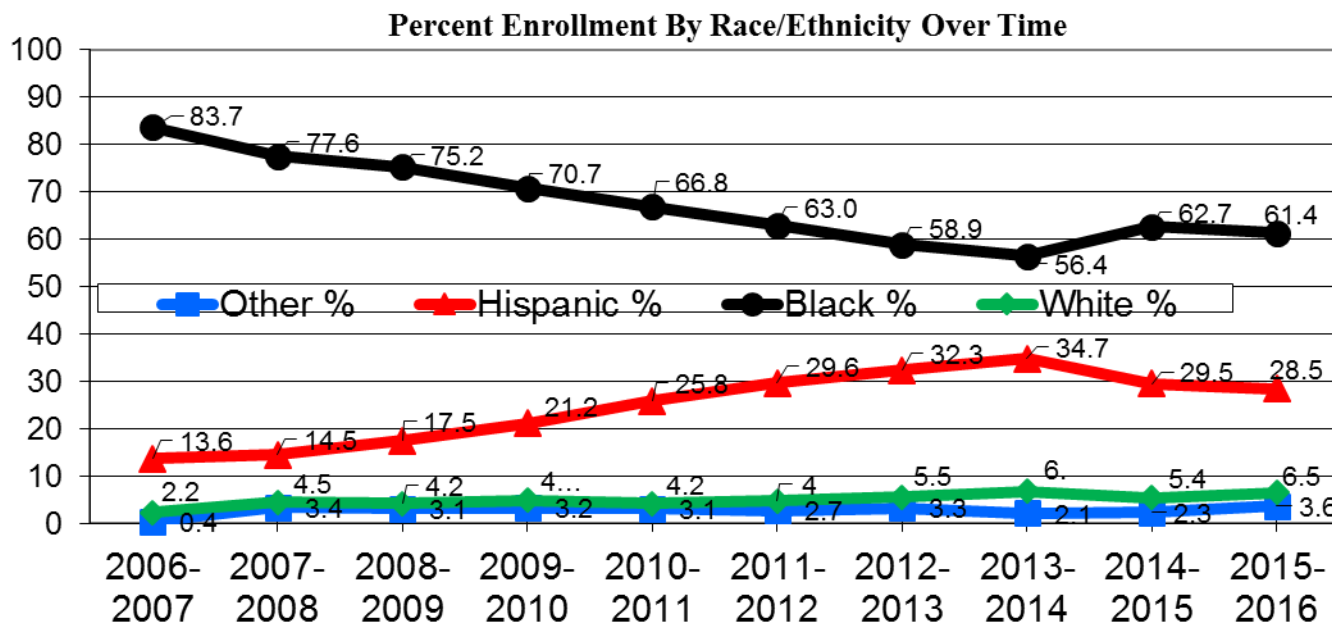
1.) For each Priority School that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school. This analysis for EACH school (based on a needs analysis) should include among other things, the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified:

Response: The vision of Ashley Academy is a safe learning community that works to develop inquiring, knowledgeable and caring citizens while achieving measurable growth in all curriculum areas through real world experiences to be college and career ready. The mission of the school is to develop a global community that creates understanding and celebrates knowledge with high expectation for academic success. To support

the vision and mission of Ashley Academy, the WS/FCS LEA analyzed all the school level data centered on the six data categories. The categories included: 1) student and community demographics, 2) student attendance & discipline, 3) student achievement & growth, 4) professional capacity, 5) perceptions of school, and 6) parental involvement. The LEA has included a further detailed data needs assessment report of Ashley Academy on instructional programs, school leadership, and school infrastructure.

I. Student and Community Demographics

- Enrollment By Race/Ethnicity Overtime



- Enrollment By Race/Ethnicity Overtime (cont'd)

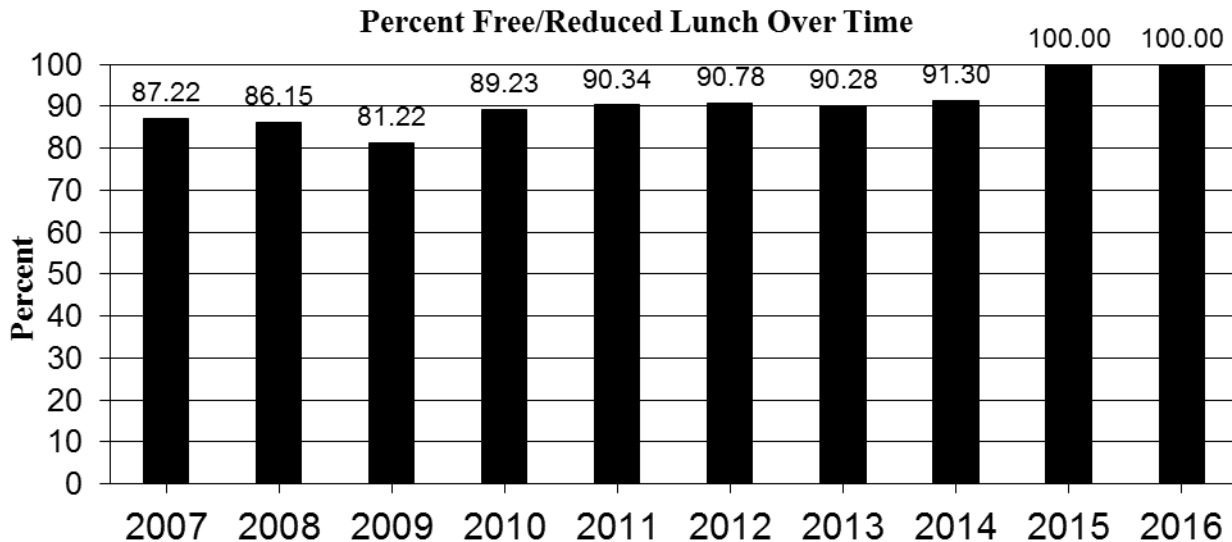
The race and ethnicity at Ashley Academy has not changed much over time. For the past three years the African-American student population has been the largest racial/ethnic group.

- In 2015-2016 African-American students 61.4%; Hispanics students 28.5%; White students 6.5%
- In 2014-2015 African-American students 62.7%; Hispanics students 29.5%; White students 5.4%
- In 2013-2014 African-American students 56.4%; Hispanics students 34.7%; White students 6.0%

- Percent Free/Reduced Lunch Over Time

The percent of students free/reduced lunch over time has remained steady at for the past three years at the following:

- In 2015-2016 the rate remained 100.0%
- In 2014-2015 the rate was 100.0%
- In 2013-2014 the rate was 91.3%



The school demographics of Ashley Academy do not always reflect the demographics of the surrounding community profile. The U.S. Census reveals that 96.9% of the community surrounding Ashley is enrolled in public school elementary grades 5th to 8th grade while 5.0% of the high school students are enrolled in 9th to 12th grade in private school.

- Community Demographics

Community School Enrollment 2013-2014

Ashley Academy

Description	Total	Percent enrolled in public school	Percent enrolled in private school
Population 3 years and over enrolled in school	9,991	90.7%	9.3%
Nursery school, preschool	746	81.9%	18.1%
Kindergarten to 12th grade	7,463	96.2%	3.8%
Kindergarten	662	95.6%	4.4%
Elementary: grade 1 to grade 4	2,324	96.7%	3.3%
Elementary: grade 5 to grade 8	2,158	96.9%	3.1%
High school: grade 9 to grade 12	2,319	95.0%	5.0%
College, undergraduate	1,483	79.1%	20.9%
Graduate, professional school	299	34.1%	65.9%
Percent of age group enrolled in school --			
3 and 4 years	39.2%	87.4%	12.6%
5 to 9 years	84.4%	94.4%	5.6%
10 to 14 years	85.8%	97.5%	2.5%
15 to 17 years	82.5%	95.0%	5.0%
18 and 19 years	50.8%	87.9%	12.1%
20 to 24 years	16.0%	91.0%	9.0%
25 to 34 years	9.0%	63.9%	36.1%
35 years and over	3.3%	60.6%	39.4%

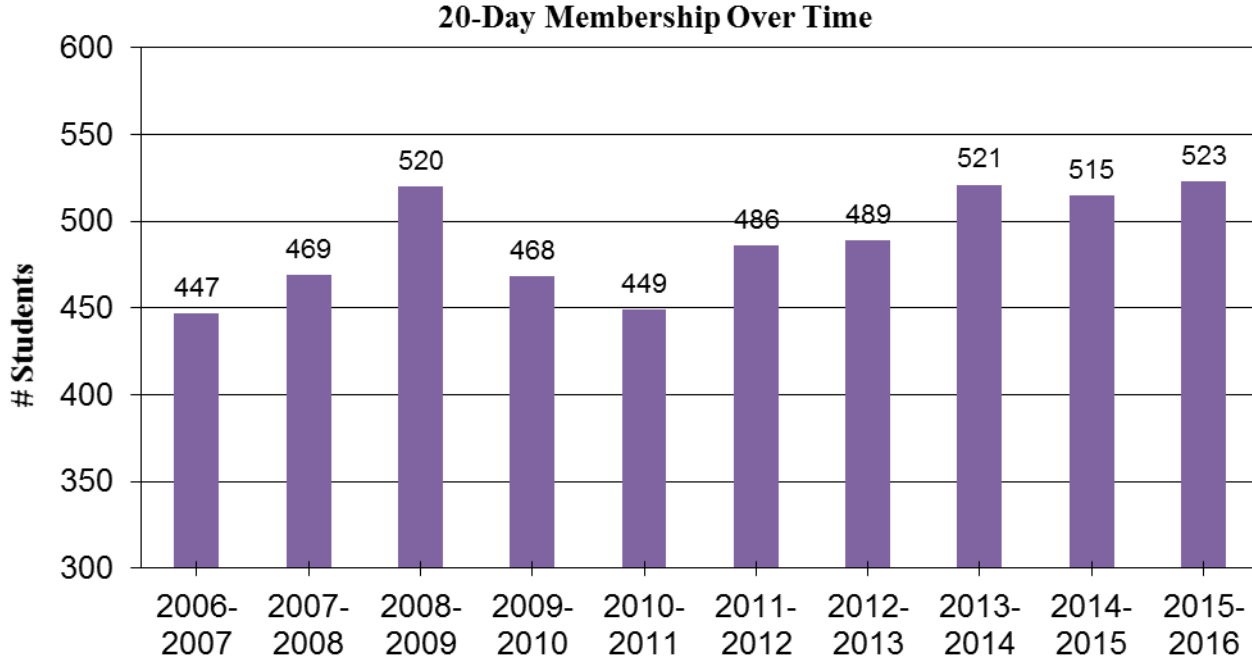
Population 18 years and over	29,526	(X)	(X)
Enrolled in college or graduate school	6.0%	71.3%	28.7%
Males 18 years and over	13,307	(X)	(X)
Enrolled in college or graduate school	4.7%	65.9%	34.1%
Females 18 years and over	16,219	(X)	(X)
Enrolled in college or graduate school	7.0%	74.2%	25.8%
Population 18 to 24 years	3,951	(X)	(X)
Enrolled in college or graduate school	16.5%	88.2%	11.8%
Males 18 to 24 years	2,014	(X)	(X)
Enrolled in college or graduate school	9.6%	92.8%	7.2%
Females 18 to 24 years	1,937	(X)	(X)
Enrolled in college or graduate school	23.6%	86.2%	13.8%

Source: U.S. Census Bureau, 2010-2014 American Community for ZIP code 27105
http://factfinder.census.gov/bkmk/table/1.0/en/ACS/14_5YR/S1401/86000000US27105

- Student 20-Day Membership Overtime

For the last 3 years, the average student 20-day membership overtime has been relatively consistent.

- In 2013-2014, the average 20-day membership was at 521.
- In 2014-2015, the average 20-day membership was at 515.
- In 2015-2016, the average 20-day membership was at 523.



II. Student Attendance and Discipline

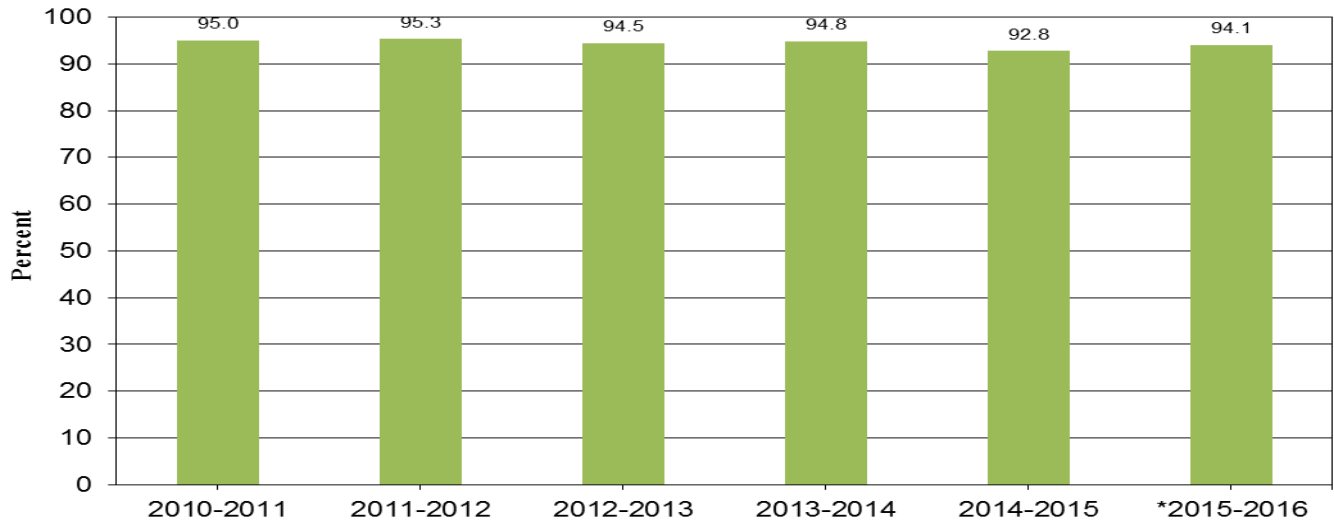
• Attendance (#4 Leading Indicator for Final Requirements)

Strengths

For the last 3 years, the average daily attendance for months 1-9 remained relatively consistent.

- In 2015-2016, the average daily attendance/% in attendance for year for months 1-9 was (472)94.1%.
- In 2014-2015, the average daily attendance/% in attendance for year for months 1-9 was (484)92.8%.
- In 2013-2014, the average daily attendance/% in attendance for year for months 1-9 was (477)94.8%.

Percent In Attendance Over Time



• Discipline by Action Type (#6 Leading Indicator for Final Requirements)

Weaknesses

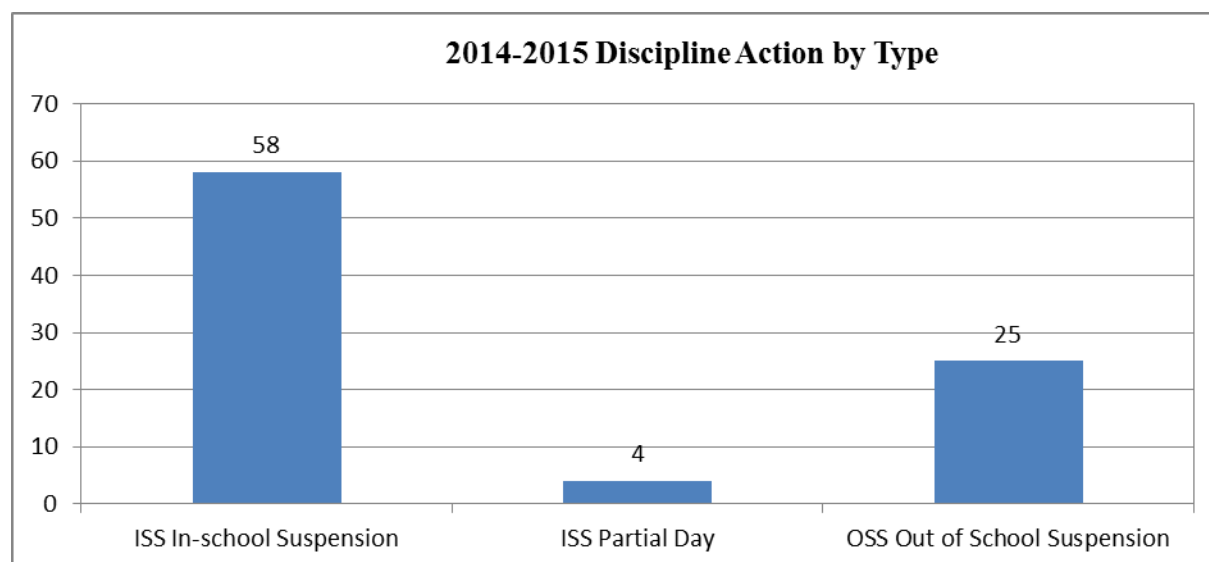
2015-2016 Discipline Action by Type

Action	Count	Percent
003 OSS	69	50.00%
031 Administrative Conference with Student	26	18.84%
026 Time Out	17	12.32%
023 Conference	13	9.42%
002 ISS	12	8.70%
064 Detention - In School	1	0.72%
Grand Total	138	100.00%

For the last 3 years, the number of OSS and ISS has varied.

- In 2013-2014, the number of OSS and ISS was reported as >5.
- In 2014-2015, the number of OSS was at 25(50%) and ISS was at 58(8.70%).
- In 2015-2016, the number of OSS was at 69(50%) and ISS was at 12(8.70%); 26(18.84%) Admin conference; 17(12.32%) Time out; and 13(9.42%) conference with the student.

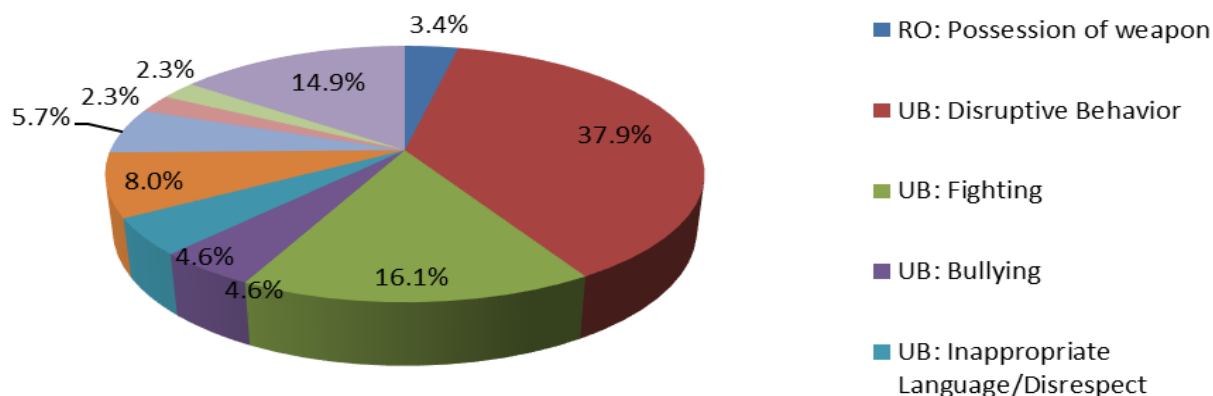
• Discipline by Action Type (cont'd) (#6 Leading Indicator for Final Requirements)



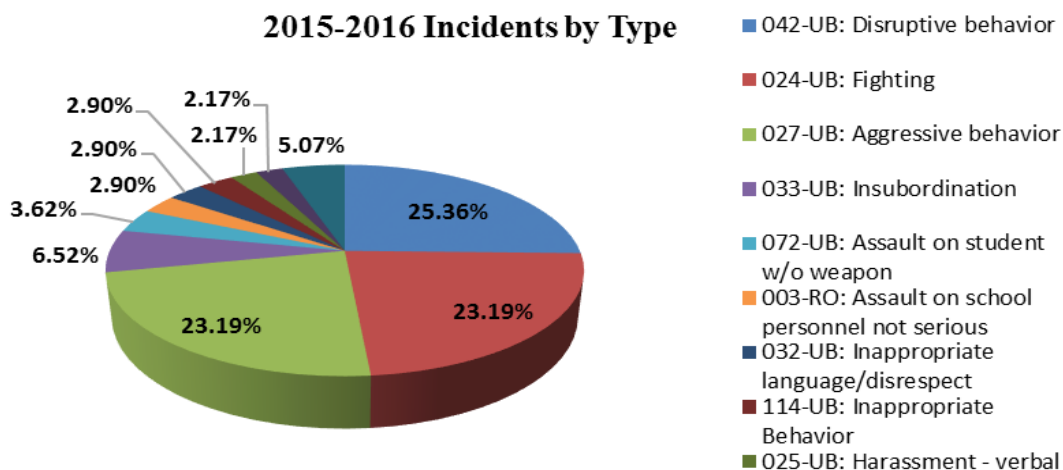
• Discipline by Incident Type (#6 Leading Indicator for Final Requirements)
Weaknesses

For the last 2 years, the highest incident type reported was disruptive behavior.

- In 2013-2014, the incident type was not reported.
- In 2014-2015, the highest incident type reported was disruptive behavior at 37.90%.
- In 2015-2016, the highest incident type reported was disruptive behavior at 25.36%.

2014-2015 Incidents by Type

• Discipline Incident By Type (cont'd) (#6 Leading Indicator for Final Requirements)

2015-2016 Incidents by Type

III. Student Achievement and Growth (#2 Leading Indicator for the Final Requirements)

• School Growth, Index, Performance Grade, & Low Performance Status

School	2013-2014					2014-2015					2015-2016				
	Achievement	Growth	Index	Overall	SPG	Achievement	Growth	Index	Overall	SPG	Achievement	Growth	Index	Overall	SPG
Ashley Academy	30	Met	0.78	40	D	21	NotMet	-3.88	29	F	20	NotMet	-2.26	30	F

*LP is Low Performing; SPG is School Performance Grade

- In 2013-2014 the school met growth and received an overall school performance grade of a D but in 2014-2015 and in 2015-2016 the school did not meet growth received an F performance grade and was rated a Low Performing school by the state of North Carolina Department of Education Standards.

- EOG Proficiency (Grade Level) Over Time

Strengths:

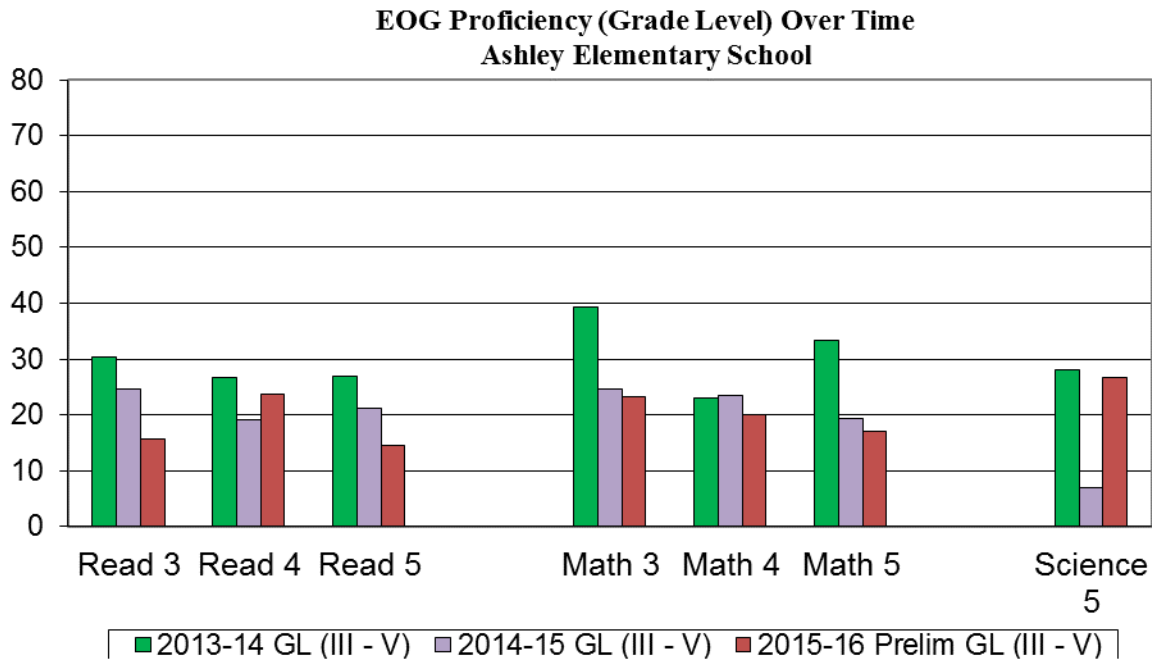
- The students at Ashley Academy increased in End-of-Grade proficiency in the areas of 4th grade reading and 5th grade science from 2013- 2014 to 2014-2015 school years.
- The reading EOG grade level proficiency for 4th grade decrease from 19.1% proficient in 2014-2015 to 23.8% proficient in 2015-2016. This equates to a 4.7 point increase in percentage of the 4th grade students who are proficient in reading.
- The science EOG grade level proficiency for 5th grade decrease from 7.0% proficient in 2014-2015 to 26.8% proficient in 2015-2016. This equates to a 19.8 point increase in percentage of 5th grade students who are proficient in science.

- EOG Proficiency (Grade Level) Over Time (cont'd)

Weaknesses:

- The End-of-Grade proficiency decreased in the areas of 3rd and 5th grade Reading, as well as in 3rd, 4th and 5th grade math from the school year 2014-2015 to 2015-2016.
- The reading EOG grade level proficiency for 3rd grade decrease from 24.7% proficient at the end of the 2014-2015 school year to 15.6% proficient at the end of the 2015-2016 school year. This equates to a 9.1% loss in proficiency.
- The reading EOG grade level proficiency for 5th grade decrease from 21.1% proficient at the end of the 2014-2015 school year to 14.6% proficient at the end of the 2015-2016 school year. This equates to a 6.5% loss in proficiency.
- The math EOG grade level proficiency for 3rd grade decrease from 24.7% proficient at the end of the 2014-2015 to 23.3% proficient at the end of the 2015-2016. This equates to a 0.6% loss in proficiency.
- The math EOG grade level proficiency for 4th grade decrease from 23.4% proficient at the end of the 2014-2015 to 20.0% proficient at the end of the 2015-2016. This equates to a 3.4% loss in proficiency.
- The math EOG grade level proficiency for 5th grade decrease from 19.3% proficient at the end of the 2014-2015 to 17.1% proficient at the end of the 2015-2016. This equates to a 2.2% loss in proficiency.

- EOG Proficiency (Grade Level) Over Time (cont'd)



- EOG Proficiency (Grade Level) Over Time (cont'd)

Ashley School	Read 3	Read 4	Read 5		Math 3	Math 4	Math 5		Science 5
2013-14 CCR (IV - V)	25.0	20.0	13.5		32.1	19.7	29.3		22.7
2014-15 CCR (IV - V)	15.7	12.8	12.3		21.3	19.1	14.0		7.0
2015-16 Prelim CCR (IV - V)	8.9	13.8	<5		12.2	15.0	7.3		12.2
2013-14 GL (III - V)	30.4	26.7	27.0		39.3	23.0	33.3		28.0
2014-15 GL (III - V)	24.7	19.1	21.1		24.7	23.4	19.3		7.0
2015-16 Prelim GL (III - V)	15.6	23.8	14.6		23.3	20.0	17.1		26.8

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Elementary Reading

	% GL Proficient Reading			Difference
Subgroup	2013-2014	2014-2015	2015-2016 Preliminary	2016-2015
Asian	na	na	na	na
Black	23.9	28.2	25.0	-3.2
Hispanic	27.9	6.3	7.0	0.7
White	80.0	50.0	11.1	-38.9
Multiracial	na	na	na	na
Subgroup	2013-2014	2014-2015	2015-2016 Preliminary	2016-2015
Female	30.5	23.9	16.8	-7.1
Male	25.9	21.0	20.0	-1.0
Subgroup	2013-2014	2014-2015	2015-2016 Preliminary	2016-2015
Economically Disadvantaged	22.2	22.3	16.9	-5.4
Limited English Proficiency	9.4	4.4	<5	0.0
Students with Disabilities	<5	4.9	<5	0.0
AG	90.9	71.4	85.7	14.3
Not Econ Disadvantage	84.2	na	27.3	na
Not LEP	32.3	27.9	23.4	-4.5
Not SWD or AG	28.6	24.7	20.8	-3.9

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Elementary Reading

Strengths:

- The reading End-of-Grade proficiency increased among the subgroups of African-American at Ashley Academy from 2014- 2015 to 2015-2016 school years.
- The African American students decrease from 23.9% proficient in 2013-2014 to 28.2% proficient in 2014-2015 in the area of reading. This equates to a 4.3 percentage point increase in percentage of African American students who are proficient in reading.

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Elementary Reading

Weaknesses:

- There was a decrease in End-of-Grade Reading Proficiency among the Hispanic, White, Limited English Proficiency, AG, Female, and Male students from the 2013-2014 school year to the 2014-2015 school year.
- The Hispanic students decrease from 27.9% proficient in 2013-2014 to 6.3% proficient in 2014-2015 in the area of reading. This equates to a 21.6 percentage point decrease in reading proficiency.
- The White students decrease from 80.0% proficient in 2013-2014 to 50.0% proficient in 2014-2015 in the area of reading. This equates to a 30.0 percentage points decrease in reading proficiency.
- The Limited English Proficient students decrease from 9.4% proficient in 2013-2014 to 4.4% proficient in 2014-2015 in the area of reading. This equates to a 5.0 percentage point decrease in reading proficiency.
- The AG students decrease from 90.9% proficient in 2013-2014 to 71.4% proficient in 2014-2015 in the area of reading. This equates to a 19.5 percentage point decrease in reading proficiency.
- The Female students decrease from 30.5% proficient in 2013-2014 to 23.9% proficient in 2014-2015 in the area of reading. This equates to a 6.6 percentage point decrease in reading proficiency.
- The Male students decrease from 25.9% proficient in 2013-2014 to 21.0% proficient in 2014-2015 in the area of reading. This equates to a 4.9 percentage point decrease in reading proficiency.

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Elementary Math (cont'd)

Strengths:

- The Math End-of-Grade proficiency increased slightly among the subgroup of Limited English Proficiency at Ashley Academy from the 2013-2014 school year to the 2014-2015 school year.
- The Limited English Proficiency students decrease from 12.5% proficient in 2013-2014 to 13.0% proficient in 2014-2015 in the area of mathematics. This equates to a 0.5 percentage point increase in percentage of Limited English Proficiency students who are proficient in math.

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Mathematics

Achievement Gap				
	% GL Proficient Mathematics			Difference
Subgroup	2013-14	2014-15	2015-16 Preliminary	2015-2016
Asian	na	na	na	na
Black	10.9	15.4	23.6	8.2
Hispanic	29.1	19.0	24.6	5.6
White	na	na	18.2	na
Multiracial	20.0	20.0	40.0	20.0
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Female	27.3	20.8	22.1	1.3
Male	23.8	16.8	28.0	11.2
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Economically Disadvantaged	25.1	18.9	24.1	5.2
Limited English Proficiency	15.8	8.7	17.0	8.3
*Students with Disabilities	0.0	7.7	<5	-4.6
AG	na	100	100	0.0
Not Econ Disadvantage	na	na	28.1	na

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Elementary Math (cont'd)

Weaknesses:

- There was a decrease in End-of-Grade Reading Proficiency among the Black, Hispanic, White, Economically Disadvantaged, AG, Female and Male students from the 2013-2014 school year to the 2014-2015 school year.
- The Black students decrease from 23.9% proficient in 2013-2014 to 23.1% proficient in 2014-2015 in the area of math. This equates to a 21.6 percentage point decrease in math proficiency.
- The Hispanic students decrease from 36.8% proficient in 2013-2014 to 18.8% proficient in 2014-2015 in the area of math. This equates to an 18.0 percentage point decrease in math proficiency.

- Achievement Gaps 2013-2014; 2014-2015 and 2015-2016 - Elementary Math (cont'd)

Weaknesses:

- The White students decrease from 80% proficient in 2013-2014 to 50.0% proficient in 2014-2015 in the area of math. This equates to a 30.0 percentage point decrease in math proficiency.
- The Economically Disadvantaged students decrease from 26.3% proficient in 2013-2014 to 22.8% proficient in 2014-2015 in the area of math. This equates to a 3.5 percentage point decrease in math proficiency.
- The AG students decrease from 90.9% proficient in 2013-2014 to 57.1% proficient in 2014-2015 in the area of math. This equates to a 33.8 decrease in math proficiency.
- The Female students decrease from 34.3% proficient in 2013-2014 to 19.3% proficient in 2014-2015 in the area of math. This equates to a 15.0 percentage point decrease in math proficiency.
- The Male students decrease from 29.4% proficient in 2013-2014 to 25.7% proficient in 2014-2015 in the area of math. This equates to a 3.7 percentage point decrease in math proficiency.

- Reading and Math EOG Proficiency (GL) By Cohort

Weaknesses:

Reading EOG Proficiency (GL) By Cohort

	2013-2014	2014-2015	2015-2016 Preliminary	Cohort Difference
Grade 3	30.4	24.7	15.6	
Grade 4	26.7	19.1	23.8	(-0.9)
Grade 5	27.0	21.1	14.6	(-4.5)

- There was a decrease in End-of-Grade reading and math proficiency among all cohorts from the school year 2014-2015 to 2015-2016.
- The 3rd graders of the 2014-2015 school year were 32.1% proficient on the 3rd grade reading EOG (GL); however, the 4th graders of the 2015-2016 were 19.1% proficient on the 4th grade Reading EOG (GL). This equates to a 13.0% loss in proficiency for the cohort.
- The 4th graders of the 2014-2015 school year were 26.7% proficient on the 4th grade reading EOG (GL); however, the 5th graders of the 2015-2016 were 21.1% proficient on the 5th grade reading EOG (GL). This equates to a 5.6% loss in proficiency for the cohort.

- Reading and Math EOG Proficiency (GL) By Cohort (cont'd)

Math EOG Proficiency (GL) By Cohort

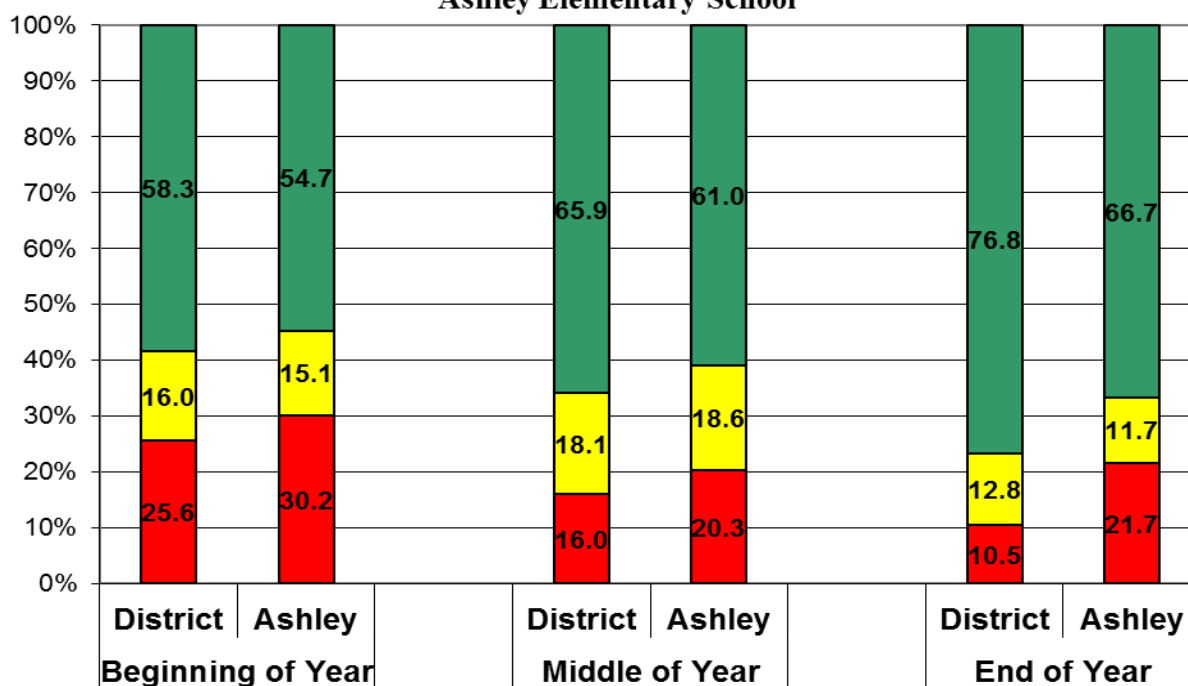
	2013-2014	2014-2015	2015-2016 Preliminary	Cohort Difference
Grade 3	39.3	24.7	23.3	
Grade 4	23.0	23.4	20.0	(-4.7)
Grade 5	33.3	19.3	17.1	(-6.3)

• The 3rd graders of the 2014-2015 school year were 39.3% proficient on the 3rd grade math EOG (GL); however, the 4th graders of the 2015-2016 were 23.4% proficient on the 4th grade math EOG (GL). This equates to a 15.9% loss in proficiency for the cohort.

• The 4th graders of the 2014-2015 school year were 23.3% proficient on the 4th grade math EOG (GL); however, the 5th graders of the 2015-2016 were 19.3% proficient on the 5th grade math EOG (GL). This equates to a 4.0% loss in proficiency for the cohort.

- DIBELS NEXT 2014-2015 - Kindergarten, 1st, 2nd, and 3rd grade

**DIBELS NEXT 2015-2016 - Kindergarten
Ashley Elementary School**



*green is benchmark, yellow is below benchmark, and red is well below benchmark.

- DIBELS NEXT 2014-2015 - Kindergarten, 1st, 2nd, and 3rd grade

Strengths:

- The Kindergarten, 1st grade, and 2nd grade students at Ashley Academy increased the number of students reading at the benchmark level (green) at the beginning of the 2014-2015 school year to the end of the 2014-2015 school year in DIBELS Next.
- The Kindergarten students at Ashley decrease from 60.0% reading at the benchmark level (green) at the beginning of the 2014-2015 school year to 79% of students reading at the benchmark level (green) at the end of the 2014-2015 school year. This equates to a 19 point increase in percentage of students reading at the benchmark level (green).
- The students of Ashley performed at the same level as the students in the district; 79% of students in Kindergarten at Ashley were reading at the benchmark level (green) at the end 2014-2015 school year and 79.0% of students in the Winston-Salem/Forsyth County Schools District reading at the benchmark level (green) at the end 2014-2015 school year.
- The 1st grade students at Ashley decrease from 30.0% reading at the benchmark level (green) at the beginning of the 2014-2015 to 41% of students reading at the benchmark level at the end of the 2014-2015 year. This equates to an 11 point increase in percentage of students reading at the benchmark level (green).
- The 2nd grade students at Ashley decrease from 49.0% reading at the benchmark level (green) at the beginning of the 2014-2015 school year to 53% of students reading at the benchmark level (green) at the end of the 2014-2015 school year. This equates to a 4 point increase in percentage of 2nd grade students reading at the benchmark level according to DIBELS NEXT from the beginning of the 2014-2015 school year to the end of the 2014-2015 school year.

- DIBELS NEXT 2014-2015-- Kindergarten, 1st, 2nd, and 3rd grade (cont'd)

Weaknesses:

- The 1st grade students of Ashley performed below the 1st grade students in the district.
 - Forty one percent of the 1st grade students Ashley Academy were reading at the benchmark level (green) at the end 2014-2015 school year; however, 67% of 1st grade students in the Winston-Salem/Forsyth County Schools District were reading at the benchmark level (green) at the end 2014-2015 school year.
 - Fifty three percent of the 2nd grade student at Ashley Academy were reading at the benchmark level (green) at the end 2014-2015 school year; however, 71% of 2nd grade students in the Winston-Salem/Forsyth County Schools District were reading at the benchmark level (green) at the end 2014-2015 school year.
- Forty five percent of the 3rd grade students at Ashley Academy were reading at the benchmark level (green) at the end 2014-2015 school year; however, 69% of 3rd grade students in the Winston-Salem/Forsyth County Schools District were reading at the benchmark level (green) at the end 2014-2015 school year.

- TRC 2014-2015 -- Kindergarten, 1st, 2nd, and 3rd grade (cont'd)

Strengths:

- The Kindergarten and 3rd grade students at Ashley Academy increased the number of students reading at or above the benchmark level from the beginning of the 2014-2015 school year to the end of the 2014-2015 school year in TRC.
- The Kindergarten students at Ashley decrease from 0% reading above the benchmark level (blue) at the beginning of the 2014-2015 school year to 17.2% reading above the benchmark level (blue) at the end of the 2014-2015 school year. This equates to a 17.2 point increase in percentage of Kindergarten students reading above the benchmark level from the beginning of the 2014-2015 school year to the end of the 2014-2015 school year.

- TRC 2014-2015 -- Kindergarten, 1st, 2nd, and 3rd grade (cont'd)

Strengths:

- The 3rd grade students at Ashley decrease from 5.4% of students reading above the benchmark level (blue) at the beginning of the 2014-2015 school year to 19.3% reading above the benchmark level at the end of the 2014-2015 school year. This equates to a 13.9 point increase in percentage of students reading above the benchmark level. The 3rd grade students reading at grade level (green) decrease from 10.8% at the beginning of the 2014-2015 school year to 13.6% at the end of the 2014-2015 school year. This equates to a 2.8 point increase in the percentage of 3rd grade students reading at the benchmark level (green) according to TRC at the end of the 2014-2015 school year.

- TRC 2014-2015 -- Kindergarten, 1st, 2nd, and 3rd grade (cont'd)

Weaknesses:

- There was a decrease in Kindergarten, 1st, 2nd and 3rd Grade students reading at or above the benchmark level from the beginning of the 2014-2015 school year to the end of the 2014-2015 school year.
- The Kindergarten students of Ashley decrease from 46.2% reading at the benchmark (green) at the beginning of the 2014-2015 school to 7.8% reading at the benchmark (green) at the end of the 2014-2015 school year. This equates to a 38.4 point decrease in percentage of students reading at the benchmark from the beginning of the 2014-2015 school year.
- The 1st grade students of Ashley decrease from 17.3% reading above the benchmark (blue) and 11.8% reading at the benchmark (green) at the beginning of the 2014-2015 school to 1.9% reading above the benchmark and 8.5% reading at the benchmark (green) at the end of the 2014-2015 school year. This equates to a 15.4 point decrease in percentage of students reading above the benchmark and a 3.3 point decrease in percentage of students reading at the benchmark level from the beginning of the 2014-2015 school year.
- The 2nd grade students of Ashley decrease from 12.7% reading above the benchmark (blue) and 17.3% reading at the benchmark (green) at the beginning of the 2014-2015 school to 5.4% reading above the benchmark and 9.9% reading at the benchmark (green) at the end of the 2014-2015 school year. This equates to a 7.3 point decrease in percentage of students reading above the benchmark and a 7.4 point decrease in percentage of students reading at the benchmark level from the beginning of the 2014-2015 school year.

- EVAAS Trends

Strengths & Weaknesses:

- Ashley Academy did not meet growth in EVAAS overall campus composite, 3rd and 4th grade reading and in 5th grade science during 2014-2015 school year.

- Ashley Academy met growth in EVAAS in 4th and 5th grade math and in 5th grade reading 2014-2015 school year.

- Overall EVAAS Campus Composite

EVAAS Trends

Subject	Grade	2011-2012	2012-2013	2013-2014	2014-2015
Campus Composite		-2.1	-1.1	-0.8	-1.1
Reading	3			-1.3	-2.2
	4	-1.9	0.5	-2.1	-2.3
	5	1.0	2.1	0.0	1.1
Math	4	-4.8	-4.1	-3.5	-0.1
	5	-0.5	2.1	4.9	3.4
Science	5	3.2	-3.5	-0.1	-5.3

	Exceeds Expected Growth
	Meets Expected Growth
	Does Not Meet Expected Growth
	No Data

• AYP/AMO Overtime

AYP/AMO Measure	2010-2011	2011-2012 ^a	2012-2013		2013-2014		2014-2015	
			Federal	State	Federal	State	Federal	State
# of Target Goals Met	11	13	18	21	12	15	13	16
# of Target Goals	19	25	25	31	19	25	25	31
% of Target Goals Met	57.9%	52.0%	72.0%	67.7%	63.2%	60.0%	52.0%	51.6%
Met % Tested For All Groups	Met	Met	Met	Met	Met	Met	Met	Met
Met Attendance	Met	Met	Met	Met	Met	Met	Met	Met
Met % Proficient Reading:								
All Students	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Black Students	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Hispanic Students		Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
White Students								
Economically Disadvantaged (EDS)	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Limited English Proficiency (LEP)		Not Met	Met w/CI	Met w/CI			Not Met	Not Met
Students with Disabilities (SWD)	Not Met	Not Met	Met w/CI	Met w/CI			Not Met	Not Met
Academically Gifted (AIG)								
Met % Proficient Math:								
All Students	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Black Students	Not Met	Not Met	Met w/CI	Met w/CI	Not Met	Not Met	Not Met	Not Met
Hispanic Students		Not Met	Not Met	Not Met	Met w/CI	Met w/CI	Not Met	Not Met
White Students								
Economically Disadvantaged (EDS)	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Limited English Proficiency (LEP)		Not Met	Met w/CI	Met w/CI			Not Met	Not Met
Students with Disabilities (SWD)	Not Met	Not Met	Met w/CI	Met w/CI			Not Met	Not Met
Academically Gifted (AIG)								

IV. Professional Capacity:

- Teacher Characteristics Overtime

Strengths:

- Ashley Academy showed an increase of teachers with advanced degrees from 32% in 2013-2014 to 34% in 2014-2015.
- Ashley Academy has fairly high rate of fully licensed teachers. In 2012-2013 there was 100% in 2013-2014 there was 99% and in 2014-2015 there was 98%.

Teacher Characteristics Over Time

Teacher Characteristic	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
# Classroom Teachers	46	48	46	43	45	42	44	44
Fully Licensed Teachers	96%	96%	98%	100%	100%	100%	99%	98%
Teachers With Advanced Degrees	22%	21%	20%	23%	29%	33%	32%	34%
# National Board Certified Teachers	2	3	6	7	6	4	2	1
Years of Teaching Experience:								
0 - 3 Years	22%	25%	17%	19%	24%	21%	25%	34%
4 - 10 Years	30%	25%	33%	30%	20%	29%	32%	23%
10+ Years	48%	50%	50%	51%	56%	50%	43%	43%
Average Years of Teaching Experience	12.9	13.0	13.3	13.1	12.7	11.9		
Teacher Turnover Rate	12%	9%	13%	18%	16%	16%	16%	18%

- Forty percent of Ashley Academy teachers were veteran teachers with 10+ years of teaching experience. In 2012-2013 (50%), 2014-2015 (43%), and 2014-2015 (43%).

- Teacher Report Card Snapshot

- According to EVAAS TRC reports in reading for 2014-2015, in Kindergarten, 1st and 2nd grade, 2 teachers exceeded expected growth, and 7 teachers met expected growth.

- According to EVAAS Reading Tests for 2014-2015, in 3rd, 4th and 5th grade, 11 teachers met expected growth.

- According to EVAAS Reading and Math Tests 2015, in 3rd, 4th and 5th grade, no teachers exceeded expected growth. In Science, there were no teachers who met expected growth and 2 teachers that did not meet expected growth.

- Teacher Turnover Rate Over Time

Weaknesses:

- The teacher turnover rate at Ashley Academy has slightly increased over the past three years, from 16% in 2012-2013, 16% in 2013-2014 and 18% in 2014-2015. These numbers are significantly higher than the district which are 12, 11 and 13 consecutively from 2012-2013, 2013-2014 and 2014-2015.

- NC Teacher Effectiveness Evaluation Ratings Standards (#8 Leading Indicator for Final Requirements)

NC Educator Evaluation System 2014-2015

Teacher Standards		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Totals
#1 Leadership	State	NOT AVAILABLE					0.0
	District	0.0	1.0	50.3	45.0	4.0	100.3
	Ashley	0.0	2.6	89.5	7.9	0.0	100.0
#2 Diversity	State	NOT AVAILABLE					0.0
	District	0.0	0.0	49.4	46.0	4.0	99.4
	Ashley	0.0	15.0	85.0	0.0	0.0	100.0
#3 Content	State	NOT AVAILABLE					0.0
	District	0.0	3.0	62.0	33.3	2.0	100.3
	Ashley	0.0	5.0	95.0	0.0	0.0	100.0
#4 Learning	State	NOT AVAILABLE					0.0
	District	0.0	2.0	50.0	47.0	2.0	101.0
	Ashley	0.0	5.3	89.4	5.3	0.0	100.0
#5 Reflection	State	NOT AVAILABLE					0.0
	District	0.0	2.0	65.0	32.0	2.0	101.0
	Ashley	0.0	0.0	100.0	0.0	0.0	100.0

Teacher Standard		Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Total
#6 Academic Success	State	NOT AVAILABLE			
	District	18.0	65.0	17.0	100.0
	Ashley	29.2	62.5	8.3	100.0

- NC Teacher Effectiveness Evaluation Ratings Standards

Strengths:

- The teachers' Ashley Academy improved on all 6 standards from 2013 to 2014. There were no Ashley teachers in 2015-2016 "not demonstrating" on any of the six standards. All the teachers were at least proficient on the standards.

- NC Teacher Effectiveness Evaluation Ratings Standards

Weaknesses:

- There were no Ashley teachers rated in the distinguished category on any of the six standards.

NC Educator Evaluation System 2013-2014

Teacher		Not Demonstrated	Developin	Prof	Accomplishe	Distinguis	Totals
#1	State	30	1,268	32,	41,085	10,413	84,909
	District	2	40	1,	1,552	138	3,293
	Ashley	0	0	23	14	0	37
#2	State	174	1,147	21,	24,076	4,274	51,077
	District	1	28	877	698	38	1,642
	Ashley	0	0	21	2	0	23
#3	State	163	1,305	25,	19,958	3,839	51,077
	District	0	41	1,	540	36	1,642
	Ashley	0	1	20	2	0	23
#4	State	41	1,734	33,	43,043	6,835	84,909
	District	1	62	1,	1,523	85	3,293
	Ashley	0	1	19	17	0	37
#5	State	157	1,179	26,	18,884	4,031	51,077
	District	0	28	1,	485	42	1,642
	Ashley	0	1	21	1	0	23

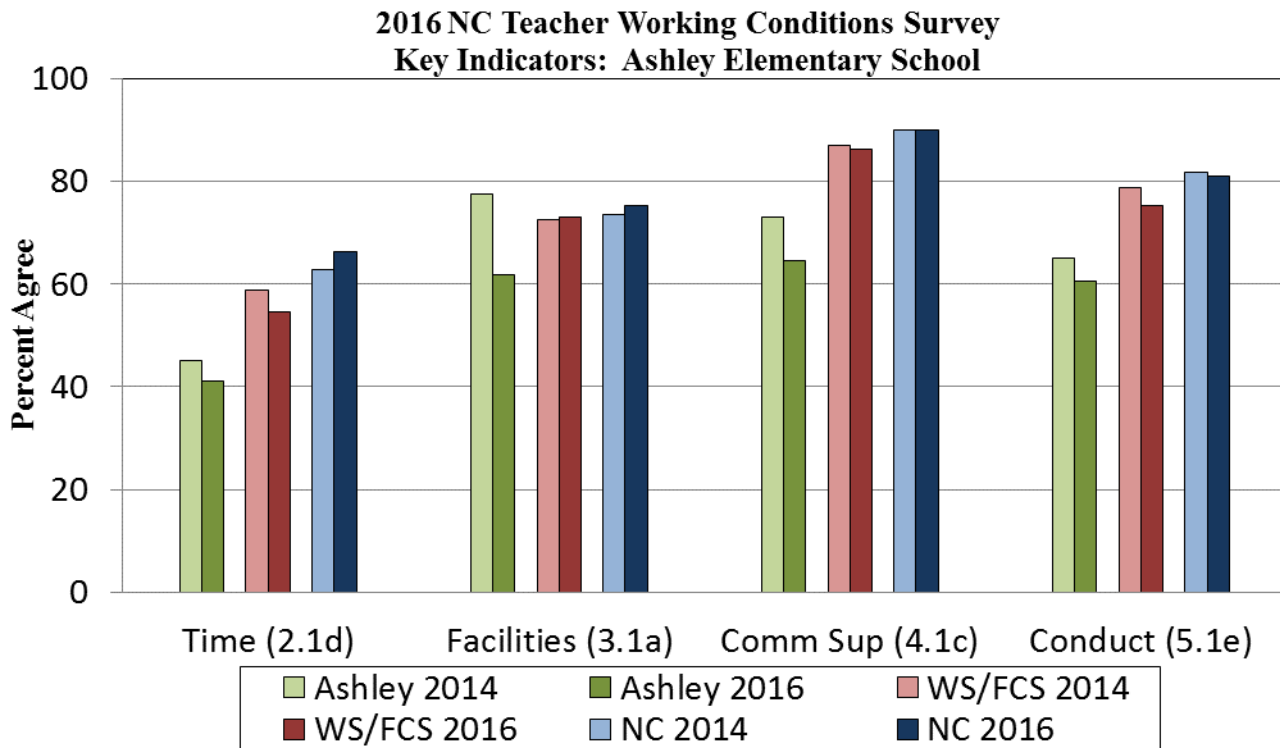
V. Perceptions of School:

- 2016 Teacher Working Conditions Key (TWC) Indicators

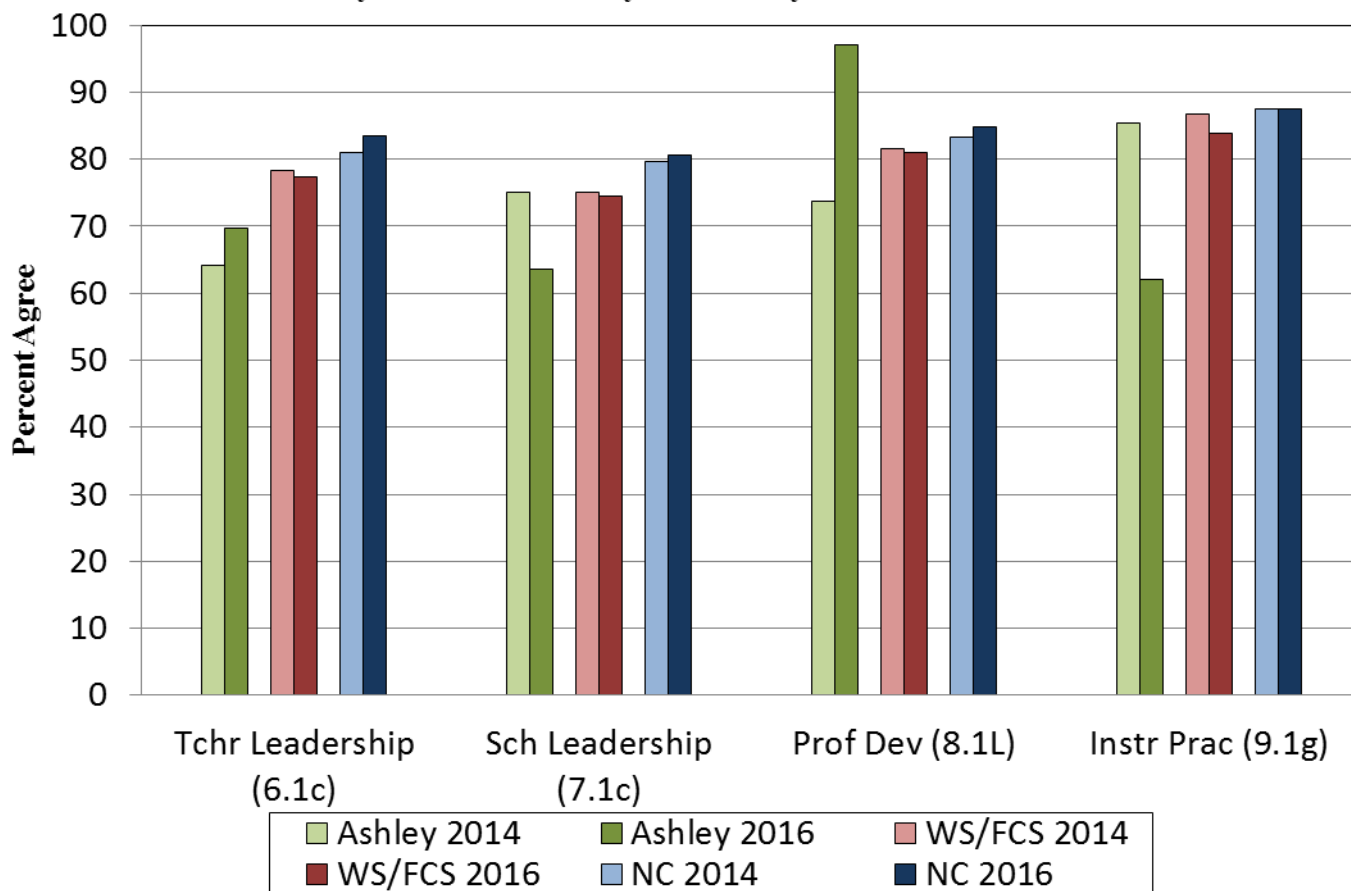
Strengths:

- Ashley Academy for Cultural & Global Studies indicators had higher percentages in the perceptions of school category than the state and district for the 2016 school year.

- Ashley Academy showed the greatest growth in the category of Teacher Leadership from 2014 to 2016 and in the category of Professional Development from 2014 to 2016.
- The indicator for Teacher Leadership (Q.6.1 d) based on the 2016 TWC, Ashley scored 93.9% compared to the district which scored 91.0% and the state which scored 93.5%.
- The indicator for Professional Development (Q8.1 d) on the 2016 TWC, Ashley scored 96.9% compared to the district which scored 92.7%, and the state which scored 93.4%.
- The indicator for Professional Development (Q8.1 l) on the 2016 TWC, Ashley scored 97.0% compared to the district which scored 80.9%, and the state which scored 87.9%.
- The indicator for Professional Development (Q8.1 m) on the 2016 TWC, Ashley scored 100.0% compared to the district which scored 83.3%, and the state which scored 90.8%.



**2016 NC Teacher Working Conditions Survey
Key Indicators: Ashley Elementary School**



VI. Parental Involvement

According to our 2014-2015 Title 1 Parent Survey, Ashley Academy had less than 10 parents to respond, therefore, there is not accurate data from the parent's perspective. There is no active Parent Teacher Association (PTA). According to the TWC, in 2014 only 33.3% teachers felt like the parents were influential decision makers in this school. In 2016, that number decreased by 9.8%, whereas only 23.5% of the teachers felt like the parents were influential decision makers.

VII. Review of Instructional Programs, School Leadership, & School Infrastructure

• Instructional Programs

The needs assessment revealed that there is a need for monitoring and evaluating of the quality and implementation of the instructional programs offered at Ashley Academy in mathematics and reading which are discussed in detail throughout this grant application. One example below is an assessment on the implementation of the reading program “*Imagine It*” as their core curriculum for teaching reading/literacy following a Balanced Literacy Approach. The grade level implementation is illustrated below.

Ashley Elementary Reading/Literacy Curriculum by Grade Level								
Pre-K								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
Creative Curriculum	Creative Curriculum		Creative Curriculum		Creative Curriculum	Creative Curriculum		
Kindergarten								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
Imagine It	Imagine It		Imagine It	Imagine it	Imagine it/ and guided reading books	Imagine it	Imagine it	Imagine it
First Grade								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
Imagine It	Imagine It		Imagine It	Imagine It	Imagine it/ and guided reading books	Imagine It	Imagine it	Imagine it
Second Grade								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
	Imagine It	Imagine It	Imagine It	Imagine It	Imagine it/ and guided reading books	Imagine It	Imagine it	Imagine it
Third Grade								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
	Imagine It	Imagine It	Imagine It	Imagine It	Imagine it/ and guided reading books	Imagine It	Imagine it	Imagine it
Fourth Grade								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
	Imagine It	Imagine It	Imagine It	Imagine It	Imagine it/ and guided reading books	Imagine It	Imagine it	Imagine it
Fifth Grade								
Phonemic Awareness	Phonics	Word Study (Morphology)	Vocabulary	Fluency	Comprehension	Writing	Spelling	Grammar
							Imagine it	Imagine it

- School Leadership

The North Carolina Educator Evaluation System for school leaders includes eight standards. Standard 8 is based on growth models from EVAAS. The other standards are assessed through observations by supervisors. The other seven standards are as follows:

- (1) Strategic Leadership
- (2) Instructional Leadership
- (3) Cultural Leadership
- (4) Human Resource Leadership
- (5) Managerial Leadership
- (6) External Development Leadership
- (7) Micro-Political Leadership

Each standard has a rubric with five levels: *not demonstrated*, *developing*, *proficient*, *accomplished*, and *distinguished*. District-level data for 2014-2015 indicated that, as a whole, WS/FCS school leaders are rated highest on Standards #3 (Cultural Leadership) and #5 (Managerial Leadership). The standards in most need of development were Standards #2 (Instructional Leadership), #6 (External Development Leadership), and #7 (Micro-Political Leadership).

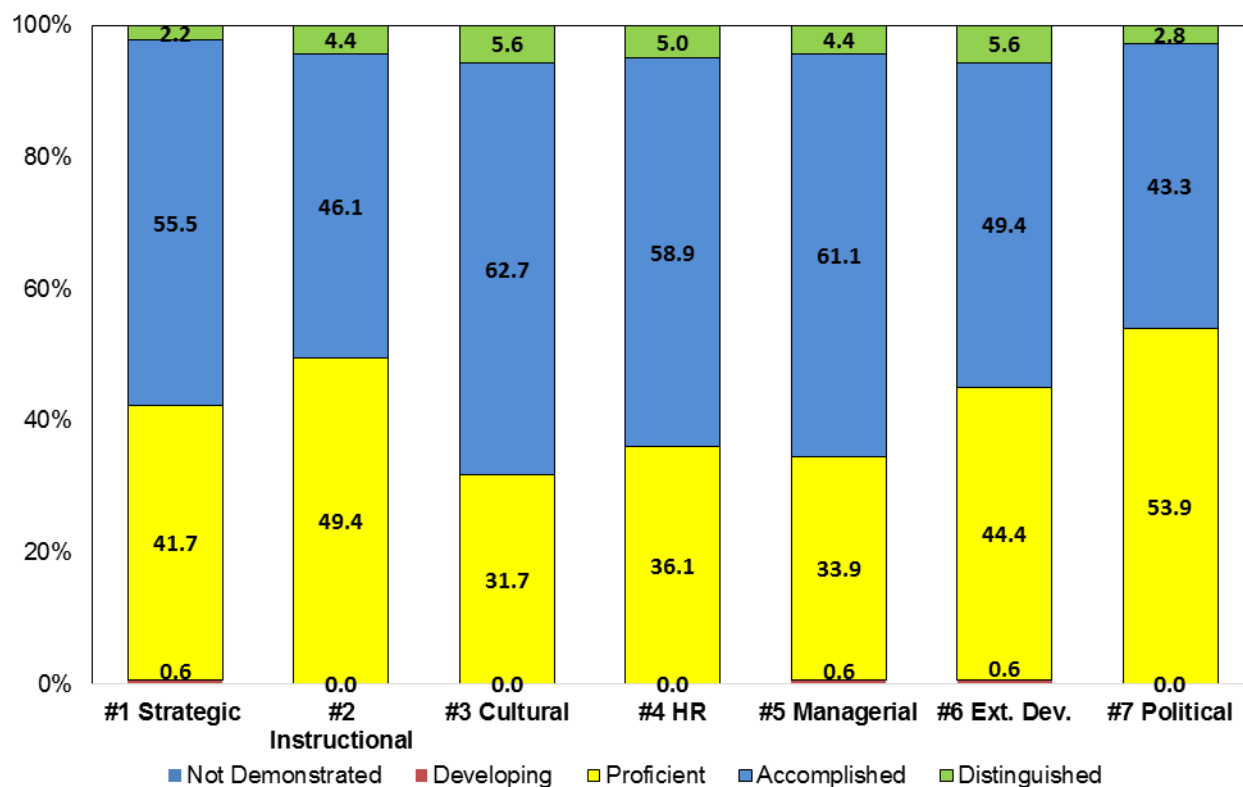
- NC School Leaders Effectiveness Evaluation Summary

Weaknesses:

According to the 2014-2015 NC School Leaders Effectiveness survey, WSFCS showed the largest percentage of school leaders were not proficient/not demonstrated at 62.7% in Cultural Leadership standard. The Managerial Leadership standard was also not proficient at 61.1%.

The district needs assessment data shows that school leaders in the district have not consistently demonstrated proficient leadership in the seven leadership standards; 1) strategic leadership, 2) instructional leadership, 3) cultural leadership, 4) HR, 5) managerial, 6) external development leadership, and 7) micro-political leadership. Therefore many of the MTSS and turnaround strategies are being put in place to help school leaders reach proficiency and/or distinguished in leadership.

2014-2015 NC Educator Evaluation System Ratings of WS/FCS School Leaders



- School Infrastructure

- The facilities capacity report at Ashley Academy reveals that the building capacity is 357, the mobile modular capacity is 15 and the career center usage for added capacity is 372.

- The building capacity report shows that at Ashley Academy there are 20, k-3 classrooms, 8, 4-5 classrooms, 2 EC classrooms, and 1 gym, etc.

- Facilities Capacity Report:

	Total Students un-official	Building Capacity	Mobile Modular Capacity	Career Center usage for added capacity	Serviceable Capacity	Projected ADM		
WS/FCS SIG Eligible Schools						2014-15	2015-16	2016-17
Winston-Salem Preparatory Academy (9-12)	184	340	22	362		191	177	170
Mineral Springs Middle	407	589	119	708		386	349	335
Philo-Hill Magnet	526	445	153	598		488	527	531
Carver High	620	1,000	43	32	1,075	620	662	667
Easton	512	310	262	572		478	494	500
Kimberley Park	266	284	0	284		269	260	251
Ashley Magnet	522	357	15	372		508	508	513

- Building Capacity Survey Results:

Ashley Academy Capacity Survey							
Line #	Equity + or Local Planning Capacity	Tier 1 Capacity	State DPI Capacity	Utilized Capacity	Classroom Capacity	2012-2013	2013-2014
3					Actual 12-13 20th day ADM	489	
4					Actual 13-14 20th day ADM		521
5					School Status	Equity +	
6					Pre K children served dept. count	16	
9	15	Pre- K		Building As-Utilized	Pre K CR	2	2
10	15	Pre-K		Building As-Utilized	Pre K Regular Classroom	1	
14	18	22	23	Design	K-3 CR	20	20
15	18	22	23	Building As-Utilized	K-3 CR	18	
17	21	27	28	Design	4-5 CR	8	8
18	21	27	28	Building As-Utilized	4-5 CR	9	
29	23	Gym	27	Design	Gym- Multipurpose Wt./Cardio, JROTC	1	1
30	23	Gym	27	Building As-Utilized	Gym- Multipurpose Wt./Cardio, JROTC	1	
41	18	CTE		Design	Computer, Business, Marketing	1	1
42	18	CTE		Building As-Utilized	Computer, Business, Marketing	1	
44	23	Arts	27	Design	Visual Art	1	1
45	23	Arts	27	Building As-Utilized	Visual Art	1	

47	23	Arts	27	Design	Perform Art Music, Band, Chorus, Strings, Dance, Drama	1	1
48	23	Arts	27	Building As-Utilized	Perform Art Music, Band, Chorus, Strings, Dance, Drama	1	
50	10	EC Program		Design	EC Full Space Self Contained	2	2
51	10	EC Program		Building As-Utilized	EC Full Space Self Contained	3	
54	5	EC Program		Building As-Utilized	EC 1/2 Space Self Contained	1	
59	0	EC Program		Design	EC 1/2 Space Breakout Speech, LD,	1	1
60	0	EC Program		Building As-Utilized	EC 1/2 Space Breakout	1	
65	0	Special Program		Design	1/2 Space Breakout	2	2
66	0	Special Program		Building As-Utilized	1/2 Space Breakout	1	
68	0	Special Program		Design	Special Program, ESL, Lang, AG, JROTC, Theme Rooms, etc.	1	1
69	0	Special Program		Building As-Utilized	ESL Classroom	1	
73	0	Special Program		Building As-Utilized	Foreign Language	1	
77	0	Special Program		Building As-Utilized	Magnet & Theme Classroom	1	
85		Totals		Design	Total Teaching Spaces in buildings	40	40
86		Totals		Building As-Utilized	Total Teaching Spaces in buildings	41	0
88				Building As-Utilized	Conv. Space-Not EC Closet, Wk. room, locker, dress, etc.?	1	

VIII. Summary of the Needs Assessment

A review of the results of the comprehensive needs assessment at Ashley Academy reveals four major areas of concern. The first is student achievement. Ashley Academy is one of the lowest performing schools in the state. Ashley has not met AYP/AMO targets in the past two years and their performance composite has been consistently below 50%. The 3rd and 5th grade reading proficiency has decreased and the 3rd, 4th, and 5th grade proficiency has decreased in math from the school year 2014-2015 to 2015-2016. The reading EOG grade level proficiency for 3rd grade decrease from 24.7% proficient at the end of the 2014-2015 school year to 15.6% proficient at the end of the 2015-2016 school year. This equates to a 9.1% loss in proficiency.

The reading EOG grade level proficiency for 5th grade decrease from 21.1% proficient at the end of the 2014-2015 school year to 14.6% proficient at the end of the 2015-2016 school year. This equates to a 6.5% loss

in proficiency. The math EOG grade level proficiency for 3rd grade decrease from 24.7% proficient at the end of the 2014-2015 to 23.3% proficient at the end of the 2015-2016. This equates to a 0.6% loss in proficiency. The math EOG grade level proficiency for 4th grade decrease from 23.4% proficient at the end of the 2014-2015 to 20.0% proficient at the end of the 2015-2016. This equates to a 3.4% loss in proficiency. The math EOG grade level proficiency for 5th grade decrease from 19.3% proficient at the end of the 2014-2015 to 17.1% proficient at the end of the 2015-2016. This equates to a 2.2% loss in proficiency.

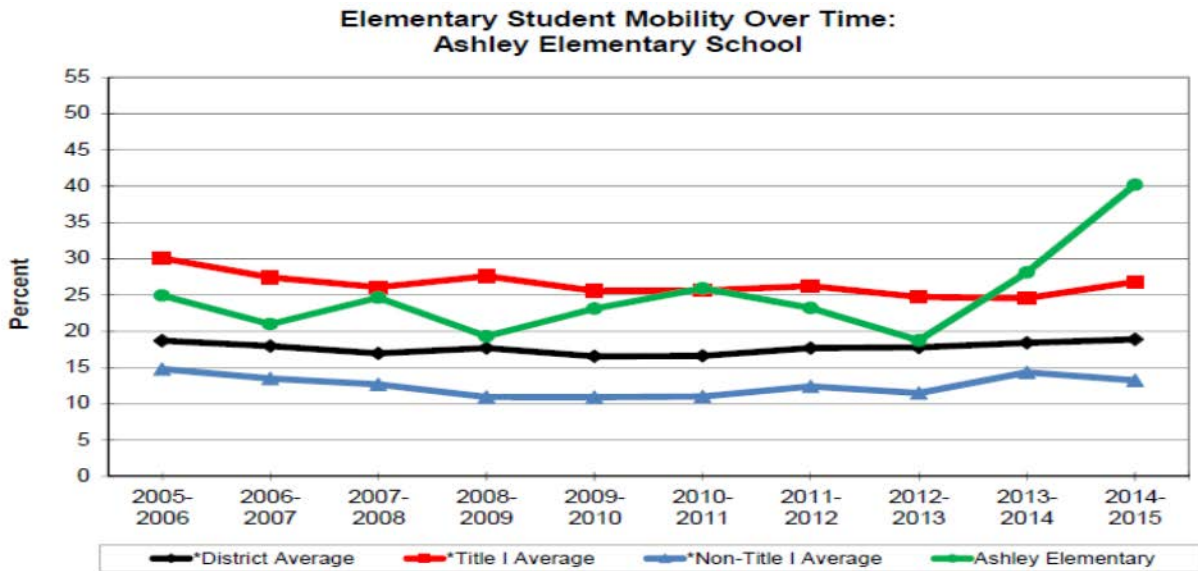
A second area of concern is student behavior. Discipline at Ashley Academy has been increasing in numbers and becoming more serious, as have in and out of school suspensions. For the last 2 years, the highest incident type reported was disruptive behavior. In 2013-2014, the incident type was not reported. In 2014-2015, the highest incident type reported was disruptive behavior at 37.90%. In 2015-2016, the highest incident type reported was disruptive behavior at 25.36%. For the last 3 years, the number of OSS and ISS has varied. In 2013-2014, the number of OSS and ISS was reported as >5. In 2014-2015, the number of OSS was at 25(50%) and ISS was at 58(8.70%). In 2015-2016, the number of OSS was at 69(50%) and ISS was at 12(8.70%); 26(18.84%) Administrative conference; 17(12.32%) Time out; and 13(9.42%) conference with the student.

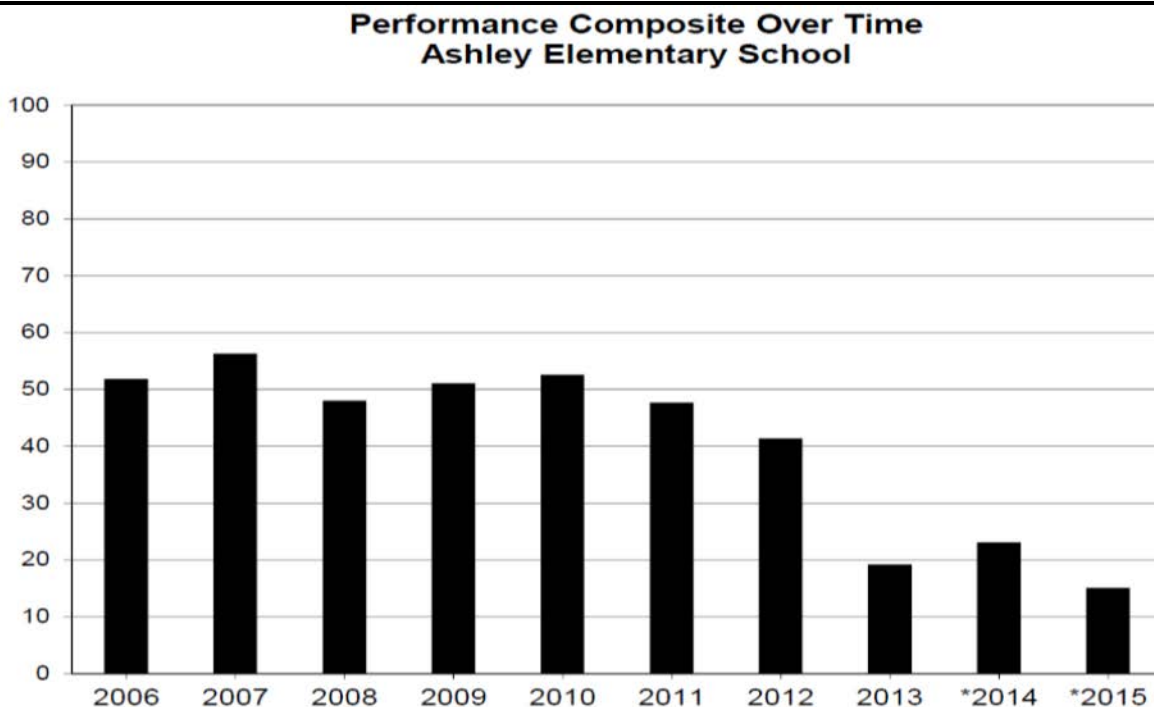
A third area of concern is the absence of parental involvement and family engagement. The lack of responses to the Title 1 parent involvement surveys and the absence of an active Parent Teacher Association suggest that there is not much engagement measured between teachers, school leaders, and parents. Thus this has become a serious growing concern at Ashley Academy. The school Parent Involvement Team along with the My Brother's Keeper team will recruit parents to assist in developing processes to engage parents.

2.) For each Priority School, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention:

Response: The school met with parents in February, 2016 to discuss reform efforts. In addition to this meeting, parents have been involved in monthly Parent Advisory meetings. To meet the diverse needs of the parents and students, there is a need to recruit more high quality teachers with academically gifted certification, dual certification in ESL and bilingual staff to support the magnet theme of Cultural and Global Studies. The school also offers a Spanish Dual Immersion program. The school will share information with parents about priority status or opportunities to apply for the School Improvement Grants during the Annual Title I Meeting, Open House or School Improvement team meetings.

Ashley created a parental involvement committee in which parents will give continuous input about strategies to improve the school. In addition, the school has designed a curriculum/design/innovation committee in which all stakeholders will be directly involved in the decision making process. Parents will be given surveys, attend meetings in which they will give input, attend SIT meetings, parent advisory meetings, Title 1, curriculum, and other pertinent meetings to dialogue with others about the needs of our school. The Parent Involvement Coordinator and other support personnel have been hired to assist parents with better understanding the information as we continue to share. The community will be given access to all information about Ashley. Information will be shared via community meetings, special events, and focus group sessions. Community volunteers will be given surveys to provide input as well.





In response to growing concerns from the community regarding student achievement the district will implement a Multi-tiered System of Support for the Priority Schools. Ashley Academy is 1 of 11 Priority Schools in the Winston-Salem, Forsyth County School District. Priority schools will participate in ongoing MTSS professional development. (The cost of MTSS training and materials (**\$15,000**) is included within the grant.) Within this work schools will to review, analyze and coherently act upon data that represent student outcomes across multiple measures (e.g., academics, suspension, attendance etc.). Parent involvement and consistent communication of student progress is essential within the MTSS framework. Winston-Salem Forsyth County Schools Central Office Team will assist the school in developing a parent communication plan to keep parents informed regarding the academic and behavioral progress of their children.

The MTSS framework will include:

- * Appropriate, targeted instruction
- * Evidence-based teaching strategies
- * Early intervention
- * Accurate assessment with valid, reliable data
- * Frequent progress monitoring
- * Informed instructional decision and identify a universal screener

3.) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the:

1.) Turnaround Model, 2.) Restart Model, 3.) School Closure Model, 4.) Transformation Model, 5.) Evidence-based Whole School Reform Model, or 6.) Early Learning Model:

Response: The transformation model has been selected for Ashley Academy School.

Replace the Principal: The principal has just recently been replaced in July, 2016. Mrs. Scarlet Linville has been named principal of Ashley Academy. Mrs. Linville comes with a wealth of experience in regards to international studies and bilingual education. She has been the Assistant Principal of Hall Woodard Elementary School (for 4 years); also a Title I high needs school, located in Forsyth County. She holds a Bachelor of Arts, in Elementary Education from North Carolina Central University, and a Master's Degree in Education Leadership from the University of Gloucestershire, United Kingdom. She has a certification in English as a Second Language grades K-12. Additionally, she has trained with the Piedmont Triad Leadership Academy which involved developing school leaders who are equipped with the knowledge, skills, and dispositions needed to effectively lead low-performing schools has become a critical goal for local education agencies (LEAs) intent on dramatically improving student outcomes. The PTLA program focused on School Turnaround Leadership in low-achieving schools; a component of the program that focused on ensuring equitable distribution of high-quality teachers and leaders identified. Also, the PTLA focused on a need for increasing the number of principals qualified to lead transformational change in low-performing schools with similar demographics to Ashley Academy. Please see attachment for other relevant trainings.

Her instructional leadership and international experience skills are an asset for Ashley Academy of Cultural and Global Studies. Mrs. Linville to date, has been able to meet with faculty several times to develop the needs assessment, and is in the process of making connections with stakeholders parents, community members, partners, etc. She has assembled a core planning team of faculty members, who have expressed desire to participate in implementation planning.

Rigorous teacher / principal evaluation standards – Ongoing Training

2016-2017 Planning Year 1: The district will retrain all school based principals, assistant principals, and central office staff involved in evaluating teachers and school based administrators. This training includes an in depth understanding of the NC Teaching Standards, the levels of the evaluation rubric and the specific behaviors listed in each element of each standard within the rubric. This training provides a thorough knowledge of what teaching and student behaviors look like for all expected elements at all levels of the evaluation rubric. Ashley Academy will provide orientation and evaluation schedule to teachers within the first ten days of school. This orientation includes participation in the district's Supporting Teachers All Year (STAY) program as well as an assigned mentor or coach for the year. Additionally, support for principals will be provided through the district's Leadership Academy.

The Leadership Academy for Principals is designed to equip leaders (and teachers) with the skills and knowledge to positively impact student outcomes. Leadership Academy will emphasize training on the MTSS Component of instructional decision making and leadership. The academy will focus on NC School Executive Standard 2, Instructional Leadership: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work

throughout the professional community. Principals meet monthly on an ongoing basis to discuss these strategies and identify problems of practice with other Turnaround Principals within and outside of the district. Mrs. Linville will be assigned a Veteran Principal Mentor/Coach that will evaluate her progress as a School Turnaround Principal quarterly using the NC School Executive Standards, Turnaround Principles, and SIG Indicators.

The Teacher Academy's purpose is to equip every teacher to produce high quality instruction in a supportive environment in such that every learner meets his or her academic potential. Teachers are offered ongoing professional development on the NC teaching Standards through the teacher academies for beginning and veteran teachers. The academies provide a differentiated approach to professional development for teachers using data to determine the level of support, Principal input, and teacher input. Teachers receive support with lesson planning, growth mindset and relationships and using data to drive instructional decisions. The outcome of the academies is to positively impact student achievement, reduce teacher turn over and grow teachers professionally into teacher leaders.

2017-2018 Implementation Year 2: In this next phase of increasing the effectiveness of the teacher evaluation process (after initial training and practice with the instrument), The district will provide cost for the training and is for all school based administrators who evaluate teachers. Principals will conduct quarterly learning walks with their instructional leadership team to norm instructional expectations and identify and address problems of practices that will lead to overall school improvement, teacher growth and development.

Aligned, job-embedded professional development:

2016-2017 Planning Year 1: Multi-Tiered Systems of Support Training

Ashley Academy will implement the evidence based strategy Multi-Tiered System of Support with the support of the school district to improve student achievement. MTSS is a systemic, data driven and coherent continuum of increasingly intense, evidence-based practices provided to students that helps them to learn by rapidly responding to their academic and/or behavioral needs. The approach for this work is best built by collaboratively planning and delivering professional development for Priority Schools and with Central Office Leadership to ensure a common language, common understanding of MTSS from the boardroom to the classroom. Elements of this work will include but not limited to:

Ensuring all students receive high-quality, evidenced-based instruction that is matched to student needs based on levels of performance and rates of student progress.

Use of universal screeners to establish an academic and behavioral baseline and for areas in need of targeted assistance. Also, to facilitate the identification of struggling learners as well as identify content areas that are in need of additional support. Schools use their own universal screeners such as DIBELS and TRC.

Establishment of increasingly intensive instruction that is provided in a multi-tiered approach and monitored with data and fidelity checks.

Establishing and using an established data platform that allows monitors progress and rate of growth frequently to examine student achievement across multiple measures

Data based decisions are made regarding students' instructional needs based on multiple data points taken in context over time.

2017-2018 Implementation Year 2: A half-day to a full-day overview of and orientation of MTSS and the professional development plan for Priority School principals will occur prior to the training SBLTs.

The MTSS 2 year professional development plan (Five days per school year) for Ashley Elementary School-based Leadership Team (SBLT) will be framed by the Six Critical Components of MTSS –

1. Leadership
2. Data Evaluation
3. Multiple Tiers of Instructions and Intervention,
4. Communication and Collaboration
5. Capacity Building and Infrastructure
6. Problem-Solving

2017-2018 Implementation Year 3: A professional development scope and sequence will be developed (examples included) that will create the conditions for this work and include, but *not* limited to:

- Deepen understanding of the Multi-tiered Systems of Support
- System Change Process – the What and Why
- Actively participate in consensus building activities that can generalize to the whole school (Belief Survey)
- Selecting a representative SBLT
- Understand the importance and role and responsibility of the SBLT
- Understand what types of data are utilized to evaluate the health of the core (Students, Teachers and Content).
- Use of the 4-step problem solving process for student, classroom, grade/content area, and District levels
- Introduction and use of the tools to include Self-Assessment of MTSS (SAM) to evaluate where they are as well as growth over the year in the critical areas of MTSS; and the Belief Survey. A variety of other qualitative tools are available as appropriate
- Developing Tiered systems that support instruction and intervention
- Evaluation of current systems, structures, schedules for return on investment in terms of improved student outcomes across multiple measures
- Data collection, progress monitoring and formative assessments to inform the return of investment on student outcomes and Priority School growth in targeted areas.

Total Cost of MTSS training: (\$15,000 per year for 2 years)

2017-2021 Implementation Years

The school will hire additional personnel to support MTSS at Ashley Academy such as reading and math interventionists to support the work. The number of interventionists will be determined by the school. The schools will then use additional resources to fund these positions. Additionally, continuous monitoring of

progress, professional development, training on MTSS Software from district/school based MTSS Team will be maintained by the school. Further, the school based SIG Coach will coordinate and facilitate the implementation of the evidenced base strategy of MTSS school wide (\$80,862).

Ongoing PD for Teachers Years: Teachers will be selected each year of the SIG grant to participate in bilingual education professional development that promotes language and literacy development K-12. Identify professional development that is aligned to MTSS universal screening practices to influence learning among ELL students and strengthen the need for more **targeted intervention**.

2016-2021 ongoing Implement Sheltered Instruction Observation Protocol (SIOP) for LEP Learners / Tailor ESL Program: due to high teacher turnover SIOP Professional Development should be conducted yearly. Teachers will receive training on the initial four components of the SIOP (Lesson Preparation, Building Background, Comprehensible Input and Strategies). For the 2017-2018 school year, staff will review the initial four components of the SIOP and implement these components with fidelity as monitored by administrators. Title III Central Office staff will be available to assist with reviewing the initial components of the SIOP. Also, during the 2017-2018 school year, Ashley' staff will also receive additional training on the last four components of the SIOP (Interaction, Lesson Delivery, Practice/Application, and Review/Assessment). Full implementation of the SIOP will begin in the 2017-2018 school year. SIOP training will also incorporate training on the North Carolina English Language Proficiency standards (the WIDA standards).

Ashley will provide quality ESL instruction to its LEP population. The following adjustments to the program will be made: Leadership will review LEP students' ACCESS, EOGs, and EOQ to purposefully schedule LEP students into classes beginning with the 2017-2018 school year. Purposefully scheduling LEP students with similar English acquisition needs into particular classrooms will limit the number of pull-outs and or the number of classrooms where an ESL teacher will need to serve via the co-teaching model. This will better focus ESL service. If core teachers have an ESL Certification it would limit students being pulled out for services. ESL teachers will be a part of the discussion and planning during the Learning Team Meetings for the grade levels they serve. ESL staff will be a part of all professional development provided to the grade levels they serve. ESL staff will be expected to be familiar with Common Core Standards and resources of the grade levels they serve, and by using the WIDA standards, incorporate the language of the content areas into ESL instruction (District training).

Partnering with Higher Education: Ashley will partner with a local State Universities (Winston-Salem State University and UNC-Charlotte) to assist teachers who are interested from Ashley Academy and other Priority Schools with an add-on certification in ESL and or AIG to increase the number of teachers who have ESL and AIG Certifications. A maximum of 5 teachers can participate in the cohort (**ESL/AIG Cert. \$10,000**). Teachers must be retained for 2 years after receiving certification

Increased Learning Time 2017-2021

Ashley Academy will extend its school year for teachers by ten days (10) at the beginning of the school year and by five days (5) for the students. The school district's teachers are scheduled to report to work on August 21, 2017. Ashley Academy teachers will officially report on August 7, 2017. The students will report to school on August 14, 2017. Ashley will end school on the same date as the district. The additional time for staff members will allow for more learning time for students, intense instructional support with professional

development, planning and training for teachers **(\$2,200 per teacher for 10 additional days)**. Lunch will be provided for students with no additional cost. Contracted transportation for increased learning time will be funded by the grant **(\$2,000)**.

Financial Incentives: Ashley will select from a menu of incentives for recruitment and retention. (See Attachment) Recruitment and Retention is crucial in hiring and keeping staff with the skills necessary to meet the needs of the students in a transformation model. Recruitment will be a \$1,000 dollars for certified and \$500 dollars for non-certified instructional staff. Non-Instructional support staff will receive a \$250.00 dollars. Certified and Non-Certified Staff will also receive a performance bonus of a \$1,000 for increasing school-wide proficiency.(Bonus Pay Plan Addendum)

PD for School Leadership Team Year 1 2016-2017 (\$5,000 + travel per person \$30,000): June 2107 Ashley Leadership Team will attend the Harvard School Turnaround institute. The leadership team will develop a theory of action for successfully turning around the school. Also, the leadership team will understand how to use an accelerated timeline to create learning environments that support high levels of achievement for all students and full engagement of all stakeholders. By the end of the program the school leadership team, which includes the principal, assistant principal and curriculum coordinators, and will understand how to:

- Transform school culture
- Identify and achieve early success
- Measure results
- Understand how to best align school-level efforts with district and state goals
- Implement new theory of action

PD for School Leadership Team Year 2 2017-2018: Ashley Leadership Team will attend the Harvard Urban Institute. (\$5,000 + travel per person \$30,000) The Institute brings educators from urban contexts together with Harvard faculty and top experts in the field to examine best practices and research-based techniques that support student achievement. It provides an in-depth exploration of the leadership skills necessary to enhance and sustain learning outcomes. The school leadership team examines schools in relation to the broader community contexts—exploring race, culture, equity, socioeconomic status and social justice in today's diverse urban classrooms. Schools will focus on strategies for improving teaching and learning and building community support for the work. When completed, schools will be better prepared to transform the learning landscape to support higher student achievement and successful outcomes for all students. Participants will share knowledge gained during Faculty meetings to ensure techniques are incorporated to support student achievement.

School Climate Professional Development 2016-2021:

To improve whole school climate at Ashley Academy the school will implement Positive Behavior Intervention and Support (PBIS). PBIS is a systematic approach that is embedded in the MTSS Framework that establishes and reinforces clear behavioral expectations. This training is currently supported by the school district. It is a team-based system involving the entire school staff using a systems approach. The school staff must adopt a common approach to discipline that is proactive, instructional, and outcome-based. The data about the school is used to guide decision making. The school team looks at the entire school campus and the whole school day. The goal is to help educate all students, even students with challenging

behaviors. There is an emphasis on continuous, data-based improvement, individualized to each school. PBIS is also an instructional approach that focuses on systematically teaching social behavior using effective instructional methodology. Systematically teaching and implementing behavioral interventions for the most difficult students is also a key component. The school will receive ongoing professional development from the district and state level to support the implementation. In subsequent years during and after the grant, Ashley will continue to incorporate PBIS and its Classroom Behavior Norming Component. The school leadership team and PBIS committee will continue to provide leadership to the faculty in the process to build a nurturing school climate.

Family and Community Involvement 2016-2021:

Ashley Academy has a full-time Parent Involvement Coordinator and school leadership team. They will do the following to foster family **and community engagement**: (1) providing a clear communication plan with parents/caregivers about their child's progress and ensure that there are bilingual translators available to communicate regularly with parents. (e.g. electronic communication or phone calls by advisors to parents/caregivers); (2) conducting student led conferences for students to share their process; (3) conducting MTSS intervention meetings with students and parents/caregivers; (4) structuring parent/caregiver information opportunities on issues critical to students' success such as the school's curriculum, social and emotional needs. (5) Providing parent/caregiver school with ongoing orientation sessions and review of quarterly progress data; (6) supporting parents in creating a Parents Advisory/PTA. Offer an onsite Parent Academy by partnering with Faith Based and Community Partners to assist parents with financial planning, job coaching, and GED and computer classes on the Ashley Campus.

Ashley offers additional support to families through community agencies such as United Way and Experiment in Self Reliance. These agencies offer comprehensive services for students and families through such programming as the Child Family Support Teams, financial planning, homeownership and mental health counseling.

Ashley will partner with the organization "From the Heart" (FTH) to implement the culturally responsive education and teacher empowerment program (CREATE). The CREATE program focuses on providing educators with real-life examples of how to take common-core standards and make them meaningful and relevant for children growing up in poverty. FTH focuses on universal engagement. Universal engagement is achieved when all students remain cognitively connected and emotionally affected throughout the learning process. The program also has a family engagement component known as M-Male which stands for Mothers Men Advocating Love and Effectiveness. M-MALE seeks to dispel this belief by encouraging mothers, fathers and community volunteers to be active in the lives of children through the work of the community school. The concern and involvement of an entire community is necessary to ensure that all children are achieving in school. M-MALE is a school-advocacy program and aimed at increasing the number of parent and community partnerships with schools on behalf of children.

"From the Heart" is designed to encourage parents and community volunteers to participate in several interactive learning experiences that:

- Increase awareness of the value of parent and community involvement in schools.
- Increase awareness of the essential roles parents play in the developmental life of children and youth.
- Increase awareness of the importance of students being proficient in Reading and its connection to success in school.

- Coach and inspire parents to reach their full parenting potential.
- “From the Heart” will provide services to staff, students and parents in an after-school setting.

Total training cost: \$18,750 for 2 years for staff and students in grades K-5

2016-2021 Technology:

There is a need for 1:1 technology by offering students the opportunity to engage in a blended, digitally-integrated learning environment where they will have preparation and modeling for accessing and using various personalized learning tools. These tools include such items as digital textbooks for use both in- and out-of-school. The learning platform will be flexible, adaptive to the students’ needs/interests, and provide authentic learning opportunities for demonstrations of mastery. This anytime/everywhere platform will allow students and educators to expand learning beyond the classroom walls. The school will need additional Chrome books for a 1 to 1 initiative. The school has begun this initiative using additional funding sources.

4.) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each Priority School, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of “full implementation” (2017-18):

Response: Ashley will continue to work towards the district goals and priorities that address high student achievement and continuous improvement by striving to reach a 90% graduation rate and closing the achievement gap between subgroups by 10 percentage points. The district will support the school in reaching these goals in the following ways:

Year 2017-2018-ongoing: The district will develop internal capacity of the Priority Schools to build consensus and the infrastructure to systemically implement a Multi-tiered System of Support (MTSS). Within this work, Priority schools will review, analyze and coherently act upon data that represent student outcomes across multiple measures (e.g., academics, suspension, attendance etc.). The MTSS framework for this work include:

- Appropriate, targeted instruction
- Evidence-based teaching strategies
- Early intervention
- Accurate assessment with valid, reliable data
- Frequent progress monitoring
- Informed instructional decisions
- Identifying a universal screener for grades K-12

Central Office support of these schools will be an integral part of the Priority Schools’ MTSS work in the strategic building of needed and necessary systems as well as structures needed to continually support capacity for sustainability. Additionally, Central Office will evaluate current structures, supports as well as barriers to the Priority Schools’ implementation of MTSS.

2017-2018-Ongoing- The LEA will support extended learning opportunities by offering before and after school tutoring/enrichment beyond the school day in the areas of Reading Math and Science funded by district At-risk and Title I funds. It is the principal's discretion which funding source to use. This will involve additional compensation for teachers and staff who will work during this extended time. The additional time will allow opportunities for enrichment, effective skill practice in the content areas, and leadership development.

2016-2018-ongoing- The district will supply three LEA coaches will work to assess the strengths and needs in curriculum and instruction three days a week or as frequently as needed by the school. Specifically LEA coaches will work together with administration to ensure that Common Core and NC standards are aligned to effective lesson plans and that the plans are reviewed and monitored frequently by school administration.

2017-2018-ongoing Balanced Literacy for Early learning:

Ashley Academy will implement a balanced literacy framework that provides explicit instruction in reading, writing, speaking and listening. The district will provide a literacy coach that will support the implementation of the balanced literacy framework on a weekly basis. The district literacy coach will work collaboratively with administrators, curriculum coordinators, and teachers to support high quality literacy instruction for all students. Through explicit and strategic instruction, the goal is to have all students reading proficiently by the end third grade.

The National Reading Panel (2000) identified five "big" ideas as key components that are part of a comprehensive reading program. These components include: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Writing instruction involves the application of the skills identified in the key components. Through the writing process, students will write across the curriculum and produce a variety of genres that demonstrate an understanding of the content and the ability to communicate effectively. Ashley will address the five components identified by the National Reading Panel through the balanced literacy framework. This framework provides a structure for daily instruction. The components of the framework include:

- Working with Words/ Word Study- phonemic awareness, phonics, word study
- Shared/Teacher Directed Reading-vocabulary, comprehension, fluency
- Small flexible groups- phonics, comprehension, fluency
- Teacher Directed Reading- comprehension, fluency, vocabulary
- Teacher Read-Aloud-listening comprehension, vocabulary
- Self-Selected Reading-comprehension, fluency, vocabulary
- Writing-comprehension, vocabulary, phonics

Ashley will utilize the SRA Imagine It! (former Open Court) core reading program. SRA Imagine It! addresses the five components identified in scientifically based reading research. This core reading program provides a systematic scope and sequence for explicit literacy instruction. The framework of the program supports a gradual release model. Teachers provide high quality instruction, students practice with various levels of scaffolding, and the students independently apply their new learning using authentic text.

In addition to SRA Imagine It! teachers will utilize the curriculum from American Reading Company (ARC) to extend and enrich their core literacy program. The yearlong study for ARC consists of the following components: ARC Literacy Lab, two Research Labs and one Research Lab Genre Study for first through fifth grade. Kindergarten consists of the ARC Literacy Lab and three Research. This will compliment SRA Imagine It and will be used during teacher directed reading, writing, self-selected reading and small flexible groups.

During the first quarter, students in grades K-5 will utilize the ARC Literacy Labs for the first 6 weeks. This kit consists of reading skill cards, paired core text (literary and informational), the Hook Book Library, take home book bags and the 100 book challenge library. This enables teachers to launch a year of ARC core curriculum and challenge readers by exposing them to a variety of genres. Each kit cost **\$3100** and accommodates 30 students. (The total cost for the K-5 classrooms is **\$83,700**)

The Research Labs for Kindergarten consist of 3 separate themes: Zoology, Ecology and Entomology. Each theme contains high interest big books and read alouds designed to incorporate thematic inquiry and grade level and above science content. The students are immersed in text to extend their vocabulary and build background knowledge. Each theme consists of the teacher edition framework, read aloud collection, research folders, 75 leveled books and science tools. Each kit cost **\$1650** and accommodates 30 students. All three themes would be used costing a total of **\$4950** per class. (The total cost is **\$24,150**)

The Research Labs for 1st through 5th grade engage students in research and writing. Each informational unit includes writing cards, teacher's edition, black line master for research, research cards, five read alouds, central text and 100 leveled texts. Each kit costs **\$1650** and accommodates 30 students. Each teacher will need two kits for a total cost of **\$3300** per class. (The total cost is **\$72,660**)

The final component for grades 1-3 is the Research Lab Genre Study. The students will complete a research project based on the chosen literary genre. Students will take the final product through the writing process. Each kit consists of a teacher's edition manual, a black line master for research, research cards, five read alouds, central text and 60 literary titles and 40 informational titles. Each kit costs **\$1650** per class and accommodates 30 students. Kindergarten – 5th grade total cost per class: **\$8050 (Total cost of Kits, \$227,010 the district will provide training on materials January, 2017).**

2016-2017 and 2017-2018- Early Literacy Plan: Pre-K and Kindergarten at Ashley will participate in the Reading Rail Road Xpress literacy program. The goals and objectives for Reading Rail Road Xpress are explicit in supporting the early learning model. The goals of the Reading Rail Road Xpress are the following:

Goal 1: Build capacity of school librarians and teachers. The Objective is to increase participation of school librarians with teachers in professional learning teams focusing on literacy.

Goal 2: Increase use of technology to deliver instruction. The Objective focuses upon providing coaching and PD for librarians and teachers on the effective uses of the Google Haiku Learning Management System and utilizing mobile devices and digital resources to create an engaging, personalized learning environment.

Goal 3: Increase access to print and digital resources. The Objective is to increase the number of current, high-interest, high quality print and electronic materials in homes and in school libraries.

Goal 4: Increase family engagement. The Objective is to extend literacy activities into the home and local neighborhoods. Outcomes include:

1. Increase the percentage of PK students who achieve significant gains in the TS Gold assessment tool.
2. Increase K readiness for target students as measured by the DIBELS/Text Reading Comprehension (TRC) assessments;
3. Increase school book to student ratios
4. Improve school collection ages;
5. Distribute at least one free book per student
6. Increase family engagement in literacy through book distributions and family literacy events.
7. Increase the use of digital technology tools and the utilization of Google Haiku for the delivery of literacy instruction.

Strategies and Activities include PD provided by The Hill Center and the WS/FCS Digital Teaching and Learning Coach (DTL) for school librarians and all PK/K/First Grade teachers at the targeted schools; literacy focused PLTs; increased opportunities for grade level collaboration across content areas; purchase of high quality, culturally sensitive material for home and school libraries including print and Ebooks (E-Read Home Express); funding literacy events (home libraries/family literacy book bags [Pack It and Take It]); the establishment of summer media hours (Just the Ticket: Summer Express), whole school/family book and magazine distributions; author visits, and the use of the RR Xpress bus (**Family Reading Depot and Book Distribution for home libraries \$10,000**).

Mathematics::

Ashley will continue to implement EnVisionMath is a research-based instructional program that is centered around interactive, visual learning and differentiated instruction to address the specific needs of all student populations, whether they are on level, struggling, above grade level, those with learning disabilities, or

English learners. The curriculum integrates a comprehensive foundation in math conceptual development and problem-solving skills with visual animation and next-generation technologies to give students the mathematical grounding they need for future success. EnVisionMATH was developed by Pearson's publishers at Scott Foresman with research experts and the nation's top math authorities in collaboration with classroom teachers. Ongoing diagnosis and intervention, daily data-driven differentiated instruction, and regular assessment through Pearson's SuccessTracker ensure that enVisionMATH gives every student the opportunity to succeed. The district supports mathematics in the following ways:

- Job embedded coaching on Common Core State Standards for K-12 Mathematics that includes conceptual understanding, procedural skill and fluency, and application with intensity
- Ensure that all students have the opportunity to learn mathematics through rich, cognitively demanding tasks.
- Expand teachers instructional strategy repertoire to include differentiated instruction (for all students, especially struggling students, students with learning disabilities, and English language learners)
- Support an interactive process of mathematics teaching and learning in which classes explore mathematical ideas in a social context, where the communication of mathematical thinking (math talk) is an integral part of learning, and where students confidently engage in complex mathematical tasks designed to make real-world and culturally relevant connections
- Integrate a variety of tools (e.g. manipulatives) and technologies into instruction to encourage critical thinking skills
- Provide training for inquiry-based instruction
- Provide training in facilitating mathematical discourse, problem solving, and question techniques
- Provide training for formative assessment practices and individual student feedback

2017-2018 ongoing- The LEA will support the Continuous Professional Development principle by maintaining its time, effort and resources in providing quality professional development. For example, LEA has an established system in place for district PD trainings opportunities such as the Leadership/Teacher Academy which is designed to equip teachers and leaders with the skills and knowledge to meet the academic potential of all students; Additionally, the LEA supports opportunities to attend PD from outside entities like the Piedmont Triad Education Consortium (PTEC). Because of these already established pathways to PD the LEA and school based administration will collaborate their efforts to provide professional development assistance in areas such as; content; lesson planning; school improvement; and instructional leadership.

2017-2018-ongoing- The LEA will support the Continuous Organization Improvement principle through the use of its Professional Learning Teams (PLTs) and its Professional Learning Team Coach (PLT) coaches. PLT coaches will work to guide the continuous improvement process through such activities as; unpacking learning standards achieving collective clarity and agreement regarding specific learning targets; creating assignments and assessments based on the standards; and analyzing the responses and determining options for adjusting and strengthening instruction. LEA coaches will also discuss evidence-based strategies that impact student achievement as well as ways to differentiate. Teachers will be given the opportunity to participate in Differentiation PD based on the work of Carol Ann Thomlinson. The idea of differentiating instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums (\$24,000).

2016-2017 and 2017-2018 Early Learning Plan:

Ashley has full day Pre-K and Kindergarten Classes. The school has one teacher leader serving as Power of K teacher leader. The WS/FCS Power of K Kindergarten Teacher Leader Initiative is phase II of WS/FCS Ready Classrooms work and is one effort to strengthen, broaden and sustain appropriate kindergarten practices across the district. The WS/FCS Power of K (WS/FCS POK) initiative is long-term professional development to address the identified need for a strong focus on kindergarten instructional practices and is modeled after the state-wide initiative of the same name. The overall purpose of WS/FCS POK will be to identify and provide professional development and support for a selected group of up to 30 kindergarten teachers to become leaders in the district and in time, to serve as district-level model classrooms. Over a 2 year process, and potentially longer, the kindergarten teachers selected for this project will be provided with comprehensive professional development related to translating research into practice, including but not limited to the following topics: •Teacher leadership development •Child development and brain research and their implications for classroom instruction with young children •Creating appropriate and engaging environments for active learning •A balanced approach to instruction including teacher-directed learning experiences and child-initiated experiences; active learning times and listening times; a variety of learning contexts and strategies to support all learners through challenging (rigorous) achievable experiences; intentional play-based, playful learning experiences that address learning standards; appropriate and effective curriculum and assessment practices for working with kindergarten age children and how to use data gathered for instructional decision-making. The effective use of learning centers with intentional play-based learning experiences and how this supports children's self-regulation, oral language and vocabulary development. Kindergarten practices that support the development of the whole child with clear connections to the WS/FCS goals and priorities and WS/FCS Ready Schools strategies of: Building and strengthening intentional and meaningful partnerships with families and the community; Building and strengthening meaningful connections between 0-3, prek-3rd grade programs across the district; Implementation of the state-wide Kindergarten Entry Assessment (KEA) process.

Ashley would like to continue the use of data collection through EduSnap for all K-3rd grade classrooms. The EduSnap Data will guide professional development efforts, motivate change in early learning instructional practices and monitor progress. The EduSnap's greatest strength lies in promoting important conversations about constructs of quality in classroom practice in order to motivate and guide change. The EduSnap offers states, districts, and schools a classroom observation measure that quantifies children's experiences of activity settings, content areas, and learning and teaching approaches in P-5 classrooms, and tools and resources to support the effective use of data (**EduSnap \$12,000**).

5.) (If Applicable) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance:

Response: Dr. Judy Elliott was invited to our district to speak to administrators about MTSS. The district researched Dr. Elliott's work with MTSS in other urban school districts comparable to Winston-Salem, Forsyth County Schools. Dr. Elliott is the former Chief Academic Officer for the Los Angeles Unified School District. She has trained thousands of staff, teachers, and administrators in the United States and abroad, in the areas of inclusive schooling that include: linking assessment to classroom intervention, strategies and tactics for effective instruction, curriculum adaptation for students with mild to severe disabilities, and collaborative teaching. School administrators and central office personnel expressed an interest in continuing a partnership with Dr. Elliott. The district will conduct a professional development and program evaluation after each training with Dr. Elliott for review of performance and feedback. The district will also conduct

instructional rounds with Dr. Elliott to monitor fidelity quarterly and work with school based leadership teams.

From the Heart International Educational Services (FTH) is dedicated to closing gaps in academic achievement by providing comprehensive educational services that will transform schools into highly effective learning communities. They are particularly dedicated to improving the lives of children and families living in traditionally vulnerable neighborhoods.

At *FTH*, they have a strong belief in the research that suggest when students are performing on or above grade level at the end of third grade, especially in Reading, the propensity for them to achieve high in school is exponentially greater (*International Reading Association, 2014*). Also, when students are performing on or above grade level in Reading by the end of eighth grade the chances of them making it to 12th grade graduation and entering college is exceptionally high (*Hernandez, 2015*). For those students who enter 9th grade below grade level in Reading, it is crucial that they participate in comprehensive and explicit instructional programs that will empower them with language and literacy proficiency, as well as, build their self-esteem. The district will conduct a professional development and program evaluation after each training with *FTH* for review of performance and feedback. This program will provided during assemblies and after school for staff and students.

Partnerships with Higher Education Institutions:

The district is also reaching out to local universities to partner with us for ESL and AIG certifications to support the need for more Elementary K-6/ESL certified teachers and the need to build a cohort of AIG students. The district will conduct a program evaluation after teachers complete the certification with the local university partner for review of performance and feedback.

6.) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention:

Response: Ashley is a Prek-5 Traditional Elementary School. The school offers a Dual Immersion research based educational approach where instruction is delivered in both English and Spanish. The division between the majority language (English) and the alternate language can happen by subject, morning/afternoon, or alternating days. The class is composed of native English speakers and native Spanish speakers. The Dual Language Immersion program at Ashley Academy Magnet School is an example of this type of program. There are marketing and recruitment cost to highlight this special offering for students and teachers (\$5,000).

Ashley participates in the Community Eligibility Program (CEP) program where 100% of students are eligible for free lunch. The school receives Title I funding, Priority Funds for School Improvement, and local At-Risk funds. These funds are primarily used for salaries. A small portion is used for supplies and materials and other expenses. The district also provides instructional coaches three days a week to support various content areas.

Community partnerships with the United Way, Experiment in Self-Reliance and Faith Based Partners will provide additional social and emotional support to the families at Ashley Academy.

7.) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively:

Response: The LEA will modify the way instructional coaches are deployed. The LEA will implement an academic support team made up of district coaches to collaborate with school administration and make certain that the intervention is implemented with fidelity at Ashley. In the past coaches were deployed by individual program departments. LEA instructional coaches will collaborate with School administration and work together to assess the strengths and needs in curriculum and instruction and academic achievement. Specifically, School administration team and LEA coaches will work together to ensure that Common Core and NC essential standards are aligned to effective lesson plans and that the plans are reviewed and monitored frequently. Also, the school administration team and LEA coaches will offer support for teachers, model best practices and provide feedback in the various content areas including English Language Arts, Math, Social Studies, and Science. Further, the LEA's Research and Evaluation Department will assist Ashley in the interpretation and analysis of data gathered from student performance outcomes, local assessments, and State Measures such as the End-of-Grade (EOGs). Information provided from these scores can determine the effectiveness of the program and recommendations for improvement can be made by the academic support team. The LEA will support the Extended day by offering before and after school tutoring/Enrichment The Tutoring/Enrichment and will be funded by At-Risk funds, Title I funds or some other source. This will involve additional compensation for teachers and staff who will work during this extended time.

The LEA will support the Continuous Professional Development principle by maintaining its time, effort and resources in providing quality professional development. For example, LEA has an established system in place for district PD trainings opportunities such as the Leadership/Teacher Academy which is designed to equip teachers and leaders with the skills and knowledge to meet the academic potential of all students; Additionally, the LEA supports opportunities to attend PD from outside entities like the Piedmont Triad Education Consortium (PTEC). Because of these already established pathways to PD, LEA and School Administration team will collaborate their efforts to provide professional development assistance in areas such as; content; lesson planning; school improvement; and instructional leadership. The LEA will support the Continuous Organization Improvement principle through the use of its Professional Learning Teams (PLTs) and its Professional Learning Team Coach (PLT) coaches. School administration team and PLT coaches will work together to guide the continuous improvement process through such activities as; unpacking learning standards achieving collective clarity and agreement regarding specific learning targets; creating assignments and assessments based on the standards; and analyzing the responses and determining options for adjusting and strengthening instruction. The School administration team and LEA coaches will also discuss evidence-based strategies that impact student achievement as well as ways to differentiate.

The district will implement an academic support team made up of district coaches that are dedicated specifically to priority schools. Bi-monthly learning walk meetings chaired by the principal will be used to review, discuss and analyze data, strategies and progress. Members of the school instructional team attend the meetings, in addition to the Assistant Superintendent for Instruction, Priority Schools Coordinator, Program Managers, Coaches, and a Title I representative. This process increases the level of accountability of all parties. Data benchmarks, common formative assessments, classroom walkthroughs, and observations) will drive the conversations to ensure immediate action is taken to make instructional adjustments.

8.) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office):

Response: The WSFCS Priority Schools Coordinator will monitor school turnaround in the district's lowest-performing schools. This will include supervising Priority schools; ensuring that each school develops a credible plan to implement the transformation or whole-school reform model. The district will establish a Priority Schools Network for support and collaboration with school reform efforts. A District MTSS Leadership Team will be developed to guide the work at Central office that is representative of all those departments that touch the Priority Schools. This team will be in charge of health and wellness checks for the Priority Schools to ensure they are making progress, getting supports and PD needed. A budget specialist will be hired to provide effective oversight and support for the implementation of School Transformation. Each school will contribute to the funding of the position at a prorated amount, which will be determined by the number of schools awarded SIG funding. Total cost is \$63,744 including fringe benefits.

9.) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis:

Response: Ashley Academy has a full-time Parent Involvement Coordinator. The parent involvement coordinator and school leadership team will do the following to foster family and community engagement: (1) providing a clear communication plan with parents/caregivers about their child's progress ensure that there are bilingual translators available on each grade level team to communicate regularly with parents. (e.g. electronic communication or phone calls by advisors to parents/caregivers); (2) conducting student led conferences for students to share their process; (3) conducting MTSS intervention meetings with students and parents/caregivers; (4) structuring parent/caregiver information opportunities on issues critical to students' success such as the school's curriculum, social and emotional needs. (5) Providing parent/caregiver school with ongoing orientation sessions and review of quarterly progress data; (6) supporting parents in creating a Parents Advisory/PTA. Offer an onsite Parent Academy by partnering with Faith Based and Community Partners to assist parents with financial planning, Job Coaching, GED and Computer Classes on the Ashley Campus.

10.) The LEA must describe how it will sustain the reforms after the funding period ends:

Response: Ashley Academy will use their regular 050 Title I funds as well as local flexible funds to sustain the MTSS Framework once the funding period has ended. We will continue to seek additional grant funding opportunities. Ashley Academy will spend the funding period to provide pervasive coaching and support to build sustainability within the faculty to maintain best practice strategies after the grant funding period is ended.

11.) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies

Response: Ashley Academy has selected the transformation intervention model. MTSS is a systemic, data driven and coherent continuum of increasingly intense, evidence-based practices provided to students that helps them to learn by rapidly responding to their academic and/or behavioral needs. It provides a framework within which all instruction, both academic and behavior and supports fit.

The approach for this work is best built by collaboratively planning and delivering professional development for Priority Schools and with Central Office Leadership to ensure a common language, common understanding of MTSS from the boardroom to the classroom. Elements of this work will include but not limited to -

- The LEA will implement a minimum of a one to two-day MTSS overview for District leaders (Key Central Office staff, select board members et al.) with an emphasis on consensus building and evaluating current and needed infrastructure to support the data driven work. This will allow staff to calibrate knowledge, establish a common language, common understanding of MTSS, and delve into the critical foundation and current District/School structures that can support and/or are barriers to District-wide implementation.
- The LEA will develop an initial 2-year MTSS implementation plan that includes an evaluation component for Priority Schools. School-wide data will be used to tailor the plan to the needs of each Priority School. District-wide data will be used to inform the plan that will also include building capacity of internal staff to lead and support the implementation of MTSS as well as train School-based Leadership Teams (SBLTs) that results in sustainability and improve outcomes for students and Priority Schools.
- Collaboratively develop a two-year MTSS professional development plan (Five days per school year) for Priority School-based Leadership Teams (SBLTs). This professional learning will be framed by the Six Critical Components of MTSS –
 - Leadership,
 - Data Evaluation,
 - Multiple Tiers of Instructions and Intervention,
 - Communication and Collaboration,
 - Capacity Building and Infrastructure, and
 - Problem-Solving

A professional development scope and sequence will be developed (examples included) that will create the conditions for this work and include, but *not* limited to:

- Deepen understanding of the Multi-tiered Systems of Support
- System Change Process – the What and Why
- Actively participate in consensus building activities that can generalize to the whole school (Belief Survey)
- Selecting a representative SBLT
- Understand the importance and role and responsibility of the SBLT
- Understand what types of data are utilized to evaluate the health of the core
- Use of the 4-step problem solving process for student, classroom, grade/content area, and District levels
- Introduction and use of the tools to include Self-Assessment of MTSS (SAM) to evaluate where they are as well as growth over the year in the critical areas of MTSS; and the Belief Survey. A variety of other qualitative tools are available as appropriate.
- Developing Tiered systems that support instruction and intervention
- Evaluation of current systems, structures, schedules for return on investment in terms of improved student outcomes across multiple measures
- Data collection, progress monitoring and formative assessments to inform the return of investment on student outcomes and Priority School growth in targeted areas.
- Half-day to a full-day overview of and orientation of MTSS and the professional development plan

for Priority School principals prior to selecting and training SBLTs.

- District Academic Support Team to guide the work at Central Office that is representative of all those departments that touch the Priority Schools. This team will be in charge of health and wellness checks for the Priority Schools to ensure they are making progress, getting supports and PD needed.

Implement SIOP for LEP Learners / Tailor ESL Program:

Due to high teacher turnover SIOP Professional Development should be conducted yearly. Teachers will receive training on the initial four components of the SIOP (Lesson Preparation, Building Background, Comprehensible Input and Strategies). For the 2016-2017 school year, staff will review the initial four components of the SIOP and implement these components with fidelity as monitored by administrators. Title III central office staff will be available to assist with reviewing the initial components of the SIOP. Also, during the 2016-2017 school year, Ashley' staff will also receive additional training on the last four components of the SIOP (Interaction, Lesson Delivery, Practice/Application, and Review/Assessment). Full implementation of the SIOP will begin in the 2017-2018 school year. SIOP training will also incorporate training on the North Carolina English Language Proficiency standards (the WIDA standards).

Ashley will provide quality ESL instruction to its LEP population. The following adjustments to the program will be made: Leadership will review LEP students' ACCESS, EOGs, EOCs, EOQ to purposefully schedule LEP students into classes beginning with the 2017-2018 school year. Purposefully scheduling LEP students with similar English acquisition needs into particular classrooms will limit the number of pull-outs and or the number of classrooms where an ESL teacher will need to serve via the co-teaching model. This will better focus ESL service. If core teachers have an ESL Certification it would limit students being pulled out for services. ESL teachers will be a part of the discussion and planning during the Learning Team Meetings for the grade levels they serve. ESL staff will be a part of all professional development provided to the grade levels they serve. ESL staff will be expected to be familiar with Common Core Standards and resources of the grade levels they serve, and by using the WIDA standards, incorporate the language of the content areas into ESL instruction.

Provide Enrichment/Acceleration/Differentiated Learning

Extended opportunities will be built in - including enrichment, clubs, and tutorials for acceleration. Faculty, community agencies, churches, business partners, and parents are being invited to partner with the school to create these opportunities. The school will also house the renown Renzulli Learning System - a data base of online instructional resources utilized in the Dr. Joseph Renzulli School wide Enrichment Model (SEM). These and other resources will be used as a catalyst to extend and enrich learning in general, promote student research in all content areas, while elevating the school program to include extended interest-based, student driven learning opportunities before, during and after school. This will also align to the work of Ashley Academy School for continuity.

As proven through the work of Joseph Rezulli at the University of Connecticut, all students benefit from enrichment. To amplify student motivation for learning, Ashley Academy will incorporate components of the Renzulli's School wide Enrichment Model (SEM.). Ashley Academy will purchase a license for *Renzulli Learning* annually. *Renzulli Learning* is an online enrichment program which provides students, teachers, and parent's online access to differentiated learning tasks that are matched to the students' interests. Since the program is web-based, it can be accessed away from school and provides a learning vehicle for students when not in school. Teachers will utilize the Renzulli Learning System to provide enriched Tier I activities. Tier I, Tier II and Tier III activities will be incorporated via extended school day

activities. This strategy will be contingent upon availability of other funding sources. **The program cost about \$15,000 depending on the number of students.**

Professional Learning Teams and Instructional Strategies

The District has focused on professional learning Teams (PLTs) to improve and transform teaching and learning. PLTs foster stronger teacher collaboration. To enhance the structure of the PLTs, our district uses protocols from the Single School Culture model to SSC©-A, a developed by the School District of Palm Beach County in Florida, that required the PLTs to perform specific work in aligning standards to student expectations and outcomes, creating/analyzing common formative assessments, and analyzing student achievement data.. The National Council of Teachers of English (2006, April) recommends professional development that fosters professional communities focused on shared values, student learning, collaboration, de- privatized practice, and reflective dialogue. (Indiana Department of Education, 2012) “The collaboration and collegiality inherent in professional learning communities can provide significant benefits to teachers as they embark on the challenges of incorporating literacy instruction into their content area teaching.” (Irvin, Meltzer, Dukes. 2007.) To transform teaching and learning at Ashley Academy School their school based instructional coaches will participate in district training that focuses on the implementation of John Hattie’s 10 High Impact Strategies John Hattie has authored an exceptional work called, ***Visible Learning: A Synthesis of Over 800 Meta-Analyses Related to Achievement.***

Below is the *Top Ten List* of the most successful strategies.

1. Self-Report Grades
2. Piagetian Programs
3. Providing Formative Evaluation
4. Micro Teaching
5. Acceleration
6. Classroom Behavioral
7. Comprehensive interventions for learning disabled students
8. Teacher clarity
9. Reciprocal Teaching
10. Feedback

Culturally Responsive teaching

Ashley will join three other Priority schools to partner with “From the Heart” International Educational Services to implement their culturally responsive education and teacher empowerment program (CREATE). The CREATE program focuses on providing educators with real-life examples of how to take common-core standards and make them meaningful and relevant for children growing up in poverty. Ashley will implement the following FTH Signature Programs after school:

Positive Living, Promoting Your Purpose (PLPYP) is a student leadership program designed to improve academic achievement for school-aged students by focusing on their development as “whole human beings.” Institute participants are engaged in various learning experiences intended to promote self-awareness, teach important life skills, support skills development in the North Carolina State Standards (NCSS) for Reading,

Writing and Math, while ultimately emphasizing the importance of living positive, purposeful and productive lives. We will provide direct services and train the trainer as we begin to phase out in year three.

College and Career Readiness Matters! Although mere “schooling” is elevated by all of its stakeholders, it is the constant incorporation of college and career readiness interventions that we believe will propel students to ultimately reach their full potential and attain excellence in their postsecondary endeavors. To this end, it is with great enthusiasm FTH aspires to collaborate with WSFCS and other community stakeholders to undergird the following College and Career Readiness Initiative: *The Game Plan (TGP)*.

FTH believes that a core goal for public education is to produce citizenry that contributes positively to their economy, neighborhoods, and families, as well as strives to become the best human beings possible. In order to achieve this, school leaders must act with a set of principles that reflect this understood expectation. To this end, *the Mothers & Men Advocating Love & Effectiveness*, provides parents/guardians opportunities in the form of relevant dialogue-series and curricula that will equip participants with strategies for improving the outcomes of America’s most vulnerable children.

12.) The LEA must describe how it will monitor each Priority School, that receives school improvement funds including by:

- a. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics:
- b. Measuring progress on the leading indicators as defined in the final requirements:

Response: Based on the analysis of the comprehensive review of our data, our top priorities and goals are reading, math, and school climate/family engagement.

Over the past three years, the grade level proficiency in reading for students in Grades 3-5 have steadily decreased, therefore Ashley Academy will focus on the following reading priorities and goals.

Priority 1: To increase the number of proficient students in reading by 10% as measured by Grade Level Proficiency from 18.5% to 28.5% in 2016-2017.

Goal 1: By 2017, decrease the number of non-proficient students in reading by 10% for students in grades 3-5.

Goal 2: All subgroups will increase GLP reading proficiency from 18.5% to 28.5% in grades 3-5 on the EOG.

Goal 3: African Americans will increase reading percent proficiency from 25% to 43.8% as measured by AMO.

Goal 4: Whites will increase reading percent proficiency from 11.1% to 33.3% as measured by AMO.

Goal 5: Economically Disadvantaged will increase reading percent proficiency from 16.9% to 37.7% as measured by AMO.

District Goal Alignment: By 2018 raise the performance bar and close the achievement gap by 10%.

Action Steps:

- Hire instructional personnel to help students who need intensive instruction and interventions in the area of literacy to ensure the strategic facilitation of MTSS.
- Utilize the Instructional Assistants to reinforce targeted interventions on student's instructional level such as Guided Reading and Guided Math.
- Monitor the use of standards of reading practices daily.
- Provide educational field trips to expose students to a variety of meaningful experiences in which they can increase their vocabulary and enhance their critical thinking skills.

Assessment(s) and/or Other Indicators Used to Determine Measurable Goals:

- Observations of Standard Based learning
- Common formative assessments
- Personalized Education Plan (PEPs)
- Quarter tests
- Lesson plans
- MTSS meeting minutes
- Professional Learning Team meeting minutes
- Progress monitoring of interventions with fidelity
- Coaching feedback & classroom walks
- Formal and informal observations
- Formative & summative assessments

Monitoring Dates: Quarterly benchmark assessments, bi-monthly RTI meetings, state assessments

Indistar Indicator: A3.04 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)

Over the past three years, the grade level proficiency in math for students in Grades 3-5 have steadily decreased, therefore Ashley Academy will focus on the following math priorities, goals, and objectives.

Priority 2: To increase the number of proficient students in Math by 10% as measured by Grade Level Proficiency from 20.9% to 30.9% in 2016-2017.

Goal 6: By 2017, decrease the number of non-proficient students in Math by 10% for students in grades 3-5

Goal 7: All subgroups will increase GLP Math proficiency from 20.9% to 30.9% as measured by End-of-Grade tests.

Goal 8: African American students will increase math proficiency from 19.5% to 39.6% as measured by AMO.

Goal 9: Hispanic students will increase math proficiency from 21.1% to 40.8%. LEP students will increase math proficiency from 20.8% to 40.6%.

Goal 10: Economically Disadvantaged students will increase math percent proficiency from 20.2% to 40.2% as measured by EOG.

District Goal Alignment: By 2018 raise the performance bar and close the achievement gap by 10%.

Action Steps:

- Hire instructional personnel to help students who need intensive instruction and interventions in the area of math to ensure the strategic facilitation of MTSS.
- Monitor the use of standards of mathematical practices daily.

Assessment(s) and/or Other Indicators Used to Determine Measurable Goals:

- Observations of Standard Based learning
- Common formative assessments
- Personalized Education Plan (PEPs)
- Quarter tests
- Lesson plans
- MTSS meeting minutes
- Professional Learning Team meeting minutes
- Progress monitoring of interventions with fidelity
- Coaching feedback & classroom walks
- Formal and informal observations
- Formative & summative assessments

Monitoring Dates: Quarterly, daily and weekly planning meetings, and early release days.

Indistar Indicator: A3.04 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)

Ashley Academy had less than 10 parents complete the Annual Title I survey and there was no active

PTA. According to the TWC, in 2014 only 33.3% teachers felt like the parents were influential decision makers in this school. In 2016, that number decreased by 9.8%, whereas only 23.5% of the teachers felt like the parents were influential decision makers.

Priority 3: To increase community involvement, support and family engagement as measured by FCAE/TWC surveys and Title I annual surveys by 25%.

Goal 11: By 2017, improve school climate by 25% in the area of family engagement as measured by Title I annual parent surveys and FCAE /TWC surveys.

Goal 12: By 2017, improve school climate by 25% in the area of student conduct as measured by FCAE /TWC surveys.

Action Steps:

- To provide opportunities for parents to engage in the curriculum to enhance their understanding of grade level expectations for their child.
- To provide more parent involvement workshops.

District Goal Alignment: By 2018 raise the performance bar and close the achievement gap by 10%.

Assessment(s) and/or Other Indicators Used to Determine Measurable Goals:

- Parent involvement surveys
- FCAE survey data
- Teacher Working Conditions survey (TWC)

Monitoring Dates: Quarterly and annually

Indistar Indicator: E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

12.) The LEA must describe how it will monitor each Priority School that receives school improvement

funds including by:

b: Measuring progress on the leading indicators as defined in the final requirements:

Final Requirement Leading Indicator(s)	Response for baseline year (2015-2016)	How Progress will be Monitored	Timeline of for Monitoring Progress
1.) Number of minutes within the school year for 2015-2016	64,800 minutes	We will monitor this information through power-school.	-Yearly
2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<p>EOG (GLP) Math-- 20.9%</p> <p>EOG (GLP) Reading-- 18.5%</p> <p>See LEP, African-American, Hispanics, and Economically disadvantaged students</p>	<p>Student Outcomes: Teacher Common Assessments, EOQ Benchmark Assessments, fluency checks and EOG Tests</p> <p>-</p>	<p>Student Outcomes: Every three weeks for common assessments</p> <p>-Quarterly for EOQ</p> <p>-Yearly for EOGs</p> <p>Teacher Outcomes: -Monthly, -Quarterly</p> <p>-Yearly</p>
3.) Dropout rate	NA- This only applies to high schools	<p>Student Outcomes: Teacher Common Assessments, EOQ Benchmark Assessments, fluency checks and EOG Tests, Discipline referrals, and student attendance.</p> <p>We have an early dropout prevention model that we employ throughout the district.</p>	<p>Student Outcomes: Every three weeks for common assessments</p> <p>-Quarterly for EOQ</p> <p>-Yearly for EOGs</p> <p>Review discipline data quarterly.</p>
4.) Student attendance rate	The average daily attendance/% in attendance for year for months 1-9 was (472)94.1%.	Student Outcomes: monitor power school reports.	Student Outcomes: Based on timeline indicated for the student's ALC assignment. Also,

5.) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NA- This only applies to high schools	Student Outcomes: Teacher Common Assessments, EOQ Benchmark Assessments, fluency checks and EOG Tests, monitor course enrollment in PowerSchool.	Student Outcomes: Every three weeks for common assessments -Quarterly for EOQ -Yearly for EOGs Student course enrolments: -Monthly -Quarterly -Yearly
6.) Discipline incidents	The highest incident type reported was disruptive behavior at 25.36%.	Monitor PowerSchool reports and school level office referral data.	Student Discipline Outcomes: -Monthly -Quarterly -Yearly
7.) Chronic Absenteeism Rates	14.45%	Student's attendance is tracked in the LEA Early Warning System and schools are alerted.	Student Absence Outcomes: -Monthly -Quarterly -Yearly
8.) Distribution of teachers by performance level on an LEA's teacher evaluation system	See graph in data needs assessment (question 1) for baseline data on the 6 teacher evaluation standards for Ashley Academy	The distribution of teachers' performance on the state teacher evaluation system is continually monitored at both the school and district level. Teachers rated as Not Proficient are monitored more frequently, and may be placed on an improvement plan. The process of carrying out this evaluation at the school level is carefully and continuously monitored by the district Human Resources Department.	The frequency and thoroughness of the monitoring for individual teachers varies according to the prior performance level and years of experience/ licensing requirements. Teacher Outcomes: -Monthly -Quarterly -Yearly
9.) Teacher attendance rate	Teacher count-- 49 Absences----- 645.32 Attendance rate---- 93.58%	The LEA records teacher absences in the system and flags teacher that have missed more than 10 days of work. We will monitor that report at the school level.	Teacher Outcomes: -Monthly -Quarterly -Yearly

13.) (If Applicable) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements:

Response: Not Applicable

14.) Due to the timeline for the 2016 NC SIG Competition, all LEAs will use the first year of its School Improvement Grant award for planning and other pre-implementation activities for each eligible / awarded school. Therefore, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention for the first day of the first “full-implementation year” (2017-18):

Response: Pre-Implementation Planning 2016-2017

Date for Activity	Activity	Outcome
September 2016	<p><u>Principal and Teacher Evaluation Training</u></p> <p>Orientation and Training with the principals, Asst. Principals, central office and teachers.</p> <p>Reintroduce the evaluation instrument by reviewing the standards, elements, evidences and rubric ratings with school level staff after retraining School administrators and central office staff.</p>	Administrators, teachers, and central office staff will have a thorough knowledge of what teaching and student behaviors look like for all elements at all levels of the evaluation rubric. Teachers and administrators will also provide exemplars of possible evidence to support evaluation ratings.
September-December 2016	<p><u>From the Heart Consultants</u></p> <p>Establish a partnership with the organization “From the Heart” International to</p>	<p>Increase Universal Engagement by helping students stay cognitively connected and emotionally connected to learning.</p> <p>Increase parent and community involvement in Priority schools. Parents will receive coaching</p>

	implement their program CREATE (Culturally Responsive Education and Teacher Empowerment) program and the M-Male (Mothers Men Advocating Love and Effectiveness Program) encouraging family engagement to ensure student success.	to reach their full potential as involved parents.
October-November 2016	<p><u>Multi-Tiered System of Support Training</u></p> <p>A minimum of a one to two-day MTSS overview for District leaders (Key Central Office staff, select board members et al.) with an emphasis on consensus building and evaluating current and needed infrastructure to support the data driven work.</p>	<p>District and School based teams will calibrate knowledge, establish a common language, common understanding of MTSS, and delve into the critical foundation and current District/School structures that can support and/or are barriers to District-wide implementation.</p>
January-February 2017	<p>Work with Central Office Priority Schools and MTSS Coordinator to develop an initial 2-year MTSS implementation plan that includes an evaluation component for Priority Schools.</p>	<p>District-wide data will be used to inform the plan that will also include building capacity of internal staff to lead and support the implementation of MTSS as well as train School-based Leadership Teams (SBLTs) that results in sustainability and improve outcomes for students and Priority Schools. School based teams will use data to differentiate instruction and determine targeted interventions within core instruction.</p> <p>Implementing and establishing a common understanding of MTSS will ensure success by ensuring that structures for professional learning, collaboration, and communication are in place to implement the system of support effectively.</p>

<p>April –June 2017</p>	<p>School-wide data from a universal screener and common formative assessments will be used to tailor a plan to the needs of each Priority School.</p> <p>Continue developing the MTSS professional development plan by working with individual (Five days per school year) Priority School-based Leadership Teams (SBLTs). This include site visits with the MTSS Consultant and District team. This professional learning will be framed by the Six Critical Components of MTSS</p> <p>Leadership, data Evaluation, Multiple Tiers of Instructions and Intervention, Communication and Collaboration, Capacity Building and Infrastructure Problem-Solving</p> <p>Continue Site Visits of Priority Schools and work on</p>	<p>Evidence of quality researched based instruction and assessment strategies that are targeted to the meet the diverse needs of students</p> <p>Reduction in behavior problems</p> <p>Maximize all student learning in and out of the general classroom and appropriate identification of students with special needs.</p>
-------------------------	--	---

	<p>implementing the six critical components of MTSS:</p> <p>Refinement of an aligned, comprehensive assessment system to continually inform practice</p> <p>Identification of researched based curriculum and instructional practices</p> <p>Determination of prevention levels of evidence based interventions</p> <p>Development of student support teams and referral procedures.</p>	
January 2017	<p><u>Balanced Literacy Training</u></p> <p>Train teachers on curriculum from the American Reading Company to extend and enrich their core literacy program. ARC will enrich teacher directed reading, writing, self-selected reading and small groups.</p> <p>Extend the Reading Railroad Early Literacy Plan to support in home libraries. Increase</p>	<p>Increase the number of proficient readers in K-5th grade as measured by Text Reading Comprehension and End-Of-Grade assessment.</p> <p>Increase the use of digital resources and home libraries. Increase the use of digital technology tools. Increase literacy proficiency of students in grades K-3.</p>

	Kindergarten readiness for target students as measured by DIBELS/Text Reading Comprehension	
January 2017	<p><u>Personnel</u></p> <p>Hire a full time SIG Coach will also provide effective oversight and support for the implementation of the Transformation model and MTSS.</p> <p>Hire a full time Budget Specialist will oversee and coordinate SIG funds and work collaboratively with the Priority Schools Coordinator and SIG Coach to ensure program quality.</p>	Ensure that the intervention model is successful as evident by total school improvement as measured by value-added growth and proficiency.
June 2017	<p><u>School Leadership Development</u></p> <p>Attend Harvard School Turnaround Institute to develop a theory of action for successfully turning around a school by creating a leaning environment that support high levels of achievement for all students and full engagement of all</p>	Leadership teams will understand and be able to transform school culture as evident by the teaching working conditions. Understand how to align school, district and state goals and implement a theory of action for positive change.

	stakeholders. Schools must apply in order to be accepted.	
<i>PHASE 2: August 2017-June 2018</i>		
Date for Activity	Activity	Outcome
August, 2017-June 2018	<u>Financial Incentives</u> Offer recruitment bonuses for all Certified and Non-Certified Staff. Offer performance bonuses based on an increase in school wide proficiency for all Certified and non-Certified Staff <u>Increased Learning Time:</u> Extend the school year by 10 days for increased learning time for students, intense instructional support with professional development, planning and training.	Have all hard to staff positions filled by the start of school. Decreases in the teacher turn-over-rates. Increase in school-wide proficiency and value added growth in all academic areas.
September 2017- June 2018	<u>Continue Multi-Tiered System of Support Training</u>	Use student progress data to determine the effectiveness of interventions.

	<p><u>Schools will receive training on the following MTSS Structures:</u></p> <ul style="list-style-type: none">• Assessment: Ensure that every school has a universal screener and has designed and implemented a progress monitoring schedule every three weeks.• Determination of Interventions: The frequency, length, and number of intervention sessions for each tiered level.• Documentation: Design a system for documenting interventions to inform decisions and to track student progress among support team members.• Student Support Teams: Establish a cross team of educators who are involved monitoring student performance, evaluating and documenting interventions.• Training on SAM: Self-	See evidence of progress in identified gap areas and subgroups.
--	---	---

	Assessment of MTSS system to evaluate where they are areas of growth and use this information to inform next steps for training. Teachers will also complete a belief survey	
September 2017-June 2018	<p><u>From the Heart Consultants</u></p> <p>Continue partnership with the organization “From the Heart” International to implement their program CREATE (Culturally Responsive Education and Teacher Empowerment) program and the M-Male (Mothers Men Advocating Love and Effectiveness Program) encouraging family engagement to ensure student success</p>	<p>Increase Universal Engagement by helping students stay cognitively connected and emotionally connected to learning.</p> <p>Increase parent and community involvement in Priority schools. Parents will receive coaching to reach their full potential as involved parents.</p>
October 2017-December 2017	<p><u>SIOP professional Development</u></p> <p>Sheltered Instruction Observation Protocol (SIOP) Training-Work with district team to retrain schools on an ongoing basis. Teachers will receive training on the lesson preparation,</p>	Increased in the number of proficient LEP students as measured by all State Assessments and WIDA Standards.

	building background, and comprehensible input and strategies to support English as Second language students.	
September 2017-June 2018	<p><u>Balanced Literacy Training</u></p> <p>Implement new curriculum from the American Reading Company to extend and enrich their core literacy program. ARC will enrich teacher directed reading, writing, self-selected reading and small groups</p> <p><u>Early Learning</u></p> <p>Continue the Reading Railroad Early Literacy Plan to support in home libraries. Increase Kindergarten readiness for target students as measured by DIBELS/Text Reading Comprehension.</p> <p>Train Pre-K-1st grade on the effective use of learning centers with intentional play-based learning experiences and how this supports self-regulation, oral</p>	<p>Increase the number of proficient readers in K-5th grade as measured by Text Reading Comprehension and End-Of-Grade assessment.</p> <p>Increase the use of digital resources and home libraries. Increase the use of digital technology tools. Increase literacy proficiency of students in grades K-3.</p> <p>Use the observation tool EduSnap to evaluate how students in PreKindergarten-1st grade spend their day. This data will help us identify targeted professional development for teachers of young children.</p>

	language, and vocabulary development.	
November 2017 - January 2018	Identify teachers to earn a scholarship for an add-on license in ESL or AIG.	Increase the number of teachers with ESL or AIG certifications in Priority schools. Teachers should be enrolled in January 2018.
February, 2017	<u>Differentiation Professional Development</u> Instructional coaches will coach teachers on differentiation using Carol Ann Thomlinson approach. Teachers and Coaches will be trained jointly for ongoing support.	Increase proficiency levels among various achievement levels of students and subgroups. Increases in the number of teachers' proficient or accomplish on Standard II meeting the diverse needs of students on the teacher evaluation instrument.
March-June 2018	<u>Development of Annual Implementation Plan and Calendar for 2017-18</u> SIG Coaches, SIG Budget Specialist and Priority Schools Coordinator will conduct a program quality review to determine strengths, weaknesses, and next students to create an action plan for the next school year for continuous improvement.	Program Evaluation will determine the level of effectiveness of the intervention model.
June 2018	<u>School Leadership</u>	Increase proficiency levels among various

	<u>Development</u> Training on how to examine school needs in a broader context such as race, culture, equity, socioeconomic status and social justice in urban classrooms.	achievement levels of students and subgroups. Increases in the number of teachers' proficient or accomplish on Standard II meeting the diverse needs of students on the teacher evaluation instrument.
--	--	---

Phase 3: August 2018- June 2019

The subsequent implementation years follow the pattern of the 2017-18 year and conclude with a Sustainability Plan

Date for Activity	Activity	Outcome
August, 2018-June 2021	<u>Financial Incentives</u> Offer recruitment bonuses for all Certified and Non-Certified Staff. Offer performance bonuses based on an increase in school wide proficiency for all Certified and non-Certified Staff <u>Increased Learning Time:</u> Extend the school year by 10 days for increased learning time for students, intense instructional support with professional development, planning	Have all hard to staff positions filled by the start of school. Decreases in the teacher turn-over-rates. Increase in school-wide proficiency and value added growth in all academic areas.

	and training.	
September 2018-ongoing	<p><u>Continue Multi-Tiered System of Support Training</u></p> <p><u>Schools will receive training on the following MTSS Structures:</u></p> <p>Assessment: Ensure that every school has a universal screener and has designed and implemented a progress monitoring schedule every three weeks.</p> <p>Determination of Interventions: The frequency, length, and number of intervention sessions for each tiered level.</p> <p>Documentation: Design a system for documenting interventions to inform decisions and to track student progress among support team members.</p> <p>Student Support Teams: Establish a cross team of educators who are involved monitoring student performance, evaluating and documenting interventions.</p>	<p>Use student progress data to determine the effectiveness of interventions.</p> <p>See evidence of progress in identified gap areas and subgroups.</p>

	<p>Training on SAM: Self-Assessment of MTSS system to evaluate where they are areas of growth and use this information to inform next steps for training. Teachers will also complete a belief survey</p>	
<p>September 2018-Ongoing</p> <p>September 2018-2021</p>	<p><u>Balanced Literacy Training</u></p> <p>Implement new curriculum from the American Reading Company to extend and enrich their core literacy program. ARC will enrich teacher directed reading, writing, self-selected reading and small groups</p> <p><u>Early Learning</u></p> <p>Continue the Reading</p>	<p>Increase the number of proficient readers in K-5th grade as measured by Text Reading Comprehension and End-Of-Grade assessment.</p> <p>Increase the use of digital resources and home libraries. Increase the use of digital technology tools. Increase literacy proficiency of students in grades K-3.</p>

	<p>Railroad Early Literacy Plan to support in home libraries. Increase Kindergarten readiness for target students as measured by DIBELS/Text Reading Comprehension.</p> <p>Train Pre-K-1st grade on the effective use of learning centers with intentional play-based learning experiences and how this supports self-regulation, oral language, and vocabulary development.</p>	<p>Use the observation tool EduSnap to evaluate how students in PreKindergarten-1st grade spend their day. This data will help us identify targeted professional development for teachers of young children.</p>
September 2018-Ongoing	<p><u>Differentiation Professional Development</u></p> <p>Instructional coaches will coach teachers on differentiation using Carol Ann Thomlinson approach. .</p>	<p>Increase proficiency levels among various achievement levels of students and subgroups.</p> <p>Increases in the number of teachers' proficient or accomplish on Standard II meeting the diverse needs of students on the teacher evaluation instrument.</p>
March-June 2021	<p><u>Development of Annual Implementation Plan and Calendar for 2017-18</u></p> <p>SIG Coaches, SIG Budget Specialist and Priority Schools Coordinator will conduct a program quality review to determine strengths,</p>	<p>Program Evaluation will determine the level of effectiveness of the intervention model.</p>

	weaknesses, and next students to create an action plan for the next school year for continuous improvement.	
--	---	--

15.) (If Applicable) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must 1.) Identify which element it chooses to modify, and 2.) describe how it will meet the intent and purpose of that element:

Response: Not Applicable

16.) (If Applicable) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will:

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served:
- b. Partner with a whole school reform model developer, as defined in the SIG requirements:

Response:

17.) (If Applicable) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools:

Response: Not Applicable

18.) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application:

Response:

2016 – 2017 (Planning Year):

1. Retrain on the Principal and Teacher Evaluation Standards Annually
2. Overview training on Multi-Tiered Systems of Support/PBIS
3. Attend Harvard School Turnaround Institute
4. Training on Culturally Responsive Education
5. Support Early Literacy by extending the Reading Rail Road Program to Prek-1st grade
6. Hire SIG Coach and Budget Specialist annually during the grant.
7. Extended Calendar

2017 – 2018 (Implementation Year #1):

1. Developed a 2 year MTSS Professional Development Plan and work on strengthening the core instruction.
2. SIOP Training
3. Higher Education Partnerships on ESL/AIG Certification
4. Implement the extended Calendar for Students and Teachers
5. Attend Harvard Urban Institute
6. Provide Financial Incentives
7. Continue training on Culturally Responsive Education
8. Implement supplemental Literacy Resources such as the American Reading Company.
9. Reading Rail Road Program Continued
10. Differentiation Workshop with Carol Ann Tomlinson
11. Extended Calendar

2018 – 2019 (Implementation Year #2):

1. Continue work with MTSS by working to identify interventions and movement between Tiers.
2. Continue SIOP Training
3. Continue to strengthen Balanced Literacy
4. Reading Rail Road Program Continued
5. Extended Calendar
6. Continue Financial Incentives
7. Extended Calendar

2019 – 2020 (Implementation Year #3):

1. Continue work with MTSS by working to identify interventions and movement between Tiers.
1. Continue SIOP Training
2. Continue to strengthen Balanced Literacy
3. Extended Calendar
4. Continue Financial Incentives

2020 – 2021 (Sustainability Year):

1. Continue to fund SIG Coach and Budget Specialists
2. Financial Incentives
3. Extended school Calendar
4. Continue job embedded professional development for orientation of new staff and those who need to demonstrate improvement on MTSS, SIOP, Balanced Literacy and High Impact Strategies.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority School it commits to serve – and if applicable include a budget for conducting LEA-level activities designed to support the implementation of the selected school intervention models in the Priority Schools:

Note: An LEA's budget should cover all of the years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority School the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one year to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

An LEA's budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by \$2,000,000.

LEA Response for (1) Planning Year, (3) Implementation Years, and (1) Sustaining Year

LEA "ACTUAL" Budget:

(The justification (line items / budget codes) for the "total amount" should be reflected in the application immediately following this section)

	Year 1 2016 - 17 (Planning)	Year 2 2017 - 18 (Implementation #1)	Year 3 2018 -19 (Implementation #2)	Year 4 2019 - 20 (Implementation #3)	Year 5 2020 - 21 (Sustainability)	Five - Year Total
School	\$460,129	\$308,302	\$240,309	\$34,000	\$34,000	\$1,076,740
LEA-Level Activities	\$7,860	\$4,532	\$4,604	\$3,910	\$3,985	\$24,891
Total Budget	\$467,989	\$312,834	\$244,913	\$37,910	\$37,985	\$1,101,631

Justification for "Total Budget" identified above:

2016 – 2017 (Planning Year): See pages that follow

	Planning 2016-2017
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-308	\$60,000
10 extended days \$2,200 per teacher 40 teachers 3-5330-117-121-308	\$88,000
Personnel Subtotal	\$148,000
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-308, dental 3-5330-117-234-, Life3 - 5330-117-235-308, SS 3-5330-117-211-308, Ret 3-5330-117-221-308, WC 3-5530-117-232-308, UnEm 3-5530-117-233-308	\$20,862
Extended days	\$21,507
Fringe Benefits Subtotal	\$42,369

TRAVEL 3-5300-117-312-308		
Required Professional Development. Funding includes \$2,900 conference Registration, travel, per diem and hotel for Harvard per person. 6 People each year. \$5,000 per person.		
Transportation for Extended days 3-6550-117-331-308	\$2,000	
Travel Subtotal	\$2,000	
EQUIPMENT (> \$1,000 per unit cost)		
Equipment Subtotal	\$0	
SUPPLIES (3-5330-117-411-308)		
ARC Literacy Lab (\$3100 per classroom)	\$83,700	
Research Lab (K) (\$4950 Per classroom)	\$24,150	
Research Lab (1-3) (\$3,300)	\$72,660	
Research Lab Genre Gr. 1-3 (\$36,500)	\$36,500	
Early Literacy Supplies	\$10,000	
Supplies Subtotal	\$217,010	
CONTRACTUAL		
Magnet Marketing & Recruitment 3-5330-117-311-308	\$5,000	
Differentiation Workshop 3-5330-117-312-308		
EduSnap 3-5330-117-312-308	\$12,000	
Consultant 5 days at \$3,000 per day divided 4 SIG schools goes on school tab MTSS yr. 1 and 2 only 3-5330-117-312-308	\$15,000	
From the Heart \$150k for 2 years. Divided by 4 SIG Schools 3-5330-117-312-308	\$18,750	
Contractual Subtotal		
	\$50,750	
Financial Incentives 3-5530-117-183-308		
ESL or AIG Certification up to 5 teachers \$2,000 per teacher YEAR 2 ONLY		
Recruitment Incentive		
Performance Incentive	\$34,000	
Training Stipends/Construction Subtotal	\$34,000	
Direct Costs (Includes all Subtotals)		
	\$460,129	
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$7,860	
Total (Direct and Indirect costs)		

	\$467,989
2017 – 2018 (Implementation Year #1): See pages that follow	
	Year 1 2017-2018
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-308	\$61,200
10 extended days \$2,200 per teacher 40 teachers 3-5330-117-121-308	\$89,760
Personnel Subtotal	\$150,960
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-308, dental 3-5330-117-234-, Life3 - 5330-117-235-308, SS 3-5330-117-211-308, Ret 3-5330-117-221-308, WC 3-5530-117-232-308, UnEm 3-5530-117-233-308	\$21,155
Extended days	\$21,937
Fringe Benefits Subtotal	\$43,092
TRAVEL 3-5300-117-312-308	
Required Professional Development. Funding includes \$2,900 conference Registration, travel, per diem and hotel for Harvard Inst. per person. 6 People each year. \$5,000 per person.	\$30,000
Transportation for Extended days 3-6550-117-331-308	\$2,000
Travel Subtotal	\$32,000
EQUIPMENT (> \$1,000 per unit cost)	
Equipment Subtotal	\$0
SUPPLIES (3-5330-117-411-308)	
ARC Literacy Lab (\$3100 per classroom)	
Research Lab (K) (\$4950 Per classroom)	
Research Lab (1-3) (\$3,300)	
Research Lab Genre Gr. 1-3 (\$36,500)	
Early Literacy Supplies	\$10,000
Supplies Subtotal	\$10,000

CONTRACTUAL	
Magnet Marketing & Recruitment 3-5330-117-311-308	\$2,500
Differentiation Workshop 3-5330-117-312-308	\$24,000
EduSnap 3-5330-117-312-308	\$12,000
Consultant 5 days at \$3,000 per day divided 4 SIG schools goes on school tab MTSS yr. 1 and 2 only 3-5330-117-312-308	\$15,000
From the Heart \$150k for 2 years. Divided by 4 SIG Schools 3-5330-117-312-308	\$18,750
Contractual Subtotal	
	\$72,250
Financial Incentives 3-5530-117-183-308	
ESL or AIG Certification up to 5 teachers \$2,000 per teacher YEAR 2 ONLY	\$10,000
Recruitment Incentive	\$20,000
Performance Incentive	\$34,000
Training Stipends/Construction Subtotal	\$64,000
Direct Costs (Includes all Subtotals)	
	\$308,302
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$4,532
Total (Direct and Indirect costs)	
	\$312,834

2018 – 2019 (Implementation Year #2): See pages that follow

	Year 2 2018-2019
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-308	\$62,424
10 extended days \$2,200 per teacher 40 teachers 3-5330-117-121-308	\$91,555
Personnel Subtotal	\$153,979
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-308, dental 3-5330-117-234-, Life3-5330-117-235-308, SS 3-5330-117-211-308, Ret 3-5330-117-221-308, WC 3-5530-117-232-308, UnEm 3-5530-117-233-308	\$21,454
Extended days	\$22,376

Fringe Benefits Subtotal	\$43,830	
TRAVEL 3-5300-117-312-308		
Required Professional Development. Funding includes \$2,900 conference Registration, travel, per diem and hotel for Harvard Inst. per person. 6 People each year. \$5,000 per person.	\$30,000	
Transportation for Extended days 3-6550-117-331-308	\$2,000	
Travel Subtotal	\$32,000	
EQUIPMENT (> \$1,000 per unit cost)		
Equipment Subtotal	\$0	
SUPPLIES (3-5330-117-411-308)		
ARC Literacy Lab (\$3100 per classroom)		
Research Lab (K) (\$4950 Per classroom)		
Research Lab (1-3) (\$3,300)		
Research Lab Genre Gr. 1-3 (\$36,500)		
Early Literacy Supplies	\$10,000	
Supplies Subtotal	\$10,000	
CONTRACTUAL		
Magnet Marketing & Recruitment 3-5330-117-311-308	\$500	
Differentiation Workshop 3-5330-117-312-308		
EduSnap 3-5330-117-312-308		
Consultant 5 days at \$3,000 per day divided 4 SIG schools goes on school tab MTSS yr. 1 and 2 only 3-5330-117-312-308		
From the Heart \$150k for 2 years. Divided by 4 SIG Schools 3-5330-117-312-308		
Contractual Subtotal		
	\$500	
Financial Incentives 3-5530-117-183-308		
ESL or AIG Certification up to 5 teachers \$2,000 per teacher YEAR 2 ONLY		
Recruitment Incentive		
Performance Incentive	\$34,000	
Training Stipends/Construction Subtotal	\$34,000	
Direct Costs (Includes all Subtotals)		

	\$240,309
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$4,604
Total (Direct and Indirect costs)	
	\$244,913

2019 – 2020 (Implementation Year #3): See pages that follow

	Year 3 2019-2020
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-308	\$63,672
10 extended days \$2,200 per teacher 40 teachers 3-5330-117-121-308	\$93,386
Personnel Subtotal	\$157,058
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-308, dental 3-5330-117-234-, Life3 - 5330-117-235-308, SS 3-5330-117-211-308, Ret 3-5330-117-221-308, WC 3-5530-117-232-308, UnEm 3-5530-117-233-308	\$21,759
Extended days	\$22,824
Fringe Benefits Subtotal	\$44,583
TRAVEL 3-5300-117-312-308	
Required Professional Development. Funding includes \$2,900 conference Registration, travel, per diem and hotel for Harvard Inst. per person. 6 People each year. \$5,000 per person.	
Transportation for Extended days 3-6550-117-331-308	\$2,000
Travel Subtotal	\$2,000
EQUIPMENT (> \$1,000 per unit cost)	
Equipment Subtotal	\$0

SUPPLIES (3-5330-117-411-308)	
ARC Literacy Lab (\$3100 per classroom)	
Research Lab (K) (\$4950 Per classroom)	
Research Lab (1-3) (\$3,300)	
Research Lab Genre Gr. 1-3 (\$36,500)	
Early Literacy Supplies	
Supplies Subtotal	\$0
CONTRACTUAL	
Magnet Marketing & Recruitment 3-5330-117-311-308	\$500
Differentiation Workshop 3-5330-117-312-308	
EduSnap 3-5330-117-312-308	
Consultant 5 days at \$3,000 per day divided 4 SIG schools goes on school tab MTSS yr. 1 and 2 only 3-5330-117-312-308	
From the Heart \$150k for 2 years. Divided by 4 SIG Schools 3-5330-117-312-308	
Contractual Subtotal	
	\$500
Financial Incentives 3-5530-117-183-308	
ESL or AIG Certification up to 5 teachers \$2,000 per teacher YEAR 2 ONLY	
Recruitment Incentive	
Performance Incentive	\$34,000
Training Stipends/Construction Subtotal	\$34,000
Direct Costs (Includes all Subtotals)	
	\$34,000
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$3,910
Total (Direct and Indirect costs)	
	\$37,910

2020 – 2021 (Sustainability Year): See pages that follow

	Year 4 2020-2021	Totals
PERSONNEL		
SIG Coach - 1 FTE per school 3-5330-117-135-308	\$64,945	\$312,241
10 extended days \$2,200 per teacher 40 teachers 3-5330-117-121-308	\$95,254	\$457,955
Personnel Subtotal	\$160,199	\$770,196
FRINGE BENEFITS		
SIG Coach (hosp.3- 5330-117-232-308, dental 3-5330-117-234-, Life3 - 5330-117-235-308, SS 3-5330-117-211-308, Ret 3-5330-117-221-308, WC 3-5530-117-232-308, UnEm 3-5530-117-233-308	\$22,071	\$107,301
Extended days	\$23,280	\$111,924
		\$0
		\$0
Fringe Benefits Subtotal	\$45,351	\$219,225
TRAVEL 3-5300-117-312-308		
Required Professional Development for teachers. Funding includes \$2,900 conference Registration, travel, per diem and hotel for Harvard Inst. per person. 6 People each year. \$5,000 per person.		\$60,000
Transportation for Extended days 3-6550-117-331-308	\$2,000	\$6,000
Travel Subtotal	\$2,000	\$70,000
EQUIPMENT (> \$1,000 per unit cost)		
Equipment Subtotal	\$0	\$0
SUPPLIES (3-5330-117-411-308)		
ARC Literacy Lab (\$3100 per classroom)		\$83,700
Research Lab (K) (\$4950 Per classroom)		\$24,150
Research Lab (1-3) (\$3,300)		\$72,660
Research Lab Genre Gr. 1-3 (\$36,500)		\$36,500
Early Literacy Supplies		\$30,000
		\$0
Supplies Subtotal	\$0	\$237,010
CONTRACTUAL		

Magnet Marketing & Recruitment 3-5330-117-311-308	\$500	\$9,000
Differentiation Workshop 3-5330-117-312-308		
EduSnap 3-5330-117-312-308		\$12,000
Consultant 5 days at \$3,000 per day divided 4 SIG schools goes on school tab MTSS yr. 1 and 2 only 3-5330-117-312-308		\$30,000
From the Heart \$150k for 2 years. Divided by 4 SIG Schools 3-5330-117-312-308		
Contractual Subtotal		
	\$500	\$124,500
Financial Incentives 3-5530-117-183-308		
ESL or AIG Certification up to 5 teachers \$2,000 per teacher YEAR 2 ONLY		\$10,000
Recruitment Incentive		\$20,000
Performance Incentive	\$34,000	\$170,000
Training Stipends/Construction Subtotal	\$34,000	\$200,000
Direct Costs (Includes all Subtotals)		
	\$34,000	\$1,076,740
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$3,985	\$24,891
Total (Direct and Indirect costs)		
	\$37,985	\$1,101,631