

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

LEA Wilson County Schools **LEA Code** 980

SCHOOL B O Barnes Elementary School **SCHOOL NCES #** 370502001992

LEA SIG Contact Thomas Evans
SIG Contact Title Executive Director of Federal Programs
SIG Contact Phone 252-230-3713
SIG Contact Email thomas.evans@wilsonschoolsnc.net

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.

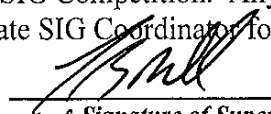
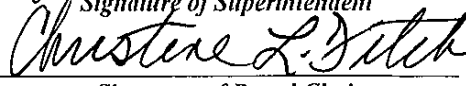
The North Carolina Department of Public Instruction (NCDPI) Assurances:

- ☒ 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.

Dr. Lane Mills
Name of Superintendent

Dr. Christine L. Fitch
Name of Board Chair


Signature of Superintendent

Signature of Board Chair

9/2/16
Date Signed
9/06/16
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	Cesar Cone Elementary	410349	370192000766

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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:
B O Barnes Elementary School	K-5	Traditional	370502001992	Transformation
Charles H Darden Middle School	6-8	Traditional	370502002061	Transformation
Vick Elementary School	PreK-5	Traditional	370502002564	Transformation

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:

Please provide the results of the needs analysis below – providing specific needs identified by the analysis in each of the corresponding areas:

Description/School Infrastructure

Wilson County is located in eastern North Carolina, approximately 30 minutes from Raleigh, North Carolina with a current population of about 81,000 people. The county population is made up of 57.3% Caucasian,

39.6% African American, and 10% Hispanic.

Barnes Elementary is located in East Wilson and was named after Dr. Boisey Otha Barnes, a black doctor who was known as a humanitarian and outstanding civic leader. When the school opened in 1961, it served primarily the African American population. In 1997-1998, the LEA adopted the Neighborhood Schools Concept as a result of community input. Barnes opened using this model in 1998-1999 with an enrollment of 620 students.

Barnes Elementary is an older school facility consisting of 50,000 sq. feet of learning space with the facility dating back to the 1950 with additions completed in the late 1960s. The school building is clean and has features that provide safety for students and staff. There are areas of concern, such as roof leaks and paint that is chipping in parts of the building. Overall, the building has issues with aesthetic appeal that detracts somewhat from the learning environment.

Barnes Elementary has experienced a declining enrollment since the opening high of 620 students in 1998-1999 to a current level of 399 students. Barnes drop in enrollment of 36% since the opening of the school places Barnes in the mid to low level in size of schools for the LEA. Demographic makeup has remained constant for Barnes since the opening of the school with a slight increase in the Hispanic population.

Barnes Elementary has been identified as a Priority School under Federal standards and a Low Performing School under state standards for the 2014-2015 school year. Preliminary data from 2015-2016 indicates little to no improvement related to both standards.

Barnes Elementary has had the same principal in place for the past seven years. The current principal was recently presented with a one year contract to conclude with the 2016-2017 school year as a result of the Low Performing status. The current assistant principal will begin her third year at the school.

Barnes Elementary has operated as a Title I school since the opening in 1998-99 school year. Historically, Barnes has been classified in the top tier for poverty band percentage and Title I funding. Currently, Barnes has a 100% poverty rating under the Community Eligibility model.

Barnes Elementary was never identified for school improvement under the No Child Left Behind model. The LEA did provide specific interventions and support to Barnes in 2003 as the performance of the school began a downward spiral.

Barnes Elementary underwent a comprehensive needs assessment in conjunction with the North Carolina Department of Instruction in the 2015-2016 school year. The needs assessment provides a clear picture of the low level of instruction at the school with detail as follows:

Barnes' instruction lacks adjustment to account for differences that would capitalize on students' strengths or to engage students at a high level. In most cases, teachers at Barnes have a low level of expectations for students. Observations reveal that in some classrooms students are "written off" as teachers do not expect them to complete the work. On a limited basis, some teachers challenge students to engage in learning with positive relationships between teachers and students in evidence.

Classroom environments that require higher levels of thinking and application of learning are not consistent across the school creating inequitable learning opportunities. Students are not challenged to apply skills or learning to relevant aspects of their lives. In some classrooms, students respond to low-level questions or activities on worksheets, in journals, and on digital devices. In most instances, recalling facts is the norm. Students are not expected to complete assignments that engage them in creating products or that require to

reflect on, analyze, or synthesize the learning target(s).

Classroom observations reveal that teachers post the lesson's standards and "I can" statements. Despite these postings, teachers inconsistently refer to or utilize them to guide instruction, leaving students unclear of the lesson's purpose. Teachers provide a great deal of verbal feedback, however, most of this feedback is neither specific nor written on student work. As a result, students are not able to self-assess and improve their academic performance.

Teachers have begun the process of using Learning Focused lesson plans starting with the end in mind. A review of plans reveals that teachers do not provide instruction that requires higher levels of thinking that are within the state standards.

There is also concern that instructional staff addresses behavioral issues inconsistently. There is not a set process for handling student issues by teachers, support staff, and leaders in the school. There is evidence that instructional staff is inconsistent in their handling of student behavior issues. In addition, some staff do not seek the support of administration when handling discipline. In some instances, students are sent from one teacher to another allowing that teacher "to handle" the situation. There is evidence that one teacher in the building "handled" many of the discipline issues as students were "afraid" of her. The inconsistent manner of handling student situations created an environment not conducive to learning.

The school is moving forward in the process of school improvement. Systems have been put in place for an effective leadership team process using the NCStar process. Teachers in the school have taken the responsibility for leading the strategic planning needed to meet the criteria of specific indicators. Administration conducts walkthroughs and formal observations with meetings held after the observations in review of the experience. The school uses the ELEOT instrument that was implemented with the AdvancEd visit held in the 2015-2016 school year. Of concern, much of the feedback given is not resulting in high quality instruction at the school.

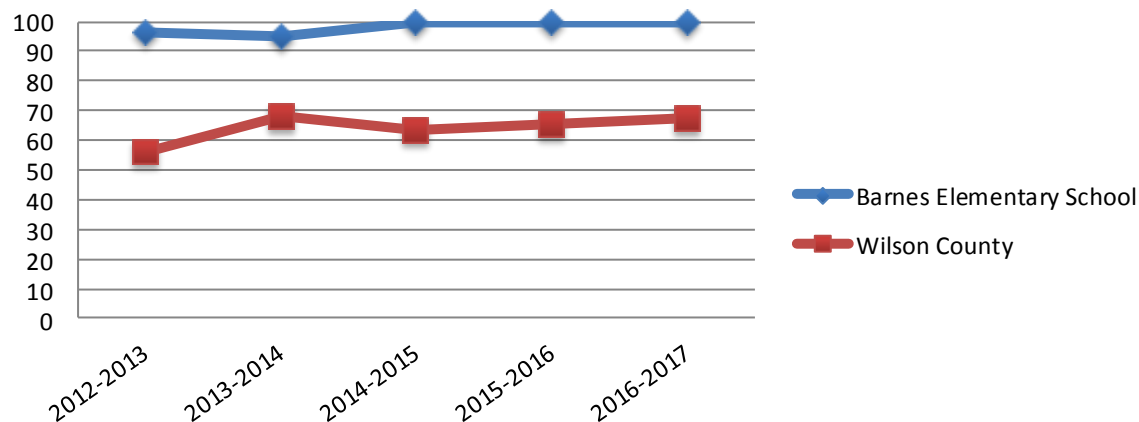
The allocation of resources at the school reflects a collaborative effort involving administration and staff. Under the auspices of the leadership team, all staff members appear to have a voice in the prioritization of resources and the allocation of resources. There is evidence that the leadership team had input in the employment of tutors, the purchase of technology, and the selection of services in the area of professional development. There is also evidence of limited fundraising activities designed to purchase instructional materials at the school.

Demographics, multiple measures of data including student achievement data, process data, perception data/Instructional Programs/School Leadership

Barnes Elementary has continued to decline in enrollment since the opening of the school. The school has a strong minority population as follows: Black 73%, Hispanic 22%, White 4%, Multiracial 1%. The current enrollment is 399 students for grades K-5. Barnes has seen an increase in the Hispanic population in the last five years.

Barnes Elementary began the process of using Community Eligibility criteria to determine free and reduced lunch counts and Title I status three years ago. Barnes has a 100% free and reduced lunch count for Title I and consistently ranks in the top four for poverty within the LEA.

Socioeconomic Data for Barnes and Wilson County Schools



Student achievement data (Tables 2-4) provides detailed proficiency percentages for reading, mathematics, and science End of Grade (EOG) for four consecutive years.

Table 2

Reading EOG Proficiency Data from 2012-2016

	2012-2013	2013-2014	2014-2015	2015-2016
Barnes	11.9%	29.6%	25.5%	24.9%
WCS	39.20%	51.40%	47.70%	43.50%
North Carolina	45%	56.10%	53.60%	N/A

Table 3

Math EOG Proficiency Data from 2012-2016

	2012-2013	2013-2014	2014-2015	2015-2016
Barnes	21.2%	29.6%	23.9%	41.5%
WCS	24.70%	33.70%	32.30%	30.50%
North Carolina	37.20%	45%	46.20%	N/A

Table 4

Science EOG Proficiency Data from 2012-2016

	2012-2013	2013-2014	2014-2015	2015-2016
Barnes	5.9%	46.0%	52.2%	52.6%
WCS	56.40%	70.30%	68.20%	62.40%
North Carolina	59.10%	71.40%	72.60%	N/A

Barnes' reading data shows that student proficiency continues to fall well below expected levels. The level of

performance lies below the county and state levels.

Table 5

Reading Proficiency for 2015-2016 Disaggregated by Subgroup

	All Students	Black	Hispanic	Economically Disadvantaged
Barnes	24.9%	22.8%	31.0%	23.6%
WCS	43.50%	28.70%	42.20%	33.30%
North Carolina	60.70%	47.80%	50.10%	50%
Target AMO Met				

Table 6

Math Proficiency for 2015-2016 Disaggregated by Subgroup

	All Students	Black	Hispanic	Economically Disadvantaged
Barnes	41.5%	35.2%	64.3%	39.2%
WCS	30.80%	15.70%	29.40%	20.50%
North Carolina	59.70%	45.60%	52.80%	49.30%
Target AMO Met				

A review of disaggregated data (Tables 5-6) reveals that Hispanic students outperform their peers in reading and math. This pattern of performance has been consistent over the past few years. Barnes has an issue in mathematics where the gap in mathematics between Hispanic and Black students is 29% when compared to the district level.

Barnes was labeled low performing for 2014-2015 with a performance grade of “F.” There was improvement in 2015-2016 with the school meeting growth and a preliminary grade of “D.”

Table 7 provides a four-year review of composite student proficiency, as well as the level of growth for the school. The chart also provides a “grade” designation for the school based on the state identification system implemented in 2013-2014. The school failed to exit “low performing” status for the 2015-2016 school year.

Table 7

Four Year Trend Data for Growth and Adequate Yearly Progress and Annual Measurable Objectives Data for Barnes Elementary School

Year	Performance Targets Met	Designation	Grade	Growth	Was AYP/AMO met?
2012-2013	4 of 11	N/A	N/A	not met	NO
2013-2014	1 of 9	Low performing	F	met	NO
2014-2015	2 of 10	Low performing/Priority	F	not met	NO
2015-2016	TBD	Priority School	D	Met	NO

The data in Table 7 substantiates that there is culture of low performance at the school. This pattern was identified in the DPI needs assessment conducted this past Spring. A culture of low expectations exists at the school with little to no improvement over the four year period. As a result, the school retains the label of “Low-Performing” under state standards and has been identified as a “Priority” school through the 2016-2017 school year. It should be noted Barnes was identified as a “Reward” school by the state five years ago based on improvement for a period of two consecutive years.

Table 8 provides a summary of the efforts of the school to prepare students for the 2015-2016 End of Grade assessments (EOG). The LEA provided support to all schools in the district with the implementation of two formal benchmark assessments, one in the Fall 2015, and the second in the Spring 2016. Math results are concerning as in some instances students regressed from the initial assessment. Overall, there was little to no progress noted over the course of the year. The EOG results also show that progress from the Spring benchmark to the EOG was minimal.

Table 8

Math Skill Proficiency Level by Grade/Fall Benchmark

Grade level Skill	Mastery Level
3th Grade Math Skills	42.2%
4th Grade Math Skills	51.5%
5th Grade Math Skills	35.5%

Table 9

Math Skill Proficiency Level by Grade/Spring Benchmark

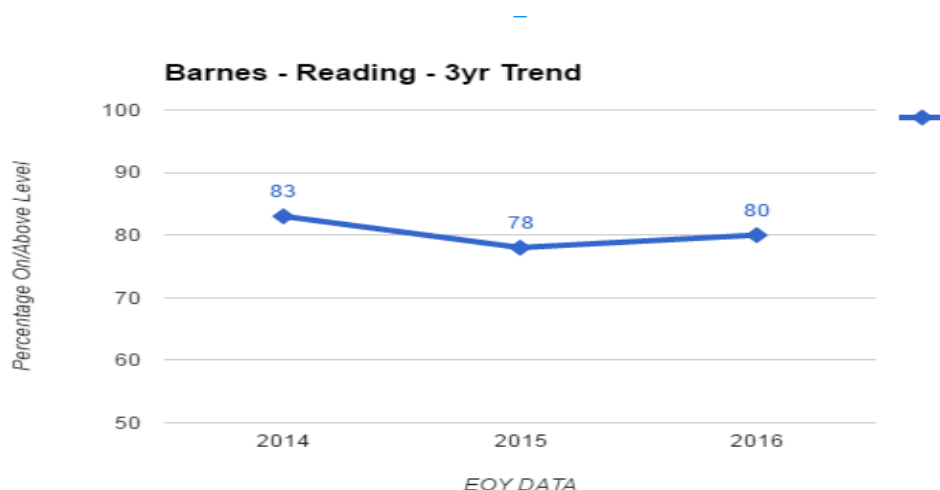
Grade level Skill	Mastery Level
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3th Grade Math Skills	46.9%
4th Grade Math Skills	47.8%
5th Grade Math Skills	39.0%

The data in Table 9 for mathematics reveals a great area of need for the school. Like other low performing schools in the LEA, mathematics is an area that minority students fail to meet the standard. In particular, Black students lag behind their peers with little improvement.

Barnes has a relatively large number of Limited English Proficient students (LEP) when compared to other elementary schools in the district, about 10% of the school population. Historically, LEP students at Barnes have performed well on the ACCESS assessment meeting AMAO 1 and AMAO 2 for the past two years. This performance level shows significant improvement from the 2013-2014 school year and places Barnes at a higher level of performance compared with neighboring schools. Barnes LEP students typically are higher performing than their counterparts on End of Grade assessments as well, despite their limited English levels. A fair portion of LEP students at Barnes exit prior to their movement to the middle school level.

Barnes Reading 3D performance data shows that 3rd grade performance has dropped off in the past year when compared with the district. The data reveals that over 20% of students are below the desired level of performance as a whole. The number of students scoring at the higher level of proficiency for this grade level has dropped as well in the past year. The data in Table 10 shows that Barnes' level of performance is flat when compared with the performance of the county.



Barnes participates in a blended Pre-K program that is housed in a neighboring elementary school. This model allows Barnes to participate with three other district schools using a blend of Title I funds and EC resources to provide four year old students with an opportunity to effectively transition into kindergarten. Each of the four schools share equally in the funding for this program. The Pre-K model uses a State standard curriculum with students assessed at intervals to determine effectiveness. Historically, Barnes has been able to fill all slots with a waiting list in each of the past three years.

Barnes utilizes at least 50% of available Title I funding for salaries for reading literacy teachers. The school actively participates with other Title I schools to provide literacy support with primary emphasis on Reading 3D State initiatives. In addition, Barnes utilizes a portion of Title I resources to employ a Student Support Specialist. Over the past three years, Barnes has spent about 5% of Title I resources to secure technology

hardware resources in an attempt to integrate technology with instruction.

Professional Development Needs

Table 11

Professional Development Needs

Professional Development Topic	Yes	No
Your content Area		No
Appropriate Time for PD	Yes	
Differentiating instruction	Yes	
Integrating Technology with core instruction	Yes	
Aligned with School Improvement Plan	Yes	
Effective, well organized lesson plan design	Yes	
PD should be evaluated and communicated to staff	Yes	
Methods of teaching		No
Collaborative process with professional peers	Yes	

Based on walkthroughs, it is evident that instructional staff still struggle with the delivery of instruction using the North Carolina State Standards. Classrooms typically are structured for whole group instruction, with limited differentiation in support of individual student needs. In addition, instructional staff seldom takes teaching to a higher level that would reflect elements of rigor in their teaching.

Review of lesson plans fail to show organization and attention to differentiation of teaching for students. One could conclude that administration does not review lesson plans for detail with attention given to meeting individual student needs. School student performance scores support this conclusion.

Barnes Leadership Team members have access to comprehensive data and summary reports. School Leaders understand the data from a summative or results standpoint. Despite this, there is limited adjustment to levels of instruction based on the data. It is not clear that Barnes' staff understand how to interpret and modify instruction based on low levels of student performance for several years. In short, there is little to no implementation of strategies despite abundant data systems.

Barnes student attendance averaged around 95% for the 2015-2016 school year. Despite this average, Barnes has a core group of students (14%) who have been identified as chronically absent. These group of students have at least 15 or more absences for the 2015-2016 school year. Research shows that students with this level of attendance will have significant issues with future school success and are unlikely to graduate from high school in the future. Barnes staff has failed to recognize the severity of this issue.

Barnes' discipline/behavior data reflects a negative trend when comparing the 2015-2016 school year versus the 2014-2015 school year. For 2014-2015 a total of 61 discipline referrals were recorded as compared with 302 referrals for 2015-2016. In addition, suspensions recorded for 2014-2015 were 49 versus 84 in 2015-2016, a 72% increase from the previous year.

Parent and community engagement require attention at Barnes. Parents believe that administration and teachers are accessible at the school. Parent events are limited based on a review of the calendar from 2015-2016. In addition, parent participation at events with an educational format led by the school is limited in number and is not well attended. This participation level is low compared to county led events held at Barnes during the school year. Of concern, Barnes has a Student Intervention Specialist that is employed on a full time basis. This position was designed to provide added support at the school to engage parents in parent literacy sessions and to enhance relationships between the school and home.

Parent participation on the school leadership team is inconsistent, limiting voice in improvement efforts. The school has made strides to increase participation by hosting curriculum events during report card pickup nights. Parents have expressed that they are “not sure how the school uses” survey information to make decisions at the school. Consequently, low parent engagement and little knowledge of how their input is utilized in school decision-making reduce family support for school improvement efforts and student success.

Community support by local organizations and businesses that provide support for Barnes is limited in scope. Communities in Schools has formed a partnership with the school in the past year and efforts are underway to strengthen the position of partnerships.

Overall, Barnes lacks effective avenues to gather community input and feedback to support its school improvement efforts and increase student success.

How needs assessment results align to the selected intervention model

Barnes Elementary has selected the Transformation Model and will design school reform efforts with the model's required components. Specifically, by selecting model, Wilson County Schools is committed to providing the school with mechanism to change the culture of failure at this school. Students will have the greatest opportunity for success with the onset of effective instructional opportunities and effective teaching and learning.

Intervention Model

Transformation

Replace the Principal/School Leadership

The LEA has placed the current principal on a one year contract due to expire at the end of the 2016-2017 school year. Throughout the course of the year, the LEA will closely monitor performance issues at the school. Based on reviews, the LEA will make timely decisions regarding the leadership at the school and implement strategies to secure effective school leaders.

Effective Evaluation Process/School Leadership

Barnes has engaged in the NCEES process for staff evaluations meeting the prescribed deadlines. The school utilizes EVAAS data to determine growth in conjunction with Standard Six of the evaluation process. Indicators from Table 12 show that performance reviews may be slightly elevated and not aligned with the actual performance of students at the school.

Table 12

Barnes Elementary Teachers' Performance Levels During the 2012-2016 School Year

Standard	Developing	Proficient	Accomplished	Distinguished
Standard 1		77%	23%	
Standard 2	8%	84%	8%	
Standard 3		92%	8%	
Standard 4		86%	14%	
Standard 5		92%	8%	

Professional Learning Communities/Instructional Programs

Barnes' staff engages in PLC meetings using a set schedule. Reviews of these sessions shows that Barnes' staff reviews available data with consistency during these sessions. Despite this, there is limited meaningful adjustment to instruction based on the work completed in these sessions. PLCs have not proven to be an effective instrument for instructional change at the school.

Extended Learning/Instructional Programs

Barnes has had a history of success dating back several years with the LEA being the recipient of a 21st Century extended learning grant. Students at the school attended the after school extended learning experience with a successful rate of participation. During the 2015-2016 school year, Barnes implemented an extended learning experience on successive Saturdays at the school site. Despite the fact that transportation was provided, student participation was low. The sessions were led by highly effective teachers selected by the school. Low attendance can be attributed to a low level of recruitment and a lack of aggressive marketing by the stakeholders at the school.

Strategies to Recruit Staff/School Infrastructure

58% of the Barnes staff is still in place since the 2013-2014 school year. Despite this modest turnover, Barnes has been successful in employing qualified candidates for effective instruction. The school has participated in district job fairs and the principal has participated in recruiting trips to locations outside of the district. The school still struggles to secure highly effective teachers.

Effective Integration of Technology/Instructional Programs

In the area of technology, there is evidence that the school has recently utilized resources to purchase computers and other technology hardware. The instructional staff has made strides to include the Instructional Technology Facilitator to integrate technology with instruction. A review of technology supports that students are consumers of computer software such as MobyMax. Again, the depth of usage is limited signifying that the school is "emerging" in this area.

Barnes has limited technology with 10 Ipad's for student use, 2 laptop carts, and a full service computer lab. Barnes has recently purchased 30 refurbished computers in an effort to upgrade the computer lab. Students access the lab once a week during an elective class. About 75% of the classrooms have Smart boards that allow teachers to integrate technology into their lessons.

Barnes will participate in a district wide Title I one-to-one Chromebooks initiative for grades 3-5 students that will be implemented starting in the 2016-2017 school year.

Student Support Specialists/School Infrastructure

The LEA has provided Barnes with the opportunity to employ a Student Support Specialist. This position has provided additional support to students and their families with additional structure for the educational experience. The data reveals that changes are required, despite several years of support in this area with the current Specialist. Beginning with the planning year, the Student Support Specialist will expand the relationship with Communities in Schools staff to expand the level of services at Barnes. Using the three tier system of interventions, the Student Support Specialist will focus on critical areas for academic success. A review of the data also substantiates the need for more effective levels of parent engagement at the school which will be led by the Student Support Specialist.

Communities in Schools/School Infrastructure

Barnes recently implemented a partnership with Communities in Schools leaders. The school is beginning the process of utilizing the resources of this organization to impact student performance. Focus areas for future growth include: student attendance (chronic), consistent student behavior, building school and community partnerships, and improving student academic performance.

NCStar/School Leadership

Barnes implemented the NCStar process in February 2016. Current review of the system shows that Barnes successfully assessed the Key Indicators at the site within the established timeframe. The school is currently preparing to engage with the planning stage within the NCStar system for the planning year of SIG.

MTSS/Instructional Programs

Barnes has started the process for implementation of MTSS systems. The school will continue on this path with formal professional development taking place in the 2016-2017 school year. The LEA will have a MTSS coach to provide support to Barnes during the rollout and implementation. MTSS, NCStar and the school improvement process are aligned (Appendix 2).

Promote Continuous Use of Data/Instructional Programs/School Leadership

The LEA has a comprehensive data model that provides Barnes with detailed information about student performance. Barnes leadership recognizes that reviewing data is one step in the process, with additional “drilling down” of student data required. Barnes will adhere to the model implemented by the LEA for the utilization of data on a frequent basis to impact instruction. The staff of the building will engage in well-organized PLC systems on a regular basis. This work will be aligned with the work of the leadership team and the use of NCStar.

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:

Barnes is in the process of meeting with an Advisory group of parents from the school. This is an area of focus as noted in several formal needs assessments. The Student Support Specialist will meet with a group of parents within the first 30 days of school to solicit concerns and input regarding the school improvement process.

Barnes will coordinate with the Central Office Department of Community Partners to build a core group of support for Barnes.

The Director for Communities in Schools has taken a greater role at the school serving as a liaison with the Student Support Specialist to impact student behavior, attendance, and academic performance. In this role, the CIS director will provide support to the Transformation model giving special attention to the development of parent engagement and the creation of community and business partners.

Barnes completed a comprehensive survey to secure input from parent stakeholders in conjunction with the school improvement process. Parents identified the following:

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations.

Leadership at Barnes should engage stakeholders effectively in support of the school's purpose and direction.

Barnes instructional staff should engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Barnes should engage families in meaningful ways to impact their child's education and keep them informed of their child's progress in school.

The school should focus on grading and reporting based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

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:

Transformation Model: The LEA has taken an initial step in the process by offering the current principal a one-year employment contract for the 2016-2017 school year. The LEA has made a firm commitment to the monitoring of student performance for the 2016-2017 school year. Attention will be given to the following during the course of the year: student reading performance, student attendance, teacher attendance, student behavior, and academic performance on End of Grade assessments.

School administration has been challenged to review the skill set of existing school leadership team members to impact performance levels under the Transformation model.

The LEA has made a firm commitment to the NCStar process for school improvement on a countywide basis. All schools will participate in formal training with DPI at the beginning and advanced levels prior to the start of the 2016-2017 school year. Each LEA school will implement the use of NCStar for comprehensive lesson planning and school improvement during the course of the 2016-2017 school year. Total implementation of

the model across the district will be in place by the 2017-2018 school year. Central Office leaders have also participated in the NCStar training process in order to effectively implement the process in each school. The LEA has assigned Central Office staff to serve as coaches as well.

The LEA has committed to a partnership with the Learning-Focused group to implement highly effective professional development that will support the implementation of the Transformation model at Barnes. A three-year plan for effective PD implementation has been developed with multiple events planned for Barnes during the 2016-2017 school year.

The LEA will continue to provide additional support to the monitoring of instruction at the school with the placement of an instructional lead coach at the school.

The LEA will provide additional support to the implementation and monitoring of extended learning activities at the school. This will include procedural changes and implementation of financial systems associated with extended learning.

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:

Effective Leadership: The LEA has placed the current principal on a one year contract. The LEA will review performance throughout the course of the 2016-2107 school year to ensure that effective leadership is in place to impact school improvement.

The LEA has assigned a lead instructional coach to Barnes. The lead instructional coach will have an office on-site. The lead instructional coach will provide support to administration, instructional coaches, and instructional staff at the school.

The LEA will implement a highly effective professional development model in 2016-2017, designed to impact principal leadership in the district for all schools. A principal coach will be employed to provide support to Title I schools. Barnes leadership will be included in this model. The model will continue into 2017-2018 with the implementation of the Transformation model.

The LEA has contracted with the Learning-Focused group to provide on-going, high-quality professional development, designed to impact classroom instruction. This process is well underway at the time of this application. Other LEA schools have embraced this model as well.

The LEA has implemented a system of financial incentives to recruit instructional staff at high needs schools in the district. This system has been implemented beginning with the 2016-2017 school year.

Reform Strategies: The LEA has assigned Central Office staff with the task of redesigning the curriculum frameworks for core instruction in reading and mathematics for grades 3-5. The rollout of this model will take place with the beginning of the 2016-2017 school year. Principals, assistant principals, and instructional leaders will participate in the rollout during the week of August 22, 2016. In conjunction with this initiative, strategies for breaking down and unpacking the standards will be delivered. Newly designed formative assessments will be put in place by 2017-2018. Formal Benchmark assessments will be implemented using the following schedule:

Quarter 1-Benchmarks: Reading-Nov. 1; Math – Nov. 2; Science-Nov. 3 (district)
Quarter 2-Benchmarks: Reading-Jan. 17; Math-Jan 18-Science-Jan 19
Quarter 3-Benchmarks: Reading-Mar. 14; Math-Mar. 15; Science-Mar. 16 (district)
Quarter 4-Benchmarks: Reading- May 14; Math-May 17; Science-May 18

A review of benchmark data taken from the 2015-2016 school year shows that student performance scores are aligned with the final performance data taken from End of Year assessments.

Attention will also be given to providing teachers with support to effectively deliver instruction related to core content vocabulary proficiency.

The LEA will assign Central Office the task of monitoring instructional practices at Barnes utilizing a formal schedule to be implemented in 2016-2017. Monitoring and walkthrough practices will be aligned with the review process led by Learning-Focused specialists assigned to Barnes.

Extended Learning: The school will offer extended learning beginning the first week in October for grades K-5. K-3 students will be selected based on Reading 3D BOY data for the 2016-2017 academic school year; students in grade 4-5 will be selected based on 2015-2016 reading EOG scores. Teachers will be selected based on last year's performance data. Transportation will be offered to students.

Sustained Support: The LEA is working closely with the Communities in Schools (CIS) organization to develop a comprehensive system of support for Barnes. Historically, Barnes has had a good system of securing volunteers at the site. CIS will help Barnes to bolster support in this area. In addition, CIS will help with the organization and training of volunteers to strengthen the delivery of service to students and staff.

The LEA has adopted the NCStar process to implement effective school improvement measures. Each school in the LEA will have the support of assigned Central Office staff to create an NCStar school improvement plan process to ensure "ongoing" systems of improvement. The LEA will also pilot the NCStar system for countywide adoption for overall improvement.

The LEA has assigned at least two NCStar coaches to support the process of school improvement at the site. Coaches will closely review, evaluate, and provide ongoing coaching comments to the leadership team.

The LEA will coordinate with Barnes to utilize Case 21 for the district assessment for 2nd grade students for the 2016-2017 school year.

The LEA will implement the use of Motivation Math at Barnes for grades 1-5 students. Motivation Math will provide Barnes with math strategies that will impact critical thinking, collaboration, and communication. The process will focus on developing mathematics, vocabulary and opportunities for students to apply, analyze, and reinforce the North Carolina Standards in real-world contexts.

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:

The LEA has selected a provider for high-level professional development in conjunction with the Barnes leadership group. Under the direction of Max Thompson and the Learning-Focused group, Barnes began professional development in February 2016 using School Improvement resources.

The process for selection of this provider began in late 2015, with several district leaders participating in a Learning-Focused general session off site. After the conclusion of this event, meetings were held involving Senior Staff, LEA instructional staff, and members of the LEA Organizational Development Team. These meetings allowed for extensive review of the Learning-Focused process and results derived in other districts within the state.

The LEA has made a major commitment to the Learning-Focused process across the LEA. The district has reviewed data from other districts in the State using the Learning-Focused process to validate the level of effectiveness with the process.

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:

The LEA has worked closely with each Title I school in the district to effectively integrate all federal resources, including Titles I, II, III, and EC funding streams to impact student performance.

Barnes will implement the Transformation model using a blend of federal resources to impact student performance. Beginning in the 2016-2017 school year, the district will utilize Title II resources to actively provide financial incentives to recruit highly effective teachers to Barnes. This bonus system will allow Barnes to compete with LEA elementary schools, as well as neighboring counties that historically offer higher levels of compensation. This practice is well aligned with the Transformation process.

Barnes will use Title I funds to employ a part-time instructional coach to begin with the 2016-2017 school year. This part-time coach will have the responsibility to align professional development processes into daily practices at Barnes. Under SIG, Barnes intends to convert this part-time position to full-time as well as adding a second coach to enhance the levels of instruction. Newly hired coaches will be immersed in the Learning-Focused process for full implementation to Barnes' staff.

Barnes will use Title I funds to employ a Student Support Specialist who will coordinate with the Communities in Schools (CIS) Director to address specific student needs at Barnes. Areas of focus will include, but not be limited to: student behavior/discipline, student attendance, parent engagement, as well as the development of community and business partnerships.

The LEA has developed a formal relationship with the Communities in Schools organization. This partnership includes a contractual agreement with the regional director at the LEA level. The director has a designated relationship with four Title I schools that include Barnes Elementary. The director will work closely with the Student Support Specialist and school guidance staff to impact 40 identified high risk students at the school. Each student will have a CIS plan of assistance with desired purpose of impacting student behavior, student attendance, and overall academic performance. The Student Support Specialist will interface with CIS staff to work with this Tier II group of students at least twice each week. CIS staff will assist Barnes with the implementation of several CIS intervention models at the school in the 2016-2017 school year.

The LEA will provide an MTSS coach to Barnes to provide support with professional development and implementation of the model.

The LEA will utilize Title I funds to implement a one-to-one Chromebooks initiative for grades 3-5 students

at Barnes. The process will include comprehensive professional staff development and the integration of technology with mathematics and reading instruction. A timeline for implementation has been developed with the process started in August 2016.

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 employ a full-time Principal's Coach in the 2016-2017 school year to impact the level of principal performance in all district Title I high needs schools. The LEA recognizes that principal development in high needs schools like Barnes is paramount to student success. This coach will provide specific support to Title I schools, with specific attention given to leadership at the Priority Schools. This action reflects a process change for the LEA.

The LEA will provide support to Barnes in the development of supplemental signing bonuses to allow Barnes to employ highly effective instructional staff. The LEA supports Barnes' plan to provide additional financial support for signing bonuses in hard-to-staff areas.

The LEA will also provide an additional pay supplement to Barnes instructional staff for services provided at a high needs school.

The LEA will work with Barnes to create a system of performance based incentive compensation tied to effective instruction. This system of incentive-based pay will impact student performance and have a positive impact on teacher retention at the school. The proposed incentive process is as follows:

\$750 for 50% proficiency in reading (grades 3-5) year 1, 2 and 3; 55% year 4; 70% year 5
 \$750 for 50% proficiency in math (grades 3-5) year 1 and 2; 55% year 3; 65% year 4; 75% year 5
 \$750 for 50% proficiency in science (5th grade)
 \$750 entire school if growth is met (based on teacher's percentage of time at the school)
 \$1000 entire school if school exceeds growth (based on the teacher's percentage of time at the school)

Signing bonus of \$2500 over 3 years; \$1000 the first year; \$750 second year; \$750 third year
 Increase low performing supplement to 5%.

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 LEA will assign a lead instructional coach to support Barnes. This lead coach will have an office at the school and provide additional professional development support to the instructional coach, administration, and teachers at the school.

The LEA will assign Central Office staff to monitor the implementation and progress of interventions at the school. Currently, the LEA is looking at specific assignment of staff for every school using the NCStar school improvement system. At the close of the 2015-2016 school year, the LEA assigned two Central Office staff members with the task of monitoring NCStar, with the specific purpose of providing coaching comments. The LEA was successful in providing support in this area.

The practice will be continued in the 2016-2017 school year.

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:*

The LEA has organized a highly effective parent engagement process for each of the Title I schools. This process has been recognized by the North Carolina Department of Instruction for outstanding engagement of the community. Currently, LEA parent engagement office facilitates over 140 events on an annual basis with participation growing in the past three years.

Barnes has committed to participation of at least two parents on the School Improvement team with attendance at the scheduled improvement meetings held twice each month.

The LEA in partnership with Communities in Schools will actively engage parents utilizing CIS resources to the fullest at Barnes. Efforts will be made to create community partnerships and provide families with needed resources.

The LEA has created an Office for Community Partnerships. Data retained in this office shows that Barnes did not submit any official partnerships for the 2015-2016 school year. The office will coordinate with Barnes to impact movement for the 2016-2017 school year.

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

Response: The LEA will continue the process of supporting Barnes by ensuring that the Title I school receives adequate state and local resources under the Title I comparability model. Barnes has been in the top tier for resources and support received in the county at the elementary level.

The LEA will continue to utilize the poverty band model to provide appropriate Title I resources to the school. Historically, Barnes has received a high level of per pupil allotment under the Title I allocation model for all LEA schools. This practice should continue as Barnes operates at 100% free and reduced lunch under the Community Eligibility model.

The LEA will continue to support Barnes by assigning two Central Office staff members to coach the school using the NCStar process. Barnes has successfully operated using this system for the first six months of operation and will continue to do so for the duration of the School Improvement process.

The LEA plans to continue to partner with the Communities in Schools organization and provide specific support to the four high needs schools in the district and Barnes is one of these schools.

The LEA has been successful in securing grants at a number of schools. District grant writing staff will explore and aggressively pursue other grant opportunities to support Barnes initiatives and future endeavors.

The LEA provides an 8% local supplement to enhance teachers to serve in Wilson County Schools.

The LEA provides a 3% supplement to enhance teachers to serve at low performing schools in Wilson County. Barnes staff participates in this supplement.

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:*

As the primary vendor for professional development, Learning-Focused will provide a comprehensive system of evidenced-based opportunities designed to impact instruction based on this model:

Learning-Focused Professional Development Process

Learning-Focused provides professional development to teachers and school/district leaders on frameworks, strategies, and practices that are focused on increasing teaching effectiveness, planning and using standard-driven lessons, increasing rigor with higher-order thinking, supporting all students, and continuously improving.

Experience Summary

Learning-Focused provides leading edge training, coaching, support and resources to teachers and school leaders through an instructional framework that integrate research-based strategies, exemplary practices, and standards-driven content. With the instructional framework, teachers are more effective because they:

- Plan collaboratively using the common instructional framework
- Purposefully plan for learning
- Purposefully connect research-based strategies and evidence-based exemplary practices in every lesson plan
- Plan with the end in mind
- Plan clear grade-level learning goals for each lesson
- Plan and use formative assessments to make frequent checks on student progress toward the learning goals
- Plan to increase the rigor and depth of learning in every lesson
- Plan specific strategies to engage students from poverty
- Plan adjustments to provide the support and additional challenges that all students need to be successful in the lesson

Learning-Focused develops and promotes professional learning communities

According to Richard DuFour (*Schools as Learning Communities*, Educational Leadership, 5/2004), professional learning communities are collaborative teams that focus on learning and holds themselves accountable for achieving results. Developing and promoting professional learning communities is in the name: Learning-Focused. Every aspect of Learning-Focused professional development focuses on the core ideas of ensuring that students are learning, developing a culture of collaboration, and using results for continuous improvement. The Learning-Focused instructional framework is built on teachers using these ideas consistently and pervasively.

When planning with a focus on learning, the Learning-Focused instructional framework assists teachers with answering these questions:

- What do students need to learn?

- How will I know when students learn it?
- What will I do to ensure struggling students can learn it?
- What will I do when students have difficulty learning it?

Learning-Focused helps schools coordinate the development of collaboration, both for teachers and for students. A critical component of sustaining professional development efforts is to create routine common planning times for teachers. It is essential for success that teams of teachers work together 1-3 times per week to plan lessons and analyze data. These teams, groups, or cohorts continue working together and learning together to solve problems and to build their common knowledge. For students, a key strategy for learning is to use collaborative pairs and groups, especially for formative assessments.

The Learning-Focused instructional framework is the first to include planning for ensuring that struggling students are successful (using Acceleration, Scaffolding and Differentiated Assignments), planning for distributed remediation or a differentiated learning opportunity based on distributed formative assessments and/or distributed practice of skills, and planning for additional challenge for higher-achieving students.

Principals conduct reflection meetings with the teacher teams to understand what teachers are learning and putting into practice. They ask teams to reflect on how the new knowledge impacts student learning and suggest modifications to the implementation if they find it is not working as they expected. It is a great opportunity for teachers and school leaders to learn together, assess their results and spread the word about their successes.

Learning-Focused establishes and prioritizes adult learning needs based on needs identified from disaggregated student academic and non-academic achievement data

Learning-Focused works directly with schools and school districts to determine their specific needs for professional development. Schools analyze their benchmark data, test scores, the Exemplary Practice Gap Analysis, and other available data such as discipline referrals, available resources, teacher professional development, attendance, work samples and more in order to determine goals. For example, one very strong data source helps schools look at the determination of areas where students are succeeding and those specific areas where they are struggling. This signals a potential problem in specific areas, and professional development can then be focused directly on the weaknesses. This helps to assure staff development is focused on student achievement. Using the findings of the data analysis, schools focus on 2-4 initiatives each year for improvement. There is also a process for determining effectiveness of the adult learning opportunities. For example, data discussions are conducted. These discussions by their nature promote remarkable data-driven conversations between teachers with the single purpose of increasing student achievement. Using the right data to drive instructional decisions typically requires instruction, practice, and benchmarked expectations. Learning-Focused provides the training, coaching and personnel to support data-driven decision making in schools.

Learning-Focused utilizes a variety of sources of information to guide improvement and determine effectiveness

In order to evaluate professional development, Learning-Focused is guided by the work of Tom Guskey and his five key criteria. The first is participants' reactions or "did they like it?" The second is participants'

reaction to whether they learned something or not. The third is whether there is organizational support and a willingness to change. The fourth is whether the participants actually put the new knowledge and skills to use in their classrooms. Finally, the last is how the new learning actually has had a positive impact on the learning of all students. In addition to this structure it is important to remember that most adults do not possess a long attention span. To address this, we look to Mary Budd Rowe's research where she coined the concept of "10-2." Her 10-2 principle states that adult learners should be instructed for no more than 10 minutes and then allowed 2 minutes to summarize their learning. Participants in Learning-Focused professional development opportunities are provided with rubrics and advance organizers to guide their learning, practice, and full implementation. Effectiveness is determined through student work, teacher observations and walkthroughs, teacher discussions, and other evaluations. School and district leaders take a key role in learning how to collect information regarding effectiveness and using the information to first provide high levels of support, then expect with some guidance, and lastly to expect with evaluations.

Learning-Focused engages practitioners in the use of research to make decisions

Learning-Focused provides a planning framework that connects research-based strategies and exemplary practices in every lesson. Largely, the research-based strategies included are the most effective for increasing student achievement (Marzano, 2001; US DOE, 2002; Hattie, 2009). Unlike any other framework, Learning-Focused connects the research-based strategies with the evidence-based exemplary practices as cited by Doug Reeves in his work on the 90-90 and 90-90-90 schools (and others). We also include the work released in 2006 by the US Department of Education when they called for schools to address achievement with high impact, rapid response practices with a focus on balancing several initiatives, rather than focusing on one single strategy or practice. Learning-Focused is the most comprehensive and thorough framework available of consistent and pervasive implementation of exemplary practices. Because Learning-Focused is a model and provides frameworks, teachers and leaders are encouraged to research and include additional strategies that are highly effective for student achievement and developing the "whole child."

Learning-Focused facilitates practitioners' knowledge and skill development in identification and use of appropriate learning strategies to accomplish intended goals

This is one of the greatest strengths of Learning-Focused – our commitment to applying many different, yet intentionally connected strategies and structures to provide exemplary professional development. We use large group, small group, and individual learning opportunities to deliver information to participants. We utilize small group strategies as teachers and school leaders begin to implement in order to meet individual and team needs. We use coaching, demonstrations, virtual coaching, and online support in order to work directly with teachers and school leaders to address their specific questions and needs right in their classrooms and schools where they are expected to make their new learning work effectively. We also use frequent monitoring by school leaders to provide useful and timely feedback to teachers. Learning-Focused engages teachers in the development of standards-driven curriculum in a collaborative structure where teachers become extremely focused on the content and the thinking processes students must learn and use to be successful. Schools can use the Lesson Study process and the Continuous Progress model to examine the quality of instruction and refine goals over time.

Learning-Focused builds, develops and sustains knowledge and skills needed for collaboration

Learning-Focused uses the same strategies and practices with teachers during professional development and coaching sessions that train teachers to use with their students in order to engage them, ensure there is learning and application taking place, and to model the collaboration needed for increased learning. During training we utilize collaborative pairs because of the substantial research and evidence for the significantly positive effects this strategy has for learning. Participants also work in groups to address questions and solve problems.

Learning-Focused utilizes social interaction on a consistent basis before, during, and after professional development. In order to get the most out of their collaborative endeavors we provide training to schools that need to learn how to work better as a team, including the stages of team development, project management, and conflict resolution.

Learning-Focused assists educators with cultivating an understanding and appreciation of all students, creating safe, orderly and supportive learning environments, and holding high expectations for their academic achievement

Learning-Focused addresses the root causes of achievement failure, including lack of expectations and a culture not focused on student needs. Many of our high-impact, rapid-response practices embedded in our frameworks that teachers learn provide direct instruction or organization to address these issues. Addressing learning styles and exemplary classroom management strategies are examples.

Learning-Focused provides schools with rigorous expectations for their students based on grade level standards. Research shows that most assignments teachers give students are far below grade level expectations. Learning-Focused provides the strategies and tools for addressing this assignment gap. For another example, we work with many schools to develop writing expectation benchmarks. Beginning with the Kindergarten expectation that every Kindergarten student will be able to write eight connected sentences by the end of the year, and proceeding from there up each grade level, increasing the expectation in order to meet state and national writing standards. Teachers and school leaders are trained to look for evidence of learning, which writing is the best form of evidence, at each grade level throughout the year and what they should expect to see.

Learning-Focused provides training on differentiating assignments, additional challenge, scaffolding, and acceleration practices that provide teachers with the knowledge and skills necessary to address students' unique needs. This provides teachers with a structured process to maintain a focus on high expectations while meeting the different styles and needs of their students, making it possible for all students to meet grade level expectations, a standard that all schools must strive to achieve.

Learning-Focused expands practitioners' content knowledge and provides them with research-based instructional strategies designed to insure students meet rigorous standards

Learning-Focused uses the same research-based strategies and exemplary practices in our professional development with teachers that we are training them to use with their students. Participants comment on this fact on a very consistent basis, as it allows them to engage in the strategies and practices as a learner, which makes their ability to transfer the knowledge and skills to their own classroom practices. Teachers are often surprised with the use of these strategies in so many instances, and are elated to have been shown how to put the strategies into practice. We also engage in mentoring and coaching as follow up to nearly all of our

professional development, which provides teachers with multiple opportunities to work with colleagues in a collaborative learning situation. Learning-Focused assists professional learning communities to develop lessons and instructional activities, ensuring that each learning opportunity for every student is standards-driven, engaging, and rigorous.

Learning-Focused develops practitioners' knowledge, skills and use of an assortment of classroom assessments appropriately

Learning-Focused provides teachers with a framework for integrating an assortment of assessments distributed throughout every lesson, and that actually determine the instruction to take place (planning instruction with the end in mind). Determining what students need to know and do from the standards is the first step for planning effective assessments for learning. Teachers use the Learning-Focused framework to determine the best methods for assessing students throughout their lessons. This involves determining assessment types and desired outcomes. Learning-Focused also includes steps for planning what to do when students do not meet the expectations of any of the distributed assessment points.

During professional development, Learning-Focused demonstrates a diverse assortment of assessments for learning. When coaching, Learning-Focused helps develop teacher understanding of how to plan frequent, distributed assessments, summative assessments, and products/projects, including the effective use of rubrics (a unique tool is provided that makes it simple for teachers to have quality rubrics that match the expectations of learning goals). While assessments do provide teachers with accountability measures, Learning-Focused provides teachers with strategies for using formative assessments as additional learning opportunities as well. Using assessments for learning throughout lessons is a major instructional strategy of Learning-Focused.

Learning-Focused:

- **Meets the needs of diverse student populations**
- **Insures sustainability through supports that include modeling, coaching and specific problem solving**
- **Reflects recent and relevant research**
- **Enhances communication**
- **Provides for differentiated learning opportunities for adults**
- **Results in adult learning that must result in improved achievement for all students**
- **Promotes continuous learning**

Learning-Focused helps leaders and teachers understand the root causes of student achievement -- or lack thereof. For over twenty years, Learning-Focused has continued to improve with the latest educational, brain learning style, and instructional practices research. It connects the research on what influences learning with the research on specific strategies that increase student achievement. In fact, every strategy in our model has an effect size of between 0.5 and 2.0 (Marzano, 2001, Reeves 2001, US Department of Education, 2002, Hattie, 2009). We help teachers and principals connect the most effective strategies in each lesson, rather than implementing the most effective strategies randomly or not at all. In this way, schools achieve the greatest increases in student performance, close achievement gaps faster, sustain student achievement over the long term, and engage all students in their learning (US Department of Education, 2006).

Our professional development is based on state standards and student data, which are integrated into teachers'

daily work. It focuses on deepening content knowledge and teaching strategies; building the skills to work with a diverse student population; and refining the leadership skills needed to effectively eliminate persistent failure and apathy. Instructional strategies research has provided educators with a list of the instructional strategies most effective in student learning and achievement. Layered above all of these strategies, however, is *how* and *when* teachers apply them in lessons, along with the manner in which the strategies are *sequenced* and *connected*. The focus of teacher planning should not be simply to choose which strategy to use in a particular lesson or unit, but to connect and sequence strategies across lessons and units.

The frameworks, strategies and practices of Learning-Focused are provided cohesively in a model of four connected dimensions. In 2006, the USDOE announced that reaching achievement goals with a balanced focus on key areas leads to the greatest increases in student performance and closes the achievement gap faster and more long-term than other possible solutions. Districts and schools that systemically plan for each dimension and develop capacities for all teachers and administrators to implement consistently and pervasively, experience the greatest gains for student achievement and teacher effectiveness.

The reform and instructional rigor models of Learning-Focused offer comprehensive, sustainable, and ongoing professional development that can help build on prior waves of successful reforms. We focus on building capacity by providing a blended professional learning model that combines onsite training and coaching, with online, on-demand training, coaching, and collaboration tools to best meet the range of professional learning needs. With Learning-Focused professional development, schools build a culture of rapidly-improving student achievement, focusing on each student's needs, and of creating and sustaining teacher and leader responsibilities for school improvement.

Additionally, in order to shift culture, schools typically need to incorporate new common vocabulary and new cultural norms and practices that must be consistently and pervasively applied. Our professional development provides the opportunity to establish and disseminate a common vocabulary about exemplary practices in teaching and learning throughout the entire system. All teachers will be exposed to the same information, best practices and strategies, and they will be expected to implement these with quality.

The Learning-Focused process is long term, and requires several years to implement effectively and sustain. This long-term process is well aligned with the SIG model of implementation.

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:

The Barnes leadership team has set performance targets for reading and mathematics as follow for the five year SIG cycle:

Year 1: 28% proficiency in ELA; 45% proficiency in math

Year 2: 33% proficiency in ELA; 48% proficiency in math

Year 3: 43% proficiency in ELA; 53% proficiency in math
Year 4: 53% proficiency in ELA; 63% proficiency in math
Year 5: 65% proficiency in ELA; 73% proficiency in math

The LEA will monitor progress throughout the course of the year. First, a series of benchmark assessments have been developed for the planning year. Barnes students will participate in this process with scores reported out to students, parents, and all stakeholders. Central Office staff will review this data, with modification of curriculum and instruction on an ongoing basis. In addition, the LEA has modified and updated the frameworks for instruction for the planning year. Attention will be given to the timely delivery of instruction at Barnes as measured by timely assessments.

The LEA has started the process of looking closely at the Indicators using the NCStar model. The twelve Key Indicators have been assessed by Barnes, with a second review scheduled for Fall 2106 due to the transition of the team. The LEA has assigned two coaches to Barnes who will provide input to the leadership team. The LEA will establish a rubric for success for each Indicator setting target dates for compliance based on the Index score.

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

Response:

N/A

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:

The LEA recognizes the complexities of implementation of the SIG process. Therefore, the LEA proposes to utilize 15% of the total budget in year one with the following steps in place for planning and implementation within the SIG process.

August 2016: Barnes’ leadership team to convene to review assessment of Indicators in NCStar. Adjust Indicators as necessary.

August 2016: Barnes’ staff will begin the process of planning with Learning-Focused staff to implement professional development sessions for the 2016-2017 school year.

August 2016: Barnes’ leadership team to engage in the dissemination of frameworks for instruction (pacing guides). Information to be shared out with Barnes staff in August 2016.

August 2016: Barnes’ leadership team to host Title I Annual meeting for all stakeholders. Priority School information, SIG plan to be shared at the session.

September 2016: District leaders to assign two Central Office staff to serve as “coaches” for the school improvement process. Coaches will attend at least one school leadership meeting per month for the balance of the year.

September 2016: Barnes’ leadership team to address extended learning. Extended learning will start in

October 2016.

September 2016: Barnes' staff to participate in the rollout of MTSS systems.

October 2016: Communities is Schools implementation of Tier II support systems for 40 students.

October 2016: Barnes' leadership team to review EOG performance data, EVAAS growth data, and performance grade reports from state. Information to be shared with all stakeholders, plans adjusted based on 2015-2016 data.

October 2016: Principal and instructional coach in conjunction with Learning-Focused staff will conduct walkthroughs to determine additional professional development needs for the upcoming year.

October 2016: Barnes' leadership team to review 1st quarter benchmark assessment data. Data to be shared with all staff with adjustments to instruction as necessary.

October 2016: Barnes' staff to conduct extensive marketing campaign to promote extended learning experience. Barnes will utilize Parent Link and create flyers and share with parents during conferences. In addition, staff will make personal phone calls to encourage participation.

November 2016: District Benchmark assessments administered with data reviewed by all staff. Adjustments to professional development and instruction based on student performance.

December 2016: Benchmark assessment data will be used to regroup students for extended learning.

March 2017: Barnes' staff to review benchmark performance scores, adjust professional development and instructional practices.

March 2017: Barnes' leadership team to begin process of securing second instructional coach.

March 2017: Barnes' leadership team to review progress for incentive pay for performance for Barnes instructional staff. Systems to be put in place with Central Office Human Resources and payroll by May 1, 2017.

April 2017: Barnes' staff to review progress with the Learning-Focused process for professional development. Recommendations to be made to the Central Office Department of Organizational Development for 2017-2018.

May 2018: Barnes staff to review final benchmark data, adjusts interventions prior to EOG.

June 2017: Second instructional coach to be employed for the 2017-2018 school year.

June 2017: Review 2016-2017 school performance data and disseminate to stakeholders.

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:

N/A

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:

N/A

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:

N/A

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

- August 2016: School staff receives professional development on designing and implementing highly effective Learning Focused lesson plans.
- September 2016: School staff receives individualized coaching and support on improving the quality and effectiveness of Learning Focused lesson plans.
- September 2016: Leadership team receives coaching on conducting walkthrough to monitor the implementation of learning Focused lesson plans.
- September 2016: School leadership team plans extended learning for the 2016-2017 school year.
- September 2016: School staff participates in rollouts of MTSS systems.
- September 2016: Communities in Schools implementation of Tier II support systems for 40 students.
- November 2016: The students take District Benchmark assessments. Leadership team analyzes data to monitor student progress and makes adjustments to instruction.
- November 2016: Second instructional coach employed.
- December 2016: Leadership team conducts walkthroughs to monitor where teachers are in regards to the implementation of Learning Focused lesson plans initiative.
- January 2017: School leadership team begins well organized marketing and promotion of extended learning activities.
- February 2017: Extended learning begins and continues for the remainder of the school year.
- March 2017: Data from the 3rd quarter common assessment analyzed by the leadership team to adjust instruction.
- March 2017: Leadership team conducts walkthroughs to monitor instruction and implementation of the PD initiatives in all content areas.

- May 2017: Data from the 4th quarter common assessments analyzed and adjustments made to instruction and support to prepare students for the EOG tests.
- June 2017: Leadership team analyzes preliminary EOG and READ 3D data and analyzes impact of strategies, interventions, and school improvement processes.
June 2017: School leadership team reviews data and coordinates in the delivery of performance bonuses.

2017-2018

- September 2017: School staff continues to receive individualized coaching and support on improving the quality and effectiveness of Learning Focused lesson plans.
- September 2017: Leadership team conducts walkthroughs to monitor the use of learning Focused lesson plans.
- September 2017: School leadership team plans extended learning for the 2017-2018 school year.
- September 2017: Communities in Schools implementation of Tier II support systems for 40 new students.
- November 2017: The students take District Benchmark assessments. Leadership team analyzes data to monitor student progress and makes adjustments to instruction.
- December 2017: Leadership team conducts walkthroughs to monitor progress of teachers with Learning Focused instruction processes.
- January 2018: Extended learning begins and continues for the remainder of the school year.
- March 2018: Data from the 3rd quarter common assessment analyzed by the leadership team to adjust instruction.
- March 2018: Leadership team conducts walkthroughs to monitor instruction and implementation of the PD initiatives in all content areas.
- May 2018: Data from the 4th quarter common assessments analyzed and adjustments made to instruction and support to prepare students for the EOG test.
- June 2018: Leadership team analyzes preliminary EOG and READ 3D data and analyzes impact of strategies, interventions and school improvement processes.
June 2018: School leadership team reviews data and coordinates in the delivery of performance bonuses.
- June 2018: School staff to receive training in content-area literacy instructional skills to ensure that all teachers are supporting students' reading and writing skills.
- June 2018: School staff to receive training on teaching and writing process and how to respond to a question in writing.
- June 2018: Provide training on how to effectively implement centers that meet the needs of the students.

2018-2019

- September 2018: School staff continues to receive individualized coaching and support on improving the quality and effectiveness of Learning Focused lesson plans.
- September 2018: Leadership team conducts walkthroughs to monitor the use of learning Focused lesson plans.
- September 2018: School leadership team plans extended learning for the 2018-2019 school year.
- September 2018: Communities in Schools implementation of Tier II support systems for 40 new students.
- November 2018: The students take District Benchmark assessments. Leadership team analyzes data

to monitor student progress and makes adjustments to instruction.

- December 2018: Leadership team conducts walkthroughs to monitor progress of teachers with Learning Focused instruction processes.
- January 2019: Extended learning begins and continues for the remainder of the school year.
- March 2019: Data from the 3rd quarter common assessments analyzed by the leadership team to adjust instruction.
- March 2019: Leadership team conducts walkthroughs to monitor instruction and implementation of the PD initiatives in all content areas.
- May 2019: Data from the 4th quarter common assessments analyzed and adjustments made to instruction and support to prepare students for the EOG test.
- June 2019: Leadership team analyzes preliminary EOG and READ 3D data and analyzes impact of strategies, interventions, and school improvement processes.
- June 2019: School leadership team reviews data and coordinates in the delivery of performance bonuses.

2019-2020

- September 2019: School staff continues to receive individualized coaching and support on improving the quality and effectiveness of Learning Focused lesson plans.
- September 2019: Leadership team conducts walkthroughs to monitor the use of learning Focused lesson plans.
- September 2019: School leadership team plans extended learning for the 2019-2020 school year.
- September 2019: Communities in Schools implementation of Tier II support systems for 40 new students.
- November 2019: The students take District Benchmark assessments. Leadership team analyzes data to monitor student progress and makes adjustments to instruction.
- December 2019: Leadership team conducts walkthroughs to monitor progress of teachers with Learning Focused instruction processes.
- January 2020: Extended learning begins and continues for the remainder of the school year.
- March 2020: Data from the 3rd quarter common assessments analyzed by the leadership team to adjust instruction.
- March 2020: Leadership team conducts walkthroughs to monitor instruction and implementation of the PD initiatives in all content areas.
- May 2020: Data from the 4th quarter common assessments analyzed and adjustments made to instruction and support to prepare students for the EOG test
- June 2020: Leadership team analyzes preliminary EOG and READ 3D data and analyzes impact of strategies, interventions, and school improvement processes.
- June 2020: School leadership team reviews data and coordinates in the delivery of performance bonuses.

2020-2021

- September 2020: School staff continues to receive individualized coaching and support on improving the quality and effectiveness of Learning Focused lesson plans.
- September 2020: Leadership team conducts walkthroughs to monitor the use of learning Focused lesson plans.
- September 2020: School leadership team plans extended learning for the 2020-2021 school year.
- September 2020: Communities in Schools implementation of Tier II support systems for 40 new students.

- November 2020: The students take District Benchmark assessments. Leadership team analyzes data to monitor student progress and makes adjustments to instruction.
- December 2020: Leadership team conducts walkthroughs to monitor progress of teachers with Learning Focused instruction processes.
- February 2021: Extended learning begins and continues for the remainder of the school year.
- March 2021: Data from the 3rd quarter common assessment analyzed by the leadership team to adjust instruction.
- March 2021: Leadership team conducts walkthroughs to monitor instruction and implementation of the PD initiatives in all content areas.
- May 2021: Data from the 4th quarter common assessments analyzed and adjustments made to instruction and support to prepare students for the EOG test.
- June 2021: Leadership team analyzes preliminary EOG and READ 3D data and analyzes impact of strategies, interventions, and school improvement processes.
- June 2021: School leadership team reviews data and coordinates in the delivery of performance bonuses.

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.

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

LEA "EXAMPLE" Budget:						
	Year 1 (Planning)	Year 2 (Implementation #1)	Year 3 (Implementation #2)	Year 4 (Implementation #3)	Year 5 (Sustainability)	Five - Year Total
Douglas Elementary School	\$100,000	\$356,000	\$525,000	\$300,000	\$100,000	\$1,381,000
LEA-level Activities	\$0	\$0	\$150,000	\$150,000	\$100,000	\$400,000
Total Budget	\$100,000	\$356,000	\$675,000	\$450,000	\$200,000	\$1,781,000

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 (Plannin g)	Year 2 2017 - 18 (Implementati on #1)	Year 3 2018 -19 (Implementati on #2)	Year 4 2019 - 20 (Implementati on #3)	Year 5 2020 - 21 (Sustainabili ty)	Five - Year Total
Barnes El.						
Inst. Coach 3-5330-117- 135	\$150,000	\$165,000	\$165,000	\$165,000	\$75,000	\$720,000
Sign. Bonus 3-5330-117- 183	\$2,000	\$5,000	\$5,000	\$5,000	0	\$17,000
Perf. Bonus 3-5330-117- 180	\$18,000	\$25,000	\$25,000	\$25,000	\$6,750	\$99,750
Ins. Supplies 3-5330-117- 411	0	\$20,000	\$20,000	\$20,000	\$18,250	\$78,250
Ext. Learn. 3-5330-117- 198	\$15,000	\$40,000	\$40,000	\$40,000	\$20,000	\$155,000
Prof. Dev. 3-5330-117- 312	\$10,000	\$50,000	\$50,000	\$50,000	\$10,000	\$170,000
LEA-Level Activities	0	\$20,000	\$20,000	\$20,000	0	\$60,000
Total Budget	\$195,000	\$325,000	\$325,000	\$325,000	\$130,000	\$1,300,000

Justification for "Total Budget" identified above:

Total budget: 2016-2021: \$1,300,000

2016 – 2017 (Planning Year): \$195,000/15% of total budget

Instructional Coach/77% of annual budget, to secure two instructional coaches in support of effective instruction in reading and mathematics. Experience levels of teachers in core areas is limited. Coaches will model lessons and provide feedback to teachers to improve instruction. Coaches will support teachers with research based strategies.

Professional Development/5% of annual budget, to provide comprehensive professional development using the

Learning-Focused model. Teachers have limited experience, as evidenced by low assessment scores.

Extended Learning/8% of annual budget, to provide at-risk students with additional learning time. Student performance provides evidence that additional instructional time from effective core teachers is required.

Performance Based Bonuses/9% of annual budget, to provide incentives for instructional staff to meet required targets. Bonuses will incent teachers to provide highly effective instruction that will improve overall proficiency and growth.

Recruiting Bonuses/1% of annual budget, to secure highly effective teachers at the school. The school is challenged to secure highly effective staff in a competitive marketplace.

2017 – 2018 (Implementation Year #1): \$325,000/25% of total budget

Instructional Coach/51% of annual budget, to secure two instructional coaches in support of effective instruction in reading and mathematics. Experience levels of teachers in core areas is limited. Coaches will model lessons and provide feedback to teachers to improve instruction. Coaches will support teachers with research based strategies.

Professional Development/15% of annual budget, to provide comprehensive professional development using the Learning-Focused model. Teachers have limited experience, as evidenced by low assessment scores.

Extended Learning/12% of annual budget, to provide at-risk students with additional learning time. Student performance provides evidence that additional instructional time from effective core teachers is required.

Performance Based Bonuses/8% of annual budget, to provide incentives for instructional staff to meet required targets. Bonuses will incent teachers to provide highly effective instruction that will improve overall proficiency and growth.

Recruiting Bonuses/2% of annual budget, to secure highly effective teachers at the school. The school is challenged to secure highly effective staff in a competitive marketplace.

Instructional Supplies/6% of annual budget, to secure required instructional supplies to expand extended learning as well as provide instructional materials that will impact highly effective teaching.

LEA Activities/6% of annual budget, to provide support from a Lead Coach who will work at the school part-time. This coach will provide direction to instructional coaches, support SIG, and the school improvement process.

2018 – 2019 (Implementation Year #2): \$325,000/25% of total budget

Instructional Coach/51% of annual budget, to secure two instructional coaches in support of effective instruction in reading and mathematics. Experience levels of teachers in core areas is limited. Coaches will model lessons and provide feedback to teachers to improve instruction. Coaches will support teachers with research based strategies.

Professional Development/15% of annual budget, to provide comprehensive professional development using the Learning-Focused model. Teachers have limited experience, as evidenced by low assessment scores.

Extended Learning/12% of annual budget, to provide at-risk students with additional learning time. Student performance provides evidence that additional instructional time from effective core teachers is required.

Performance Based Bonuses/8% of annual budget, to provide incentives for instructional staff to meet required targets. Bonuses will incent teachers to provide highly effective instruction that will improve overall proficiency and growth.

Recruiting Bonuses/2% of annual budget, to secure highly effective teachers at the school. The school is challenged to secure highly effective staff in a competitive marketplace.

Instructional Supplies/6% of annual budget, to secure required instructional supplies to expand extended learning as well as provide instructional materials that will impact highly effective teaching.

LEA Activities/6% of annual budget, to provide support from a Lead Coach who will work at the school part-time. This coach will provide direction to instructional coaches, support SIG, and the school improvement process.

2019 – 2020 (Implementation Year #3): \$325,000/25% of total budget

Instructional Coach/51% of annual budget, to secure two instructional coaches in support of effective instruction in reading and mathematics. Experience levels of teachers in core areas is limited. Coaches will model lessons and provide feedback to teachers to improve instruction. Coaches will support teachers with research based strategies.

Professional Development/15% of annual budget, to provide comprehensive professional development using the Learning-Focused model. Teachers have limited experience, as evidenced by low assessment scores.

Extended Learning/12% of annual budget, to provide at-risk students with additional learning time. Student performance provides evidence that additional instructional time from effective core teachers is required.

Performance Based Bonuses/8% of annual budget, to provide incentives for instructional staff to meet required targets. Bonuses will incent teachers to provide highly effective instruction that will improve overall proficiency and growth.

Recruiting Bonuses/2% of annual budget, to secure highly effective teachers at the school. The school is challenged to secure highly effective staff in a competitive marketplace.

Instructional Supplies/6% of annual budget, to secure required instructional supplies to expand extended learning as well as provide instructional materials that will impact highly effective teaching.

LEA Activities/6% of annual budget, to provide support from a Lead Coach who will work at the school part-time. This coach will provide direction to instructional coaches, support SIG, and the school improvement process.

2020 – 2021 (Sustainability Year): \$130,000/10% of total budget

Instructional Coach/58% of annual budget, to sustain one instructional coach at the school. Under the school improvement process, one coach will be able to continue the process of improvement by year 5.

Professional Development/8% of annual budget, to provide comprehensive professional development using the

Learning-Focused model. Teachers have limited experience, as evidenced by low assessment scores.

Extended Learning/15% of annual budget, to provide at-risk students with additional learning time. Student performance provides evidence that additional instructional time from effective core teachers is required.

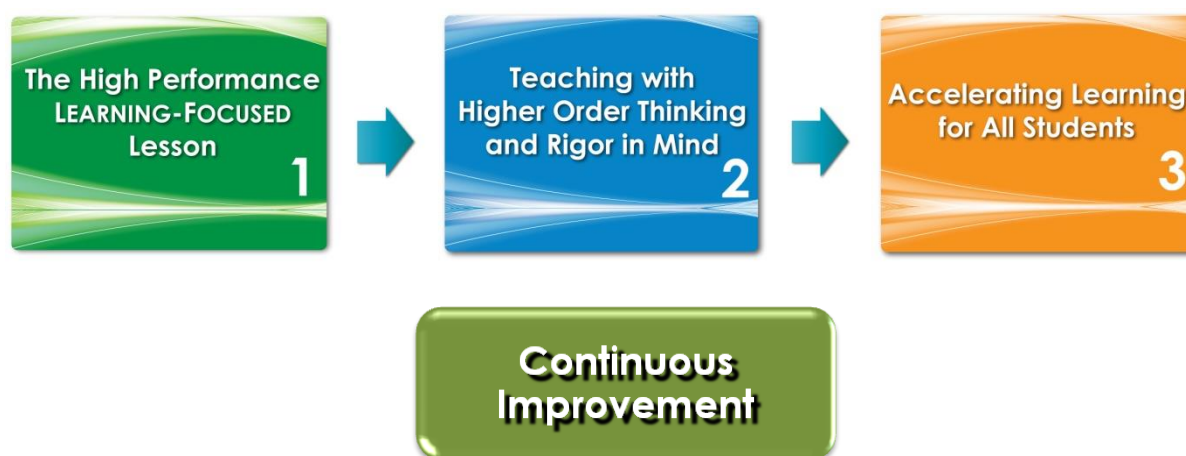
Performance Based Bonuses/5% of annual budget, to provide incentives for instructional staff to meet required targets. Bonuses will incent teachers to provide highly effective instruction that will improve overall proficiency and growth.

Instructional Supplies/14% of annual budget, to secure required instructional supplies to expand extended learning as well as provide instructional materials that will impact highly effective teaching.

Appendix 1

Learning-Focused helps schools achieve their goals with specific professional development and resources:

The LEARNING-FOCUSED Instructional Framework



LEADERS gain important Continuous Improvement knowledge and skills from:

Designing School Change:
Lessons Learned from Exemplary

Effectively Implementing the
LEARNING-FOCUSED
Instructional Framework

TEACHERS gain important Continuous Improvement knowledge and skills from:

Mapping Power Standards into
Lessons

Exemplary Vocabulary Instruction

Differentiated Assignments

**Monitoring for Achievement:
Transferring Knowledge and Skills
into Practice Successfully**

**Exemplary Leadership Practices:
Benchmark Your Path to High**

Coaching and Walkthroughs

**Strategies in Action
(Individual Strategy Workshops)**

Coaching and Walkthroughs

**Beyond the Basics of LEARNING-
FOCUSED**

LEARNING-FOCUSED Facilitators

**LEARNING-FOCUSED Training of
Trainers**

And More!
(Comprehension Strategies, Math, Etc.).
See our website for a complete list

Learning-Focused provides exemplary professional development customized to meet your needs both onsite and online.

Onsite

Experience exemplary, customized professional development by hosting a workshop at your school or district

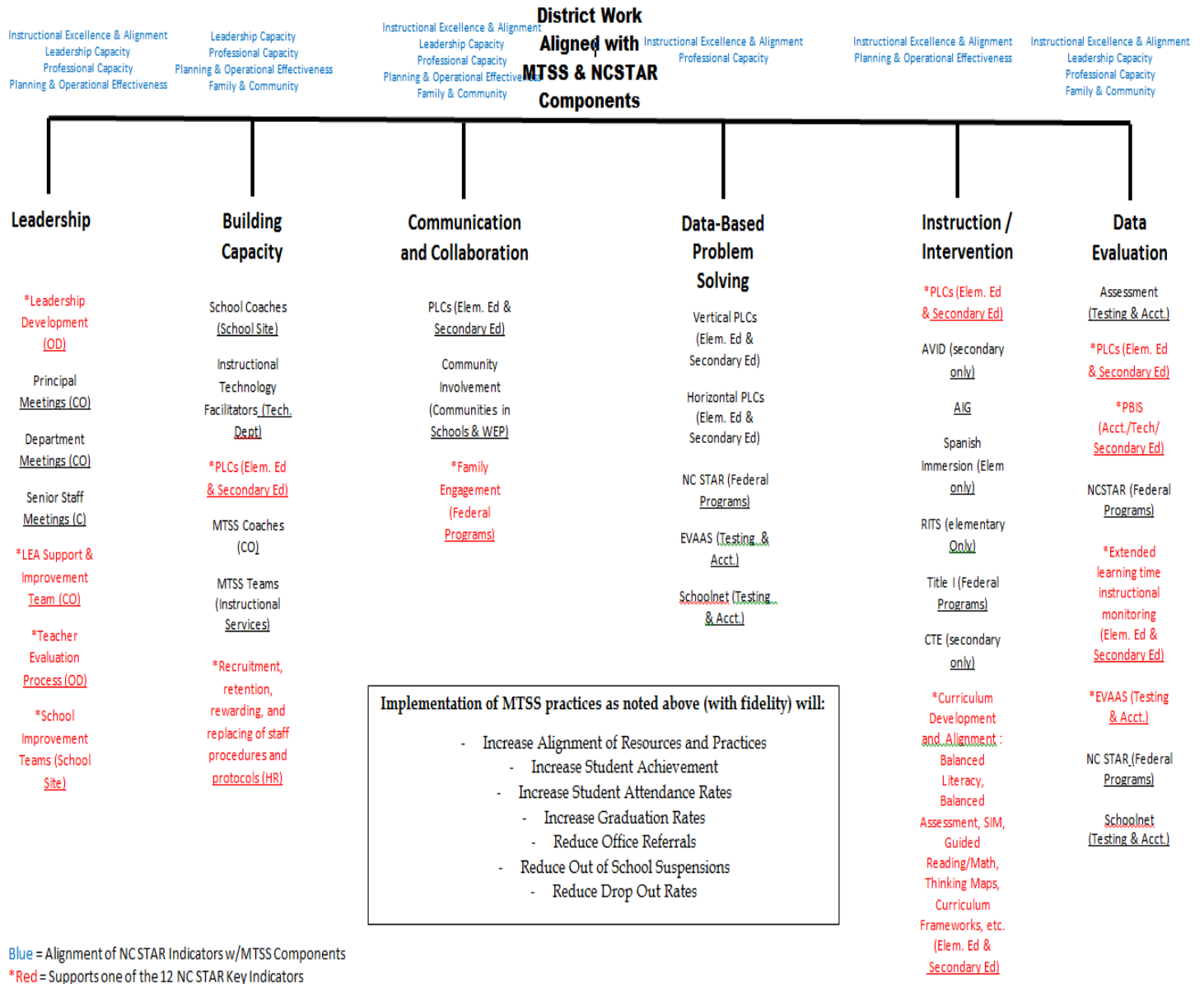


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Appendix 2



Appendix 3

PLC Teaching Practice Observation Protocol

Purpose of the PLC Teaching Practice Observation Protocol:

The purpose of the PLC Teaching Practice Observation protocol (Appendix B) is to provide the steps of the structured process for analyzing the effectiveness of adjusted teacher practices as informed by data and collaborative reflection and sharing. It is important to stress that this observation is *not* evaluative and should not be used as such. The intent of the protocol is so change in teaching practice can be observed, discussed, and improved.

Overview:

The PLC Teaching Practice Observation Protocol is designed to take about an hour minutes for each observation. The participants decide upon the focus of the observations based on data, reflection, and discussion during PLC meetings. Once the focus is determined, observations are scheduled. Each PLC participant will be observed and serve as a peer observer. A PLC or observation facilitator will observe as well.

Protocol

Step 1 Focus	<ul style="list-style-type: none"> PLC participants will use data to determine what teaching practice needs to be adjusted and will become the focus of the peer observations. Participants may also construct a focus question to guide the observation [e.g., what did the teacher do differently during the lesson as a result of the PLC collaboration?]. Teachers with the strongest student achievement according to data will share best practices to guide the possible changes in practice.
Step 2 Schedule	<ul style="list-style-type: none"> PLC participants schedule dates and time to complete the observations and the follow up meeting(s). Arrangements for coverage may be needed to facilitate the class visits. As part of the PLC process, an additional time to debrief the entire process with all PLC participants should also be scheduled.
Step 3 Visit	<ul style="list-style-type: none"> Each observation should last about 20 minutes. Each participant is observed and serves as a peer observer. The observer records what is observed and collects two pieces of evidence that constitute effective practice as noted in the previous PLC and in the agreed upon area(s) of focus. The observer also collects two samples of evidence of practice about which the observer has a question.
Step 4 Debrief	<ul style="list-style-type: none"> The observers, observed teacher, and other PLC members meet to share the observation evidence, discussing both the effective practices and the questions that emerged during the observation. What new questions surface from the discussion? What might be some next steps?
Step 5 Reflection	<ul style="list-style-type: none"> Individually, each teacher reflects on what he/she learned from the observations. Collectively, PLC members reflect and discuss.
Step 6 Next Step	<ul style="list-style-type: none"> Teachers reassess. Teachers plan and implement ideas learned from the observations and updated data.

PLC Teaching Practice Observation Protocol**PLC Group:****PLC Members:****Focus Standard:****Focus Question:**

Day/Time Scheduled for Observation:

Day/Time Scheduled for Debrief:

Observation Notes:

Questions:

Debrief Notes:

What did we learn?

What questions do we have?

Next Steps:

Reassessment Date:
