

IPG Application:

2019 NC Innovative Partnership Grant (IPG) Competition Cohort I - (January 2020 – September 2023)

ENTITY: Buncombe County Schools

ENTITY Code: 110

SCHOOL: Community High School

NCDPI SCHOOL #: 110-303

IPG Entity Contact Name: Stephen Earwood

IPG Entity Contact Title: Director of Testing and Accountability

IPG Entity Contact Phone: 828-552-2235

IPG Entity Contact Email: stephen.earwood@bcsemail.org

Purpose of the Program:

To carry out the State Educational Agency's statewide system of technical assistance and support for Entities,¹ which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school² visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

Eligibility:

To be eligible to receive these funds, an Entity must have one or more schools identified under the federally approved definition for CSI schools. Funding will be made based on a competitive process. If an Entity is applying on behalf of more than one (1) CSI School, a separate application is required for each school and the applications should be unique to the needs of each school.

Special Provisions:

Each grant is awarded for a "period of availability" beginning July 1st and ending September 30th of the following year. The Tydings amendment extends the grant period of availability to 27 months by allowing unexpended funds as of September 30th to carry over an additional 12 months. Funds are potentially available to Entities for 27 months provided there is a continuation of funding available and the school meets annual goals as stated in the initial application.

The State Education Agency (SEA) will determine whether to renew an Entity's grant award if the school served by the applying Entity is not meeting: the goals identified for the interventions an Entity is implementing, student achievement outcomes, leading indicators, and/or other factors determined by the SEA.

November 15, 2019 – Innovative Partnership Grant Applications due date to NCDPI:

Two (2) applications are due to chris.vecchione@dpi.nc.gov (copied to IPG_application@serve.org) by 5:00 p.m. One (1) final PDF version of the IPG application with all identifiers noted, and one (1) PDF version of the IPG application that removes ALL identifiers of the specific Entity and replaces the LEA name with "Entity", or the Charter Entity name with "Charter", and the School name with "School". Both copies of the application should be sent in the same email. The second version (without identifiers) will be used by the external partner as a blind copy during the actual application review and Level I scoring. To be equitable and transparent – no application received after 5:00 p.m. on November 15, 2019 will be reviewed or considered for this competition. The application should be no longer than 40 pages total*, single-spaced with one-inch (1") margins on all sides, and using a 12pt font in Times New Roman. (*Note: Applicant may use up to four (4) additional pages to respond to Question II-B(7) ONLY, if applicable.)

All IPG questions / correspondence should be directed to:

Dr. Chris Vecchione, Assistant Director, Federal Programs @ NCDPI Email: chris.vecchione@dpi.nc.gov

¹ For purposes of this application, the term "Entity" will be used to refer to a local educational agency (LEA), a public charter school that is a local educational agency under State law, or an Innovative School District.

² For purposes of this application, the term "school" will be used to refer to the school served by the entity (and on whose behalf the entity is) applying for the Innovative Partnership Grant.

(A) ASSURANCES: An organization must include the following state assurances in its application for an Innovative Partnership Grant:

(By checking each box) the Entity is making the following Assurances if awarded an Innovative Partnership Grant (no point value awarded; however, any application without each assurance box checked will not be reviewed beyond this point in the application, nor considered for the Innovative Partnership Grant):

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

The Entity submitting this application, hereby assures that it will:

- ✓ Use its Innovative Partnership Grant, in collaboration with a Partner, to implement fully and effectively research-based school improvement strategies in each CSI School that the Entity commits to serve;
- ✓ Establish annual goals for student achievement on the State’s assessments in reading / language arts, mathematics, and science. The Entity will also establish annual goals in other data points required by this grant and track these data points in 20-day increments throughout the period of availability of the grant using a data tracking log provided by the Federal Program Monitoring & Support Division at NCDPI;
- ✓ Report to NCDPI (by use of the designated data tracking log) the school-level school improvement data requested by the Federal Program Monitoring & Support Division, including baseline data for the year prior to being awarded the grant. The following data points will be collected and reported to NCDPI upon request and these metrics constitute the leading indicators for the IPG Program (in addition to school achievement data):
 - 1.) Dropout Rate (if applicable);
 - 2.) In School Suspensions (if applicable);
 - 3.) Out of School Suspensions;
 - 4.) Student attendance rate;
 - 5.) Chronic Absenteeism Rates;
 - 6.) Certified Staff attendance rate;
 - (others as determined by NCDPI)
- ✓ Ensure that each CSI School that it commits to serve receives all of the State and Local funds it would receive in the absence of the IPG school improvement funds and that those resources are aligned with the research-based school improvement strategies in the approved application.
- ✓ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach’s time and services will be at the IPG awarded school. *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*
- ✓ Not reassign the IPG Principal during the 2 years of “full implementation”: (2020-2021 and 2021-2022) unless for reasons of demotion, retirement, or resignation.

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I / We HEREBY CERTIFY that to the best of my / our knowledge, the information contained in this application is correct; and the Entity, if awarded an Innovative Partnership Grant, will abide by all assurances that are checked above and throughout this application, as well as follow this application as submitted. We understand that failure, at any time to fulfill the Assurances, will be cause for the grant award to be rescinded. As authorized individuals with the Entity identified in this application, we submit this application with NCDPI for consideration of an award for the 2020–2023 IPG Cohort I Competition. Any changes in scope or sequence of this original application must be submitted to the State IPG Coordinator for approval before taking action on such changes.

Click or tap here to enter text.

Name of Superintendent

TONY BALDWIN

Tony Baldwin

Signature of Superintendent

Click or tap to enter a date.

Date Signed

11-14-19

Click or tap here to enter text.

Name of Board Chair

ANN B. FRANKLIN

Ann B. Franklin

Signature of Board Chair

Click or tap to enter a date.

Date Signed

11-14-19

For State Use Only

Date Received: Click or tap to enter a date.

Received by: Click or tap here to enter text.

Grant Awarded: Click or tap here to enter text.

If Applicable – Awarded Amount: Click or tap here to enter text.

APPLICATION NARRATIVE:**(B) SCHOOL TO BE SERVED: An Entity must include the following information with respect to the school it will serve with an Innovative Partnership Grant:**

An Entity must identify

- CSI School (Name) the Entity commits to serve (if awarded);
- the grade levels served by the school (K-5, 6-8, 9-12, K-12, etc.);
- the type of school (traditional, charter, alternative, ISD, Lab, etc.);
- the NCDPI School ID # (LEA-School, i.e. xxx-xxx), and
- the proposed partner that the Entity will collaborate with in the CSI School. If the applicant Entity proposes to partner with someone NOT on the vetted and approved list – in the “Proposed Partner” column – list “other”.

The Partners the Entity may collaborate with (without further justification on the Entity’s part) are: (1) Darden UVA; (2) Drive; (3) Ed Direction; (4) Mass Insight; (5) Public Impact; (6) RTI; (7) Success for All; (8) UPD Consulting; and (9) WestEd (listed in alphabetical order, not rank order).

School Name:	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Community High School	9-12	Alternative	110303	RTI International

*Entities may propose a partner of their choice (not on the list); however, the applicant Entity must provide justification for the selection of the proposed partner, which will then be vetted in a process similar to those already approved. There is not a final guarantee that the (not previously vetted) partner will be considered an acceptable partner for IPG funding.

NOTE: *EACH school for which the Entity is applying, must have a separate application for review as the awards are made individually to schools and not collectively to Entities.*

(C) DESCRIPTIVE INFORMATION: An Entity must include the following information in its application for an Innovative Partnership Grant. Please provide a detailed response to each required element below (every element must have a detailed response with the exception of those marked “if applicable” - for those elements that are “not applicable” to your Entity’s application – indicate “not applicable”):

I. For the CSI School that the Entity commits to serve (if awarded), the Entity must demonstrate that the Entity has analyzed the needs of the school, such as: a) Instructional Programs, b) School Leadership and c) School Infrastructure. This analysis, among other things, examines the needs identified by families and the community, school staff, and selected interventions aligned to the needs the school has identified:

Please provide the results of the needs analysis below – providing specific needs identified through the analysis in each of the corresponding areas. (Note: For the “School Leadership” section please complete the specific questions with additional detail related to a needs analysis.):

a) Instructional Programs:

Response: School Demographics

Community High School (CHS) is the only alternative school in one of 44 schools in Buncombe County that serves at-risk adolescents’ grades 9-12. Buncombe County is in the mountains of western North Carolina. The school originated from a collaborative effort between Buncombe County Schools and Asheville City Schools. The major purpose was to provide a place for students with social, emotional and/or behavior challenges. It quickly became a school know for the “bad kids.” Even though the students attending today continue to have a gap or barrier to success, however, the faculty and staff have worked hard to change the perception and create an inviting, caring environment that focuses on attaining their goals. CHS serves approximately 150 students each semester who come to the school from all six comprehensive high school in the county. Each semester the student population changes based on the number of students accepted through the application process and from Emergency Placements made by the Superintendent. Asheville City Schools also participates in the application process. Currently, the student population is 67% white, 14% black, 12% Hispanic, 8% multi-racial, and <1% Pacific Islander.

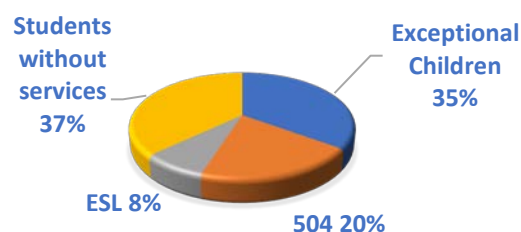
The changing student population each semester makes it essential that a high priority is placed on creating a positive and supportive environment. CHS has adopted and uses shared values, beliefs and vision to create a culture that meets student needs. The ability to establish relationships with students by supporting social and emotional needs is the staff’s greatest strength. Teachers have willingly embraced Social Emotional Learning (SEL), trauma-based care, and Restorative Practice to better meet student needs. The entire faculty and staff at CHS go above and beyond expectations. CHS has a 10:1 student-teacher ratio, offering students a more personalized program.

The Exceptional children program serves approximately 35% of the students attending CHS. Section 504 serves 13.2% and 3.3% of the students are served by the English as a Second Language Program. Approximately 85% of students are eligible for the Federal Healthy, Hunger Free Kids Act which provides free breakfasts daily and free and reduced priced lunches for economically disadvantaged students. Students who qualify for McKinney-Vento services make up 19% of the student body. Also located on the CHS campus is the Buncombe County Schools PASS Program, the high school day-treatment program, and BCATS, the high school alternative program for out of school suspensions. Students from all high schools in the county attend the BCATS Program for the days they are assigned for out-of-school suspension which means that CHS has a constantly revolving of students in and out of the building. An on-site childcare program is available for teen parents attending CHS. In addition, Mother Love from the YWCA and school-based therapists are available for students. Students are transported to CHS using Buncombe County Schools Bus transportation system.

DEMOGRAPHIC PERCENTAGE



CHS PROGRAMMING



The diversity of student needs is supported in a safe, intentional climate/environment. Class sizes are kept small, every student is assigned a digital device and the just moved into a new facility. All students can access instructional core classes, CTE courses and a host of courses using a virtual platform. Students take a minimum of three courses per day and the schedule has been designed to address interventions during the school day. A Positive Behavior Interventional and Support (PBIS) program has been implemented to clarify behavior and academic expectations and recognize student achievement.

Strengths

As an alternative school of choice, students can self-refer or be referred by the counseling/administrative teams from each of the six comprehensive high schools. The application process occurs twice a year, where principals and counselors present and advocate for applicants from their respective schools. The application process requires the student, parent, and school to work collaboratively to complete an application that reflects the student's academic performance, previous intentions, disciplinary incidents and a rationale for acceptance in the school. The number of students accepted for fall semester averages 70 students. Spring semester typically accepts fewer than 25 students and is based on the number of openings available after Buncombe County Schools mid-year graduation.

CHS teachers continuously utilize the Buncombe County Schools Instructional Framework during instruction. The instructional framework establishes consistent expectations and language for students in every classroom, k-12. The design below, illustrates the elements of Buncombe County Schools Instructional Framework that guides teaching every day in every classroom. The framework expectations include: lesson plans aligned with course standards, learning targets and agenda, and lessons grounded in research-based practices including reading, writing, thinking, speaking, listening, and movement. A variety of professional development sessions focused on standards, developing daily learning targets, and implementing the elements of the framework into lessons have been sponsored by the district.

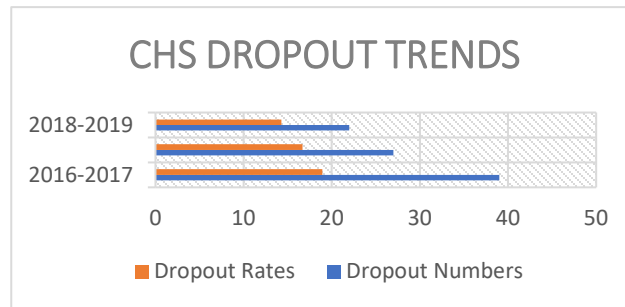


An alternative method of grading has been implemented that allows students to meet course standards by demonstrating mastery of outcomes as determined by the course instructor. Outcomes-based grading gives students the opportunity to demonstrate knowledge and understanding in a non-traditional way and may include engagement in class, formal and informal assessments, exams, and effort. Outcomes-based grading is used in all content courses and is used as a daily practice to assess student achievement.

Time has been allocated in the daily schedule for academic support, called *Eagle Time*. *Eagle Time* has been established as a 50-minute block of time, four days per week. A student can use this time to receive interventions or pursue enrichment.

CHS is focused on literacy to improve student achievement. To support all CHS teachers, allocated funds were used to provide a part-time Literacy Coach who supports teaching and learning. To address this, the Literacy Coach provides individual teacher coaching, professional development, leads the Literacy Leadership Team, and works with teachers on NewsELA: NewsELA is a digital platform with leveled reading passages available in all content areas for teachers to use daily in the classroom. In addition, the Literacy Leadership Team members collaborate with the Literacy Coach to provide research-based strategies to assist all teachers in all content areas.

CHS is making a concerted effort to address some of the many challenges that impact student learning such as student attendance, poverty, substance use/abuse, and social and emotional challenges. Almost all the students who attend Community High are behind in credits required by North Carolina to meet graduation standards, putting them one or more cohorts behind their fellow students. As a result, CHS offers core academic courses, CTE courses, and virtual courses. CHS works closely with the Buncombe County School Graduation Initiative Program to support students at-risk of dropping out or who are behind in credits. The Graduation Initiative Program connects students to community services and resources, and provides additional supports such as Twilight School (evening classes in the spring) and Minimester (summer school). CHS awards a 22-credit diploma, maintaining the state of North Carolina graduation requirements, rather than the 28-credit diploma awarded in all other Buncombe County Schools. The Graduation Initiative works collaboratively with CHS staff to reduce dropouts. CHS's dropout rate has declined over each of the last three years and can be seen on the graph below.



Many students who enter CHS have dealt with adverse factors in their life which have impacted their ability to focus on academics. CHS is currently in the second year of Multi-Tiered Systems of Support (MTSS) implementation. MTSS is a North Carolina model designed for total school improvement by providing access to an equitable education for all students. During year one in 2018-2019, the CHS MTSS leadership team focused on the integration of academics, SEL, and behavior through the development of rigorous and consistent Tier I/Core strategies that are consistent school-wide. “Teach-Model-Practice” is used as standard practice in every classroom. Collaboratively with their students, teachers establish expectations and procedures for daily classroom operations. Behaviors are taught, modeled, and practiced consistently. Also, to support behavior and social/emotional learning, teachers have incorporated Restorative Practice (RP) circles into daily practice. RP circles are used in three ways: establishing and supporting relationship building, establishing and maintaining a positive and supportive classroom climate, and enhancing learning in the content areas. Positive Behavior Interventions and Support (PBIS) addresses the behavior component of MTSS. The PBIS leadership team focuses on Tier 1 behavior interventions that are applicable in all school settings and recognizes student successes.

CHS has many community partnerships that assist students and families with meeting needs/goals. These partnerships help mitigate the effects of poverty on our students and their families. For example, Eblen Charities continues to meet multiple needs for many students and families every year. Students receive necessary items such as food, coats, and shelter through donations from Eblen. Kiwanis Club of Black Mountain supports a monthly breakfast, motivational speakers, and grants/scholarships for graduating seniors. Many students, families and classrooms have been recipients of local partnerships.

Barriers

The programs and interventions implemented have provided some positive results in school culture. However, the student achievement trend data and college and career readiness reflected in the charts below continue to reveal:

- Below state proficiency and growth standards in Math I, Math III, English II, and Biology as measured by the North Carolina End-of-Course Exams
- Low graduation rate as measured by state and federal standards

- Below Career & College Readiness as measured by the ACT Standards
- Low overall school growth on state standards as measured by EVAAS

EVAAS GROWTH TRENDS AT CHS

CHS SCHOOL OVERALL GROWTH TREND

School Accountability Growth Type	2019*		2018*		2017*	
	Index	Level	Index	Level	Index	Level
Overall	-4.79	Does Not Meet Expected Growth	-3.95	Does Not Meet Expected Growth	-6.41	Does Not Meet Expected Growth

ENGLISH II EVAAS GROWTH TREND

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English II	2017	38	137.3	14	141.5	22	-3.2 R	0.7
	2018	28	140.0	19	143.2	26	-2.0 R	0.7
	2019	36	139.4	19	142.8	26	-2.5 R	0.7
	3-Yr-Avg	102	138.8	18	142.4	25	-2.6 R	0.4

MATH I EVAAS GROWTH TREND and BIOLOGY EVAAS GROWTH TREND

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Math I	2017	44	215.6	11	218.4	16	-2.8 R	0.7
	2018	47	238.6	15	241.6	22	-2.7 R	0.7
	2019	37	239.4	14	244.2	24	-4.3 R	0.7
	3-Yr-Avg	110	239.2	13	243.1	22	-3.4 R	0.4

EVAAS MATH III GROWTH

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Math 3	2019	1689	551.8	61	550.6	57	1.2 B	0.2

EVAAS MATH SUB-GROUP GROWTH

Math

▼ Collapse

Student Group	Growth Measure	Standard Error	Growth Index	Level
▼ Economically Disadvantaged Students			-3.37	R
▼ End of Course			-3.37	R
Math 1	-2.8	0.8	-3.37	R
▼ White (not Hispanic)			-2.39	R
▼ End of Course			-2.39	R
Math 1	-2.1	0.9	-2.39	R

EVAAS READING SUB-GROUP GROWTH

Reading

► Expand

Student Group	Growth Measure	Standard Error	Growth Index	Level
► Economically Disadvantaged Students			-3.2	R
► Students with Disabilities			-1.08	G
► White (not Hispanic)			-2.21	R

ACT CAREER & COLLEGE READY 2019

College Readiness Letter for
COMMUNITY HIGH SCHOOL

PRINCIPAL
COMMUNITY HIGH SCHOOL
235 OLD US 70 HWY
SWANNANOA, NC 28778

October 2019
Code: 340121

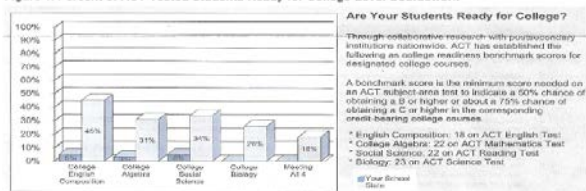


This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composites	
	School	State	School	State	School	State	School	State	School	State	School	State
2015	26	100,807	12.8	17.6	13.1	18.8	14.0	19.2	13.8	19.0	13.7	18.0
2016	26	103,009	12.2	17.5	13.0	19.4	12.4	19.5	14.0	19.2	13.4	19.1
2017	24	106,210	11.8	17.5	14.3	19.3	13.0	19.6	13.4	19.3	13.2	19.1
2018	48	129,226	11.9	18.0	14.6	19.3	12.6	19.5	13.5	19.2	13.2	19.1
2019	39	116,338	11.3	17.8	14.2	19.2	12.9	19.4	13.1	19.0	12.9	19.0

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

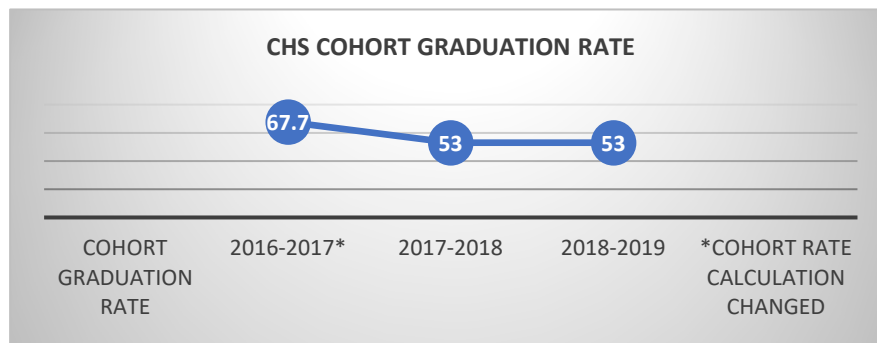


A District College Readiness Letter has been sent to the Superintendent of the district.

500 ACT Drive P.O. Box 169 Iowa City, Iowa 52243-0169 319/337-1800 www.act.org

CHS has created a positive and safe environment for learning, however, the data trends indicate that an improved culture has not led to an increase in overall student achievement and growth. In interviews with student focus groups, students indicated they want teachers to “believe they can meet high expectations.” Teacher feedback data reveals that student adverse experiences are a greater priority than academic preparedness. The challenge is finding the right balance between meeting the students’ immediate social and emotional needs while building a solid academic foundation. A shift to a growth mindset by the faculty and staff requires preparation and training.

CHS continues to struggle with is a low cohort graduation rate. The school is very aware that the students who enter CHS are typically behind on average two cohorts, have academic and behavior gaps, have missing graduation requirements but lots of electives, have attendance barriers, may be financially supporting their family by working, and may be unmotivated to graduate from high school. Occasionally a prospective student will ask for the opportunity to “fast track” learning in order to catch up with peers and/or graduate quickly. The challenges for the school are fitting more classes into the established school day in the established schedule, discovering and developing motivation in students, and closing the academic achievement gaps. Extending time in the school day or summer programs would allow students to recover and gain courses in an alternative timeframe and support overcoming academic and behavior gaps.



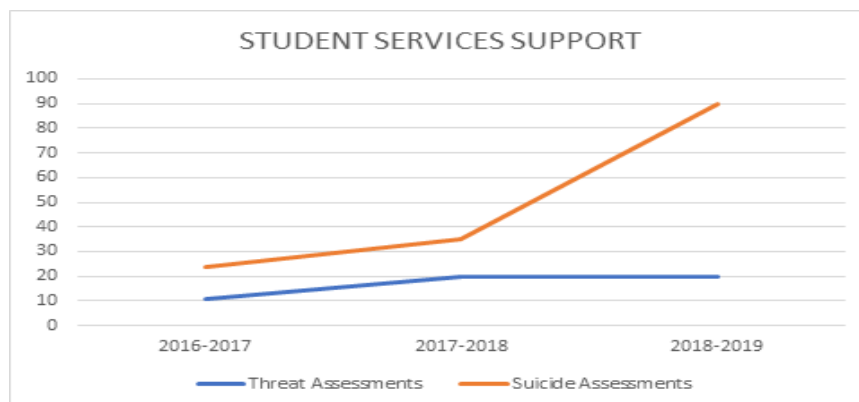
The students’ lack of knowledge, self-regulation, motivation and self-advocacy interferes with their ability to learn, attend school regularly, maintain positive relationships and belief they can graduate. The chart below displays results from a student social emotional learning survey administered in Spring 2019.

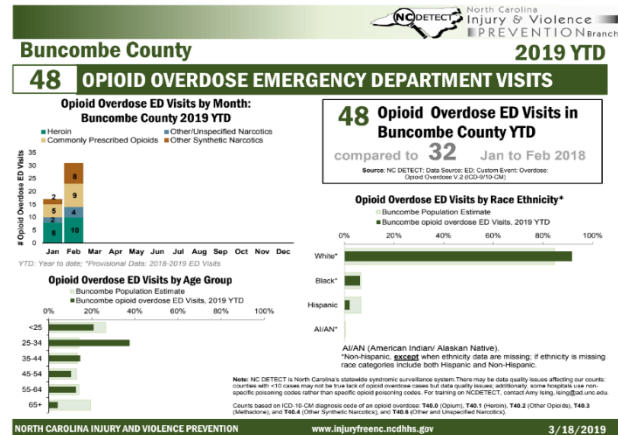
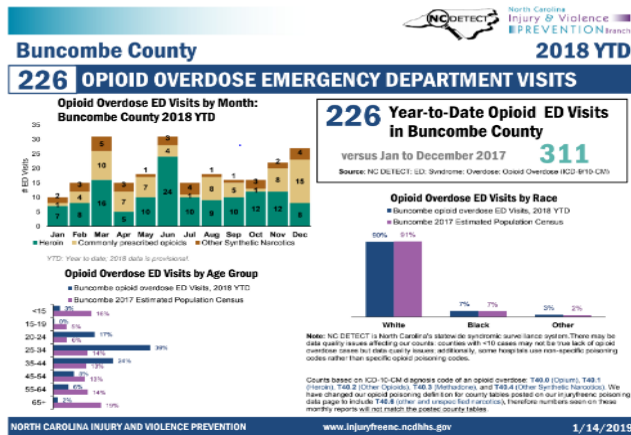
CHS students' results fall below those of Buncombe County Schools adolescents and indicate a need for additional counseling support.

Topic Description	Results	Comparison
Emotion Regulation How well students regulate their emotions.	41%	49% Buncombe County
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	43%	54% Buncombe County
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	42%	51% Buncombe County
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	58%	72% Buncombe County

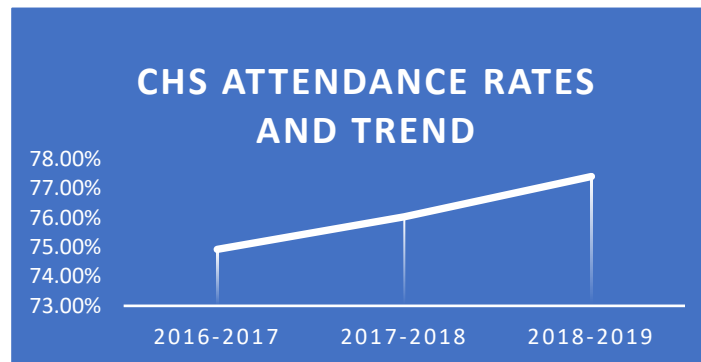
The goal for CHS is to develop a learning plan that identifies very intentional high impact strategies that will meet the individual student's needs through a relevant, rigorous curriculum. In addition, it is imperative for students to have access to education, counseling, and guidance when attempting to overcome these adverse factors. A continued emphasis on issues that students struggle with such as substance abuse and mental health is vital to the student's success, especially when they have easy access to support structures. Each semester the student population at CHS changes. Students are accepted prior to the semester beginning through the application process. Students and their parents are required to visit the school before beginning classes. This gives the student and parent one last opportunity to decide if CHS is an appropriate educational placement for the student. The disadvantage to the intake happening two times per year is the amount of energy and support that must occur in order to create a cohesive environment. The process of bringing six different school cultures together can be disruptive for students with social skill deficits, mental health issues and/or special needs. The counselor and teachers are relied upon heavily during this time. CHS counseling staff and administrators spend many days "putting out fires."

Mental health incidents at Community High School is very reflective of issues in communities across Buncombe County. In 2016-17, eleven threat assessments were completed by the school which doubled in 2018-19. Suicide assessments increased from thirty-five incidents in 2017-2018 to ninety assessments in 2018-19, with fifteen of those students being hospitalized. The Mobile Crisis Unit was called out to the school five (5) times during the 2018-19 school year. Another community issue that is reflected at CHS involves substance use and abuse. As the media continues to report on vaping, incidences have increased across Buncombe County. Opioid use and abuse are also community issues. The chart below does show that the <25 age group in Buncombe County, as of March 2019, had a 20% emergency department visit rate for opioid overdose. Buncombe County Student Services Director explained to principals that little data is available on adolescence drug use since Buncombe County has such few adolescence resources for substance abuse. Schools become aware of substance abuse issue when provided information on adolescence mental health diagnosis, students self-report, concerned friend reports or occasional parent reports.





Many students come to CHS with a low attendance rate. The average daily attendance in 2017-2018 was 76.06%, 2018-19 was 77.42%. The graph below illustrates an increasing attendance trend, the attendance rate remains significantly below the state average 95%. School attendance matters. Teachers at CHS feel it is the most important indicator for school success because students cannot learn when they are not at school. Research indicates that regular attendance in school improves the student's chance of being academically proficient.



The school is cognizant that the students served at CHS typically:

- are behind, on average, two cohorts
- have academic gaps
- Have social and emotional challenges
- have addictions
- are missing graduation requirements and often have more electives than they need
- have low attendance rates
- may be financially supporting themselves and/or their family
- may lack motivation to graduate from high school.

A challenge for CHS is offering enough courses in the day to keep a student on cohort or help students recover/advance more quickly. Typically, a student rides the regular school bus to their base school then transfers to the CHS bus which travels to the far east side of Buncombe County. This trip reduces the amount of time available to schedule classes. Classes begin at 8:45 am and the day ends at 2:20 pm. The daily schedule allows time for lunch, three classes and a remediation time. Occasionally a prospective student will ask for the opportunity to "fast track" learning in order to catch up with peers and/or graduate

quickly. Extended time in the school day or during evening and a summer program would allow students to recover and gain courses in an alternative timeframe and support improving academic gaps.

1ST BLOCK	8:45 - 10:10	85 Minutes
SPRINT BELL **	10:12	
2ND BLOCK	10:13 - 11:38	85 Minutes
LUNCH		
CHS	11:38 - 12:03	
BCATS/PASS	12:06 - 12:36	
SPRINT BELL**	12:05	
ADVISORY/EAGLE TIME	12:06 - 12:52	46 Minutes
SPRINT BELL**	12:54	
3RD BLOCK	12:55 - 2:20	85 Minutes
DISMISSAL	2:20	

Summary

Based on our preliminary needs assessment and review of our strengths and barriers, we will prioritize efforts to address a few critical areas of growth to improve achievement and graduation rate. These areas include:

- Reinforcing self-efficacy among students and staff
- Improving content area rigor in core subjects and increasing instructional time
- Enhancing the use of social and emotional learning to support the unique needs of our student population
- Addressing substance use education and substance abuse prevention and
- Increasing student mental health support
- Improving how we leverage our community partners to reinforce gains.

Though we expect to make refinements during the planning period, our change hypothesis to guide our IPG grant is described below and aligns to our need's summary.

CHS Goal: Increase average student grade-level proficiency and growth across Math I, Math III, Biology and English II each year and increase student graduation rate from 53% to at least 68% within three years.

Change Hypothesis: *If* we increase instructional rigor and raise expectations for all students, staff, administration, and the community by:

1. Addressing the basic needs of our students by improving school climate with an emphasis on substance abuse
2. Enhancing our staff's capacity for delivering consistently rigorous instruction and increasing time-on-task
3. Improving staff's understanding of and acumen with positive social and emotional learning strategies
4. Building leadership capacity to manage change and sustain growth
5. Engaging parents and the community to be allies in the transformation

Then we will enhance collective efficacy, improve our learning environment, and enable the conditions necessary for high quality teaching and learning to occur. This effort will result in improved student achievement, readiness, and graduation.

b) School Leadership:

The Entity is responsible for providing strong leadership by: 1) either replacing the Principal if such a change is necessary to ensure strong and effective leadership if awarded the IPG, or demonstrating to the SEA that the current Principal has a track record in improving achievement and has the ability to lead the IPG improvement effort; 2) reviewing the performance of the current Principal; and 3) providing the Principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

If the Entity is awarded an Innovative Partnership Grant for Cohort I, is it the Entity's intention to "replace" or "retain" the current Principal?

Response:

Buncombe County Schools will retain the current principal, Mrs. Janet Greenhoe at Community High School

If the answer above is to "retain", please provide responses to the following:

What school year did the Principal that you plan to retain – begin serving as Principal at the school? (i.e., 2013-14SY):

Response:

Mrs. Greenhoe began serving as Principal at CHS in 2016-2017 school year.

How many total years of experience does the Principal being retained have as a Principal (NOT including experience as an Assistant Principal):

Response:

Mrs. Greenhoe has two years' experience as Principal.

Provide a justification and rationale for retaining the current Principal (using qualitative / quantitative data):

Response:

Mrs. Greenhoe has a master's degree in School Administration from Western Carolina University, and an Educational Specialist degree in Educational Leadership from Gardner-Webb University. She is currently working on her educational doctorate in educational leadership. She comes to this position with eleven years of experience as an Assistant Principal. Immediately prior to serving Community High School. Mrs. Greenhoe served for ten years at T. C. Roberson High School. Her responsibilities included collaboratively building the yearly master schedule, supporting curriculum initiatives across the school and implementing and supporting processes to increase the graduation rate, decrease dropouts and increase student attendance. Mrs. Greenhoe is a veteran educator with a teaching background in several programs serving at-risk adolescents. These programs included Asheville City Schools alternative high school, North Carolina adjudicated youth, and at Buncombe County Schools' Career Academy. Mrs. Greenhoe's experiences ground her belief in three things: that all students can grow when given rigorous opportunities to achieve high outcomes, that students, with effective support and instruction, can believe in themselves, and schools' and school staff's primary goal is serving students and ensuring their growth and achievement. Strategic and intentional describes Mrs. Greenhoe. As evidences in Mrs. Greenhoe's yearly Summative Evaluations, she maintains high professional standards for all teachers at Community High School by expecting several non-negotiables:

- use of the BCS Instructional Framework,
- use of content standards,

- effective lesson planning that is personalized for all students,
- aligning learning targets each day with content standards,
- participation in PLC's,
- ongoing participation in research-based professional development
- teacher leadership,
- growth mindset of both staff and students

Mrs. Greenhoe leads by actively participating with the school-based Literacy Leadership Team, Care Team, Media Technology Advisory Committee (MTAC), and School Improvement Team. As noted in her Summative Evaluation, the transition into a new building during phase I construction was successful and accomplished through regular collaboration and communication with all parties involved in the large project. Partners involved include district officials, child care officials, school staff, students, and the community. At the district level, she serves on the district MTAC committee, the Curriculum Council and several ad hoc committees charged with revising school board policies and the district attendance policy. During her tenure, the student attendance rate has increased and the number of dropouts has decreased.

Regardless of whether the current Principal will lead this turnaround effort, or a new Principal is installed July 1, 2020...what additional “operational flexibilities” will be afforded this Principal as compared to those afforded at non-IPG awarded schools”:

Response:

The size and scope of the school allows the principal to have many operational flexibilities. Community High School has the operational flexibility to:

- create an environment that allows students to make mistakes without punitive consequences by turning adverse situations into learning and growth opportunities
- “think outside the box” when meeting individual student needs
- create and monitor a comprehensive personalized plan for each student which gives the school a platform to help students meet individual life goals and graduate
- establish flexible class time and use a reduced 22-credit diploma for graduation instead of 28-credit diploma at the comprehensive high school
- use an alternative format for grading
- flex faculty schedules/workday
- continue the Application and Intake process which allows the school to select students
- determine how the budget will be utilized, including PRC funds
- establish the individual School Code of Conduct
- use Restorative Practice and/or alternative practices as consequences to address discipline and social-emotional needs of students

c) School Infrastructure:

Response:

In January 2019, Community High School moved into a new school building that retained some of the original building as well as added modern innovative structures. The beautiful, original building was built in 1926 which CHS quickly outgrew. Space was at a premium since the school needed to keep class sizes small yet offer all the core and career pathway courses needed. The design decision to incorporate the facade of the original building into the style of the new building emerged from community meetings where the community wanted to retain local history. CHS is a melting pot of students from communities across Buncombe County. As in any school, the school environment reflects the community environment and in this case, it reflects the entire city and county. Therefore, the issues and concerns affecting the community becomes issues and concerns that the school must address. Community High School has addressed many of

these issues and concerns through the implementation of programs such as Compassionate Schools, Social and Emotional Learning and Restorative Practices. Currently, the school is using the new wing for all courses since construction is still underway on the gymnasium and cafeteria areas.

When Phase II of construction is complete in January 2020, our students will no longer need to go outside to a modular for lunch and eat meals that are 100% prepared at another school site. Due to the small size of the modular, approximately one third of students can eat in the cafeteria simultaneously, the remaining students eat outside at picnic table and bench, rain, snow or shine. The new cafeteria will have a catering kitchen where many meal items will be prepared on site, however, the main entrees will be prepared off-site and delivered daily. Once the new cafeteria opens all students will be able to eat lunch in one place and be the school building.

The new building provides staff with the technology needed to support instruction. Each classroom is equipped with a SMART TV and teaching station. A noise reduction sound system was installed in each classroom. This system supports students who are easily distracted by cancelling periphery noises heard daily in any classroom. A goal for the future is to request a noise reduction panel system in our hallways and the two science classroom labs in order to support SEL and academics. These areas have warehouse style ceilings that are high and open, leaving the spaces vulnerable to echoing and heightened noise. This negatively impacts learning, particularly in the science classrooms.

The Community High School campus houses a community daycare that is operated through a partnership between Buncombe County Government and Buncombe County Schools. This is an advantage for Community High teen parents since they can bring the child to school with them so they can continue their education. Teen parents have access to a voucher system to pay the child care expense and the Transportation Department provides safety seats on the buses.

II-A. The Entity/School must use its Innovative Partnership Grant, in collaboration with a Partner, to implement fully and effectively research-based school improvement strategies. Select the proposed partner from the pre-vetted list of partners below that the Entity/School plans to develop a partnership with:

Response:

- ☐ Darden / UVA – Curry Partnership for Leaders in Education
- ☐ DRIVE Educational Systems
- ☐ Ed Direction
- ☐ MASS Insight
- ☐ Public Impact
- ☒ RTI International
- ☐ Success for All Foundation
- ☐ UPD Consulting
- ☐ WestEd
- ☐ Other (see II-B)

The following questions must be answered by all applicants. All questions requesting information about “Partners” must be addressed for all partners selected (whether on the pre-vetted list or those selected outside the pre-vetted list).

3.) For the CSI School, that the Entity commits to serve (if awarded), the Entity/School must demonstrate that it has taken into consideration family and community input in selecting the proposed partner:

Response:

The decision to select RTI as the Innovative Grant Partner was a collaborative effort between the School Improvement Team (SIT), district leadership, student leaders, parents, and community partners. The process started with the principal sharing the partner profiles with the Assistant Superintendent of Curriculum, Director of High School Curriculum, Director of Testing and Accountability and Director of Federal Programs. After much discussion and research, the principal developed a process to introduce and evaluate the profiles with the School Team. The School Improvement Team completed a +/- analysis activity for each partner of the nine vetted partners. Two partner profiles were identified as having the processes and resources to reach Community High School goals. The two partner profiles were presented to a parent focus group for parent input. Parents were especially interested in the statement by RTI that their focus was “High Expectations for Every Child.” The primary expectation of parents and guardians centered around their child’s safety while in school, especially in an environment which accepts students with many different needs and come from many different backgrounds. Parents want their children to learn and graduate and be prepared for life after graduation. The principal gained community partner feedback from the partners as they were in the building over the past four weeks. Several community partners work closely with the school each week. The feedback was focused more on students acquiring skills needed for gainful employment, to enter college or join the military. One local partner believes the primary purpose of community partnerships is to ensure students have food in order to be successful in school. Both potential partner profiles led to discussions but not preferences between the two.

4.) For the CSI School that the Entity commits to serve (if awarded), the Entity/School must demonstrate that it has taken into consideration school level input from school level staff (not solely administration) in selecting the proposed partner:

Response:

The selection of RTI as the Innovative Grant Partner was a collaborative effort between the School Improvement Team (SIT), district leadership, student leaders, parent feedback, and community partners.

CHS is a designated CSI school based on its low cohort graduation rate of 53%. All Leading Indicators and school achievement data reflect the low cohort graduation rate. SIT leaders emphasized the importance of a partnership with a group that balances SEL with academics. The SIT leadership researched all nine partners using a +/- analysis. Following this first round process, the selection of a partner was narrowed to two partners that would best meet the needs of CHS. RTI was one of the final two selections.

Administration contacted representatives of the two choices and asked the same questions after providing each representative a description of CHS:

- a) Tell me what your group can do for Community High School.
- b) What are your organization's strength?
- c) How will your organization complement what we currently do at CHS?
- d) What research-based strategies would you recommend for low cohort graduation rate? School of choice? Student gaps in learning?

Information from each phone interview was shared with SIT leadership. In addition, the principal shared all the information gathered with the Superintendent of Curriculum, Director of Accountability, and the High School Curriculum Director for feedback. The School Improvement Team selected RIT as a partner based on their change management model, focus on climate and culture, and their critical friends group model where public teaching is the norm.

5.) The Entity/School must describe actions it has taken, or will take to: a) screen and select the external Partner, b) ensure their quality, and c) regularly review and hold accountable said Partner for their performance and measurable outcomes:

(a) Response:

CHS's leadership team used the following outlined process of selecting an external partner:

1. Leadership Team determined goals to increase graduation cohort rate, academic achievement and growth in ELA, Mathematics and Biology are priorities.
2. Leadership Team researched all nine vetted partners.
3. A +/- analysis activity was completed on each partner.
4. School Improvement Team used the +/- analysis results for each partner. From this process they were able to narrow possible partners down to two that could best supported CHS goals.
5. An administration phone interview of two final proposed partners provided addition feedback for the SIT team.
6. Student focus group, parent focus group, and community partner focus group were presented the two possible partner profiles to gain feedback.
7. Administration reported results of interviews to school and district leadership teams.
8. CHS School Improvement Team selected by consensus RTI International as a partner.

(b) Response:

RTI International was selected from the vetted approved list of nine partners. The strengths of RTI align with CHS's goals and complement the current initiatives in place at CHS. RTI is based in North Carolina and currently provides support to more than 52 North Carolina school districts. Working in school settings ranging from K-13, RTI supports schools and districts with integrated methods of staff development that blend knowledge acquisition with hands-on application. Every engagement is customized based on the specific context and desired outcomes of the school or district. The result is a tailored support profile that enables RTI to best match staff experiences, skills, and resources to the needs of each project. Currently, more than 90% of school and district clients choose to continue their relationship with RTI after the initial engagement. RTI's support of schools is also differentiated by proximity and access to seminal experts in education research. The Center for Education Services, who will be providing support, is embedded in RTI's Education and Workforce Development division, which includes more than 250 staff members who provide research and technical assistance across the education continuum, from newborn screening to adult education. The ability to diagnose needs and then rapidly pair practitioner consultants with research experts facilitates a practical translation of evidence-based best practices into school-level action.

More than 80% of RTI school consulting team members are former licensed K–12 educators with experience leading classrooms, schools, and districts in North Carolina. One of the fundamental components of implementation success is based on support from “purveyors who know interventions from a practice point of view” (Fixsen et al. 2010).

(c) Response:

Each year of the partnership, Buncombe County Schools and Community High School will hold RTI accountable for their performance and measurable outcomes by:

- issuing contracts with RTI on a year to year basis and providing consequences for failure, including termination or modification of contract
- expecting a monthly monitoring report from the Data coach
- use a district level monitoring-team approach
- expecting quarterly monitoring reports from RTI to be submitted to district leadership
- requiring that all professional learning sessions be evaluated
- establishing a shared document repository for efficiency in work
- using a mid-point calibration session each year to ensure adjustments to the plan are appropriately made
- expecting regular meetings with RTI

6.) The School must describe actions it has taken, or will take, to design and implement a plan consistent with the research-based school improvement strategies and interventions the proposed Partner offers:

Response:

As described in question I, our overarching goals are to improve average student grade-level proficiency across Math III, Biology and English II, and increase student graduation rate from 53% to at least 68% within three years. We used our needs assessment to craft an initial change hypothesis that we believe will lead us to achieving these goals. In order to execute our plan and continuously refine improve our approach, Community High School is partnering with RTI International to support the growth process. BCS, CHS, and RTI believe that all children, regardless of circumstances, deserve access to a quality education that empowers them to thrive.

RTI's support approach integrates four drivers of meaningful change in education: strengthening teaching and learning, developing leaders, improving operations through change management, and facilitating collaborative networks. Based on school improvement and implementation research these four components reinforce educator capacity building and local sustainability (Duke 2006; Fixsen et al. 2010; Fullen 2006; Herman et al. 2008). These focus areas align well to our assessed needs. RTI also brings highly qualified research expertise in substance abuse prevention and social and emotional learning strategies.

RTI's approach to school-based technical assistance is grounded in the prevailing belief that context is fundamental to effective support. The context and culture within classrooms, schools, districts, the local community, and the broader state all contribute to the success of school reform. These layers of environmental relationships reinforce the notion that school reform should not be undertaken in isolation—peer and district connections are essential (Meyers & Smylie 2017). Therefore, RTI will support our planning period of the IGP grant to help us customize our plan to best match the situation, strengths, and desired outcomes.

With the help of RTI, we will focus on building the capacity of our staff to sustain improvements and this will begin during the planning period. At the core, RTI's approach is based on educators being the catalyst for improving student achievement. Therefore, RTI works directly with educators to build capacity, self-efficacy, instructional practices, and organizational structures that translate into improved student learning and, ultimately, achievement. Once again, this model aligns well with our stated goals.

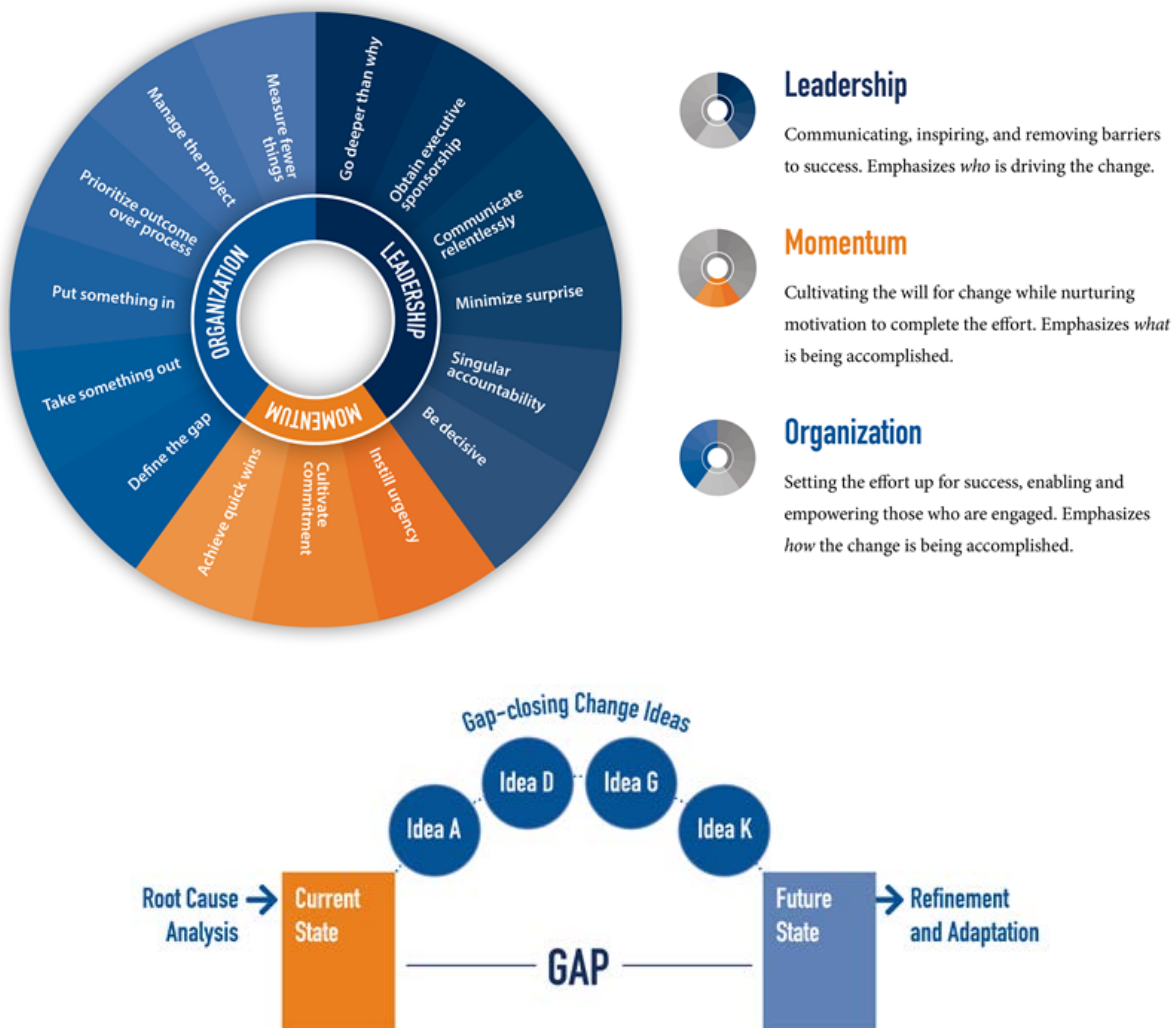
RTI's work is also guided by recognition that peer teaching is an accelerant to adult learning. The principle of Cognitive Congruence suggests that the gap between experts and novices is better addressed by leveraging peers to co-teach and explain content in relatable ways (Jauregui et al 2008). Thus, RTI utilizes peer-learning networks and partner co-design of professional development to facilitate learning and sustainability.

In partnership with RTI, we will begin with a review of our needs assessment to inform how we refine our plan of action. We expect to accomplish this through monthly on-site work sessions as well as virtual engagement. Though we have already engaged in early efforts to establish a shared understanding of context (by virtue of preparing this application), the needs assessment process will include a deeper effort to assess the strategies that best match current conditions at Community High School. This effort will result in a data-based performance baseline; engagement of stakeholders (including students, teachers, and community members); and alignment of planning efforts to district, community, and state initiatives.

Once the review of our needs and context is complete, we will shift to focus on change management strategies. This process answers three questions that inform design of support: What are we trying to change? How are we trying to change it? How will we know if the change occurred? We then diagnose the type of change desired and match it with the best-aligned change strategies.

The change management approach we will use is based on RTI's research-based model described in detail in their change management whitepaper (Edney & Baker 2019). RTI has developed numerous resources, ranging from a change classification and diagnostic method, to a library of change strategies that can be matched with the diagnostic, to a change “derailer” protocol used for cultural reflection and readiness. Their change model is based on three components: Leadership, Momentum, and Organization.

The early support focus will be on cultivating commitment and buy-in among school stakeholders and staff. Our efforts will then shift to facilitating a process to develop a shared vision for the desired future state of the school using a gap-based planning approach starting with a root cause analysis that later couples with a driver diagram:



Though we have made some early assumptions about the approach we will take, our planning blueprint will inform the specific implementation actions that will occur in partnership with RTI during the IPG project engagement. We expect to use a driver diagram approach (sample illustration at right) to map the causal pathways and describe change ideas to accomplish our specific aims. Popular for continuous improvement in healthcare, the method will enable us to visually illustrate the structures, processes, and norms that we believe will create change. The output will also allow staff (and the community) to clearly identify how their individual actions contribute to the larger plan.

Establishing buy-in among stakeholders will be essential to project success. Collaboratively engaging staff in the planning process from the start is one way we'll achieve this. Another tool we'll use with RTI to assess our plans is an annual premortem process. The premortem process is a research-based technique

adapted from health care that is used to manage risks with complex, high-risk, forward-looking projects (Klein, 2007; Johns Hopkins, 2016). The process includes a careful review of hypothetical causes of failure or challenge from the perspective of the future. Teams work to assess probable causes, prioritize concerns, and assess both the impact and likelihood of each cause. Finally, teams work to define specific mitigating adjustments that can be made in the project to avoid such outcomes. Research indicates many advantages afforded by the premortem process, including diminished groupthink (Serrat, 2012), diminished fear of negative outcomes, and increased ability to correctly identify reasons for future outcomes by 30% (Mitchell, Russo, & Pennington, 1989).

Additional detail regarding the planned implementation of research-based improvement strategies is included in response to question 12.

7.) The Entity must describe the actions it has taken, or will take, to determine its (the Entity's) capacity to provide adequate resources and related support to each CSI School, as identified in the Entity's application in order to implement, fully and effectively, the necessary research-based school improvement strategies and interventions of the Partner it has selected on the first day of the first school year of full implementation (2020-21):

Response:

First six months will be utilized for planning... here's what we envision related to the goals:

Buncombe County Schools (BCS) has provided the CHS program with a new facility. Part of the new building opened to the school in January 2019. All the building construction will be complete by January 2020. This safe and secure environment allows students to concentrate on their academic performance. Currently, 15 certified teachers, one counselor, one social worker, one media specialist, one virtual facilitator, one assistant principal and one principal are assigned to the school. The faculty at CHS participates in all district level professional development, high impact curriculum sessions and administrative leadership training. All students and faculty have a digital device and are strongly supported by the BCS Technology Department. Student Services continually offers social emotional training and support for all schools. CHS has participated in Trauma-Informed Schools, Compassionate Schools, C.A.L.M. Suicide Prevention, Threat Assessment, Crisis Management, and Restorative Practices trainings.

The first six months will be used for planning with the leadership of RTI to ensure that what has been in place can be implemented with depth, consistency and fidelity for all staff at CHS. We envision that the strategies identified during the planning will address improved student achievement, provide social and emotional support and promote graduation. In order to ensure these goals are accomplished, BCS will provide:

- strong school administrative team
- safe and secure environment
- open access to district leadership
- high impact curriculum sessions
- strong curriculum support from the BCS Curriculum Department
- support for MTSS initiative
- access to the Naviance College, Career, and Life Readiness platform
- collaboration with Watauga Opportunities and Vocational Rehabilitation services providing internships, vocational skill building, and job training
- professional development
- student services resources
- stipends for professional development
- strong connections with local community college
- continued CTE funding and support of a Career Development Coordinator
- site-based child care program
- transportation to and from school for students

- county vehicle to transport students and parents
- math and literacy coach

BCS provides strong systems and structures to address barriers and challenges for CHS. Limited district staff impedes the ability to directly impact the intentional work needed daily. Therefore, the change model proposed by RTI will serve as a critical change agent in moving the mindset from only a culture of empathy to one of growth and achievement for all students. When a growth mindset of all staff is implemented with fidelity, students will experience academic success. Additional staff and services to support social and emotional trauma, substance abuse and other behavior health issues enables students to be better prepared for a successful post-secondary experience.

8.) The Entity/School must describe actions it has taken, or will take, to align other resources (for example, Title I or CSI funding, etc.) with the selected intervention:

Response

ALIGNMENT OF RESOURCES					COMPLEMENTING GOALS
IPG	IPG Funding	PRC	PRC FUNDING	ALIGNMENT GOALS	
IPG Consulting Fees	60,000			Support and direction of goals	
Data Coach	79,000			Provides coordination and on-going professional development	
1/2 Literacy Coach	39,000	1/2 Literacy Coach	39,000	Supports high school reading best practices, effective lesson planning, coaching model, and public teaching emphasis in goal of increasing student proficiency and growth	Provides access to coaching 100% of the time
1 Counselor	79,000			Provides additional support to student services to meet behavior and mental health needs of students	
Contracting Services for regularly scheduled Substance Use and Prevention Education	30,000			Supports integrating skill development/skills to help students avoid and/or cease substance use	
Staff Stipends and Professional Development including subs	75,000	Professional Development	6,000	Stipends for planning summer, professional development during summer and during school year (including substitutes)	Provides additional support for professional development
Professional Development Materials and Supplies and programming needs	35,000	Professional Development Materials and Supplies	3,000	Teacher learning materials and classroom supports	Provides additional support for materials and supplies
1 Month Summer Employment for Assistant Principal	6,000				
1 Extended Day Computer Lab Teacher	50,000			provide alternative times/opportunities for student to recoup graduation credits	
		Student Needs such as alternative seating, equipment, teaching materials	6,000	to meet alternative learning needs of alternative students	Supports alternative learning needs of students

9.) The Entity must describe how it will provide effective oversight and support for implementation of the research-based school improvement strategies if this school is awarded the IPG:

Response:

Buncombe County Schools will provide effective oversight and support for implementation by:

Oversight

- creating a district team to meet monthly with principal, data coach, RTI and literacy coach at the school
- monitoring NC STAR School Improvement Plan
- conducting bi-monthly IPG meetings the with faculty (Recorded in NC STAR)
- hosting meetings with RTI, CHS leadership and DPI Federal Program Representatives
- collecting data every twenty (20) days
- monitoring expenditures through the BCS Federal Programs office
- monitoring data from End-of-Course exams in Math I, Math III, English II and Biology
- monitoring EVAAS growth data
- conducting weekly classroom walkthroughs by the principal and data coach
- conducting monthly classroom walkthroughs by district leadership

Supports

- providing opportunities for CHS teachers to participate in district content leadership meetings
- including the BCS Data Coach and Literacy Coach in district level curriculum meetings
- providing access to all district professional development
- providing intentional school based professional development
- contracting with local agencies for substance abuse education and prevention programs through BCS Students Services

10.) The Entity/School must describe how it will meaningfully engage (a) families and the (b) community in the implementation of the selected research-based school improvement strategies on an ongoing basis:

(a) Response:

Community High School will continue to engage families on an ongoing basis in the IGP grant using several methods. Twice a year, when new students are entering the program, parents/guardians are required to attend an orientation meeting with the student. Parents will be given additional information about programs and time to ask questions. Following the meeting, the counselor meets with each individual family to discuss programming and solicit individual student needs, and propose strategies that will better serve their students. Parents and community members are highly engaged on the BCS Advisory Council that meets four times per year. All school-wide initiatives are reported and discussed along with requests for Advisory Council feedback. Advisory Council members are encouraged to be the eyes and ears for the parents. In the fall, a “Meet the Teacher” event is held providing parents with an opportunity to meet administration, teachers, Student Services staff and auxiliary services staff. Once a semester, CHS hosts a community and resource fair for students and their parents. All of these activities connect the parent to the school and provides the opportunity to engage parents in the implementation of school improvement strategies.

Communication with parents also occurs regularly in a variety of methods. Phone calls are sent daily to parents regarding absences and tardies to class. When parents contact or visit the school office, come to conferences, parents are encouraged to connect to their student’s PowerSchool account for real-time feedback on progress. Teachers are expected to contact parents each nine weeks regarding course progress. Administration sends regular messages home to parents regarding school events. Parents will continue to be invited members of our school Advisory Council and School Improvement Team. CHS regularly involves parents in child-family team meetings.

(b) Response:

Community High School relies on its partnerships with community organizations. Collaboration between staff, students, and community partners mitigates the effects of poverty on our students and their families. Maintaining and expanding these partnerships is on-going. Examples of maintaining

partnerships include bi-annual presentations to organizations such as the Kiwanis of Black Mountain, school participation in Eblen Charities fundraising events, Advisory Council participation, and inviting partners to our school events. Garnering feedback from community partners will continue through school and district Advisory Council meetings, partner events, school participation in grant opportunities, and submitting student nominees for scholarships available through community partners.

11.) The Entity must describe how it will sustain the reforms after the funding period ends (beginning with the 2023-24 school year):

Response:

Our sustainability plan will focus on two facets to sustain our work: staff capacity and financial support.

Staff capacity

A district hired IPG implementation coach will lead service delivery and technical assistance in partnership with RTI's external support. RTI's support will use a gradual-release model to implant capacity based on the concept of "I do, we do, you do" starting early in the engagement so that, by the end, there is sufficient capacity to sustain improvement. Staff attrition has been a challenge in the past at Community High School. To help avoid turnaround being dependent on individual heroes, RTI will purposefully engage district-level staff and school-based coaches in support activities. RTI's team will model specific techniques that are easily replicated across multiple settings and that may be applied to multiple challenges, including all facilitation materials. RTI professional learning is scaffolded to transition techniques to local practitioners who are in the optimal position to sustain the local high expectations for teaching and learning. One example of this type of scaffolding is the transition from small-group practice with lesson-tuning protocols to school-wide instructional rounds to district-wide peer school reviews. Notably, shared ownership is not delayed to a later phase of engagement; rather, it occurs immediately based on the co-planning efforts to reinforce buy-in based on authorship, not just ownership (Clark, 2010).

The work will also be integrated with existing initiatives, such as the Buncombe County Schools coaching approach and instructional framework. Cohesion with district initiatives is often cited as a detractor from effective long-term reform implementation success (Hayes & Lillenstein, 2015). School-based leadership teams that have developed new professional capacity to maintain processes and procedures as well as teach and model effective practices for school staff.

Financial support

We will use local, in-kind capacity to enhance program activities and reduce redundancies through school planning, professional learning communities, community inclusion, and staff development efforts (USED, 2017). Based on the student data resulting from the IPG effort, BCS may support continued enhancement of professional learning beyond the life of the grant.

12.) The School must describe how it will implement, to the extent practicable, in accordance with its selected IPG Partner, one or more research-based school improvement strategies:

Response:

Using the data from our need's assessment and design work with RTI, our IPG approach is based on the following framework. This aligns to our needs assessment which highlighted a need for:

- Reinforcing self-efficacy among students and staff
- Improving content area rigor in core subjects and increasing instructional time
- Enhancing the use of social and emotional learning to support the unique needs of our student population
- Addressing substance use and abuse education prevention and student mental health support
- Improving how we leverage our community partners to reinforce gains

CHS IPG Goal: Increase average student grade-level proficiency and growth across Math I, Math III, Biology and English II each year and increase the CHS student graduation rate from 53% to at least 68% within three years.

Change Hypothesis: *If* we increase instructional rigor and raise expectations for all students, staff, administration, and the community by:

- 1 Addressing the basic needs of our students by improving school climate with an emphasis on substance abuse
- 2 Enhancing our staff's capacity for delivering consistently rigorous instruction and increasing time-on-task
- 3 Improving staff's understanding of and acumen with positive social and emotional learning strategies
- 4 Building leadership capacity to manage change and sustain growth
- 5 Engaging parents and the community to be allies in the transformation

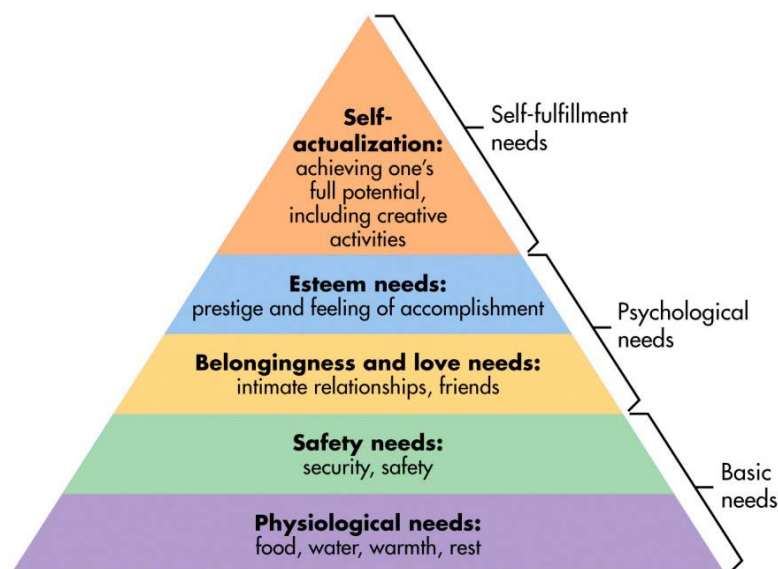
Then we will enhance collective efficacy, improve our learning environment, and enable the conditions necessary for high quality teaching and learning to occur. This effort will result in improved student achievement, readiness, and graduation.

Each of the five components of our change approach is described in further detail below.

1. **Addressing the basic needs of our students by improving school climate with an emphasis on substance abuse and mental health.**

The research of Abraham Maslow identifies the need for us to address “deficient” needs before we can address “growth” needs (Maslow, 1987). Therefore, much of our focus will be on creating a school environment that better meets the meeting the basic and psychological needs of our students so that receptivity to instruction will increase. Image reference: McLeod, S. 2018.

<https://www.simplypsychology.org/maslow.htm>



To better meet basic student (and staff) needs, school climate will be a focus of our IPG approach. The US Department of Education defines a positive school climate as follows: *A positive school climate reflects attention to fostering social and physical safety, providing support that enables students and staff to realize high behavioral and academic standards as well as encouraging and maintaining respectful, trusting, and caring relationships throughout the school community* (USED, 2019). Community High School will use this

definition as a benchmark for growth as we strive to better serve the basic needs of our students. Research clearly demonstrates that aspects of school climate can have a profound impact on students' experiences and outcomes including reduced absenteeism and suspension rates (Durlak et al., 2011), improved health and risk prevention (Jones, Greenberg, & Crowley, 2015), and increase engagement and academic outcomes (Yoder, 2014). Additionally, establishing a comprehensive system of learning supports is a critical part of addressing barriers to learning and to reengaging those who have been disengaged (Pickeral et al., 2009).

Particularly in communities affected by economic distress, the feelings and attitudes that are associated with the physical, social, and academic dimensions of school environment are critical for fostering high-quality relationships among students and teachers (Loukas, 2007; USED, 2016). Improvements in school climate are positively associated with growth in student self-efficacy and academic outcomes (Reyes et al., 2012). Furthermore, the effects of a positive school climate can mitigate negative effects associated with high poverty (Berkowitz et al., 2017).

Community High School serves a significant student population who have experienced multiple adverse childhood experiences (ACEs), including abuse, neglect, and family/household challenges, which are strongly linked to behavioral risk factors and lifetime well-being (CDC, 2014). Our IPG work will engage teachers, principals, counselors, and school staff to improve skills and procedures to create safe climates that are particularly important for engaging a target population of students with multiple ACEs.

One way we will enhance school climate is through an increased focus on improving student-teacher relationships (described in the SEL focus later) and building staff capacity to expand our use of Restorative Practices. Restorative Practices are a non-punitive approach to handling conflict and discipline in the school setting. Common elements of restorative practices range from informal and affirmative practices, such as the use of affective statements to convey how the behaviors of others affect an individual's feelings, to more formal practices, such as restorative conferences or mediation in response to serious incidents (USED, 2019). These practices have been demonstrated to reduce the overall use of suspensions, reduce the amount of learning time lost to suspensions, and positively affect teachers' perceptions of teaching and learning conditions (RAND, 2017).

A focus on substance abuse

A positive school climate can be disrupted by the disciplinary conditions that result from addressing substance abuse. Substance abuse problems are demonstrated to cause difficulty with interpersonal relationships, daily living skills, depression, and impulsivity among youth (Eisen et al, 1992). In recent years, perhaps no classification of drug has had faster growing impact than opioids. Nationally, around 68% of drug overdose deaths in 2017 involved opioids, a 12% increase from 2016 (RTI International, 2018). From 1999 to 2016 more than 12,000 North Carolinians died from opioid-related overdoses (NCDHHS, 2019).

Education is a critical component of preventing drug abuse and opioid addiction. We will combine substance abuse prevention and health education with social and emotional learning practices. School-based strategies that combine substance use prevention and health education curricula link students to youth friendly mental and behavioral health providers in the community, and increase protective factors such as parent engagement and school connectedness can prevent the initiation of drug use (Griffin & Botvin, 2011).

The use of SEL practices to build school connectedness leverages an approach recommended by the Surgeon General (U.S. HHS, 2018); not only does SEL build school connectedness, but it also helps to combat drug abuse as students learn through SEL to recognize and manage their emotions, increase their self-competence, and improve their problem-solving abilities – all of which are proactive and foundational measures to drug prevention. Integrating these throughout the school day through academics provides all students “strategies for reducing risk factors and enhancing protective mechanisms through coordinated programming” (Mrazek & Haggerty, 1994; Perry, 1999; Greenberg, et al. 2003). Leveraging SEL for drug prevention provides a proactive rather than reactive approach.

Improving the way we address substance abuse will be accomplished through increased counseling capacity at Community High School as well as targeted professional learning from highly qualified clinical psychologists who have experience supporting schools with substance abuse through RTI. This will occur during summer staff professional development and will be integrated into coaching protocols throughout each school year.

2. Enhancing our staff's capacity for delivering consistently rigorous instruction and increasing

Quality teaching and learning is at the center of student growth. RTI will support Community High School to improve core instruction by enabling the continuous learning, reflection, and revision of practice by professional educators who make their practice public, solicit feedback and critique, and focus on continuous improvement. Strengthening teacher agency and efficacy is essential to these principles because empowered teachers are more likely to empower students less likely to just “cover” material (they are more interested in the actual learning than getting through the textbook), and more likely to be innovative/take risks in the classroom (Lopez and Louis, 2009; Ryan and Deci, 2000; Bandura, 1989, Elmore 2005).

Research has thoroughly supported the notion that teachers' collective efficacy strongly and positively affects student achievement (Eells, 2011; Hattie, 2016). After conducting a synthesis of meta-analyses, Hattie concluded that “collective teacher efficacy is greater than three times more powerful and predictive

RTI's High Quality Teaching and Learning Framework



of student achievement than socioeconomic status” (Donohoo, Hattie, & Eells, 2018). Given the potential effect of collective efficacy on achievement for vulnerable student populations, this concept is regarded as a leading indicator for increased student achievement. Several studies have confirmed the conventional understanding that high-talent principals improve teacher efficacy and, therefore, student achievement (Quinn, 2002; Walker & Slear, 2011).

To foster teacher efficacy and support improvements in student academic outcomes, our IPG coach, in partnership with RTI, will develop instructional capacity at Community High School focused on six interrelated areas of high quality teaching and learning that emphasize increase rigor and efficacy: *Student Agency and Efficacy*, *Culture of Caring*, *Future- and Real-World Oriented*, *Intentional Design*, *Learning Environment*, and *Public Practice*. During the planning period, this framework will be tuned to match the context of Buncombe County Schools to ensure consistency and alignment.

Emphasis Area	What it Looks Like
Student Agency and Efficacy	Classroom activities instill a sense of ownership and efficacy in students, preparing them to be lifelong learners with the necessary skills to guide their own learning and thinking through college, careers, and life (Aguilar, 2013; Knight, 2007).

Culture of Caring	The classroom environment is safe, welcoming, and joyful, supporting students to be confident in themselves as they take risks and generate ideas. Each student is well-known by teacher and classmates and has a sense of belonging (Friedman & Farber, 1992; Hock 1988; Maslach and Leiter, 2016).
Future- and Real-World Oriented	Learning activities and resources are authentic, and outcomes include explicit instruction that prepares students to be global citizens in a future not yet imagined (Costa & Garmston; 2007; Hulleman & Harackiewicz, 2009).
Intentional Design	Standards-based instruction is designed to lead to intended outcomes for all students including curricular alignment, sequencing, use of data, and scaffolding instruction. Outcomes are clearly communicated with students in the classroom (Costa & Garmston, 2007; Knight, 2007).
Learning Environment	The classroom environment provides a safe space for all students to learn and take risks and instills in students a sense of confidence and belonging (Aguilar, 2013; Ting & Scisco, 2006).
Public Practice	Educators work together to continuously improve instruction through classroom observation, improvement strategies, and reflection through networks of peers. Instructional equity is created by centering inquiries on student learning and differentiated instruction for all students (Aguilar, 2013; City, Elmore, Fiarman, & Teitel, 2009; Danielson, 1996; Knight, 2007).

*One of the ways we will translate these instructional concepts into action is through the use of **instructional rounds** to reinforce rigor and peer support. Medical professionals conduct medical (or hospital) rounds as a part of their regular practice. A group of doctors, nurses, interns, and other medical personnel review a patient's pertinent information, solicit feedback from the patient regarding their symptoms and history, and together discuss a course of action. Each member of the group learns with and from each other, while the beneficiary of the collaboration is the patient.*

The same principles are applied when rounds are conducted in schools. Deliberately named 'instructional' rounds, the practice is a disciplined way for educators to work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators. The instructional rounds process begins with a teacher inviting peers into his or her classroom for the purpose of gathering evidence of student learning during instruction. Using a focus question developed by the host teacher and shared during a pre-visit conversation, a group of educators visit the classroom to watch students engaged in classroom activities and to collect evidence of their learning. This evidence, in tandem with products of student work, is then used as a tool for the post-visit conversation during which the host and visitors engage in a reflection protocol. This three-part process encourages discourse about student learning based on objective data and student work products and offers the host teacher the opportunity to reflect on the lesson and the focus question and to consider what could be continued or revised in the future. As in the case of medical rounds, during instructional rounds, educators engage in a process of discussion and collaboration to learn with and from each other with the purpose of benefiting students

The rounds process provides the opportunity for a host teacher to reflect on a particular lesson within the context of a particular group of students; however, while the rounds process begins with and focuses on an individual teacher's students, objective data allows the group as a whole to discuss the impact of

instructional practices and instructional choices on student learning on a larger scale. Instructional rounds provide a platform on which teachers develop a common understanding of what high quality student learning looks and sounds like. Through rounds conversations, teachers reflect on their own classroom practices and the group works to explore teaching and learning at a schoolwide level. Thus, instructional rounds provide the opportunity for job-embedded professional learning as educators select their own learning targets, learn from one another, and set goals for changing the student learning experience.

Instructional rounds break down the silos between classrooms, making teaching and learning a form of public practice. Making practice public supports instructional equity by centering inquiries on student learning and ways in which to engage and differentiate instruction effectively for all students. The goal is not to create cookie cutter lessons and forms of instruction but to be responsive to the needs of the students in the classroom situated within the focus question developed by the host teacher. Through the process of instructional rounds teachers are inquiring about their own practice and making progress towards a school culture of high quality teaching and learning.

3. Improving staff's understanding of and acumen with positive social and emotional learning strategies

Social and Emotional Learning (SEL) engages staff in research-based practices to develop their competencies and build emotional intelligence to maximize growth for all students. These emotional and instructional shifts require staff buy-in, a mind-set of continued growth, and the knowledge, skills, and dispositions to strengthen equity, enhance positive relationships and adapt to changing student needs. Many teachers recognize that SEL needs are important, but they also struggle with finding the time and space to address these needs while at the same time meeting curricular standards and nonacademic skill growth often receives little attention in classrooms; however, academic outcomes cannot be isolated from emotional needs or behavior. A 2011 study found that students who received SEL instruction had more positive attitudes about school and improved their scores on standardized achievement tests by 11 percentile points (Durlak et al., 2011). Moreover, developing SEL skills in children has been demonstrated to predict adult outcomes—such as higher educational attainment, stronger employment outcomes, better mental health, and reduced criminal activity and substance use (Jones, Greenberg, & Crowley, 2015). Integrating SEL with instructional practices allows teachers to address SEL while also teaching their content. In his research, Yoder (2014) identified 10 research-based practices—including cooperative learning, classroom discussion, academic press, self-reflection and self-assessment, and responsibility and choice—that also address SEL skills. Professional learning and coaching in the implementation years of the grant will emphasize integration of SEL into the daily work of the classroom. RTI will support SEL development through a four-

 Promoting Adult SEL: Cognitive Debiasing and Relationships	 Integrating SEL and Academics – A Focus on Core Instruction	 Trauma Sensitive and Resilient Schools	 Advancing Equity in Social and Emotional Learning
EMPHASIS <ul style="list-style-type: none"> Understand the importance of SEL and establish a shared language Build a culture of SEL 	EMPHASIS <ul style="list-style-type: none"> Integrate approaches into classroom practice Focus on core instruction and classroom management Make SEL practices explicit 	EMPHASIS <ul style="list-style-type: none"> Address impacts of trauma on students (and staff) Build resilience among faculty and students 	EMPHASIS <ul style="list-style-type: none"> Ensure all students get the support they need Refine policies and practices to reinforce equity and SEL
FOR WHOM All school faculty	FOR WHOM Teaching staff	FOR WHOM All school faculty	FOR WHOM School administrators
HOW <ul style="list-style-type: none"> 3 half-day faculty workshops Reusable resources and protocols for participants 	HOW <ul style="list-style-type: none"> Self-assessment 4 half-day teaching faculty workshops Instructional coaching Reusable resources and protocols for participants 	HOW <ul style="list-style-type: none"> 3 half-day administrator workshops 3 half-day teaching faculty workshops Consulting and coaching support for administrators Reusable resources and protocols for participants 	HOW <ul style="list-style-type: none"> 5 half-day administrator workshops Consulting and coaching support for administrators Reusable resources and protocols for participants

part approach that emphasizes building strong relationships, self-awareness, social awareness, and responsible decision-making. To supplement our IPG coach, RTI will provide support through monthly job-embedded instructional coaching and professional learning. This support will integrate three research-based approaches to coaching and professional learning facilitation. First, Dr. Jim Knight's seven principles of partnership promote teacher engagement with coaching, identification of relevant and meaningful goals, and focus on student learning (2007). Second, Dr. Costa and Garmston's cognitive coaching model supports people in becoming more reflective and transforming mental models of how new situations are addressed based on changes in practice, beliefs, and dispositions (2006). Third, Elena Aguilar's transformational coaching practices provide perspectives for supporting recipients through inquiry, change management, systems thinking, understanding themselves as adult learners, influences of systemic oppression, emotional intelligence, and compassion (2013). This three-pronged approach to coaching is a non-evaluative model that aims to develop the practices, common language, and reflection techniques of educators to move proactively toward improved teacher and student outcomes. Site-based school support is concentrated on the quality and rigor of instruction in classrooms, self-efficacy of instructional staff, and SEL and relational supports.

Research suggests that principals play a critical role in what students are taught (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004), how well they are taught (Manna, 2015), and whether or not effective classroom instruction translates into an increase in student achievement (Grissom, Loeb, & Master, 2013). Further research suggests that effective school leaders are statistically more likely to retain teachers in "disadvantaged schools" (Grissom & Loeb, 2011; Herman et al., 2016); teacher retention is fundamentally important for closing achievement gaps and increasing student outcomes.

Our hypothesis for change is dependent on building collective efficacy and a school principals' ability to develop and nurture collective efficacy among instructional staff is crucial to optimizing student achievement. Bandura (1977) defined collective efficacy as "a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (p. 477). Research has thoroughly supported the notion that teachers' collective efficacy strongly and positively affects student achievement (Eells, 2011; Hattie, 2016). After conducting a synthesis of meta-analyses, Hattie concluded that "collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status" (Donohoo, Hattie, & Eells, 2018). Given the potential effect of collective efficacy on achievement for vulnerable student populations, this concept is regarded as a leading indicator for increased student achievement. Several studies have confirmed the conventional understanding that high-talent principals improve teacher efficacy and, therefore, student achievement (Quinn, 2002; Walker & Slear, 2011).

In order to build capacity for change management practices, Community High School will use the IPG support to engage in facilitated consultative support for the school leadership team to address problems of practice and apply change management strategies. Through this customized support, the leadership team will be better able to:

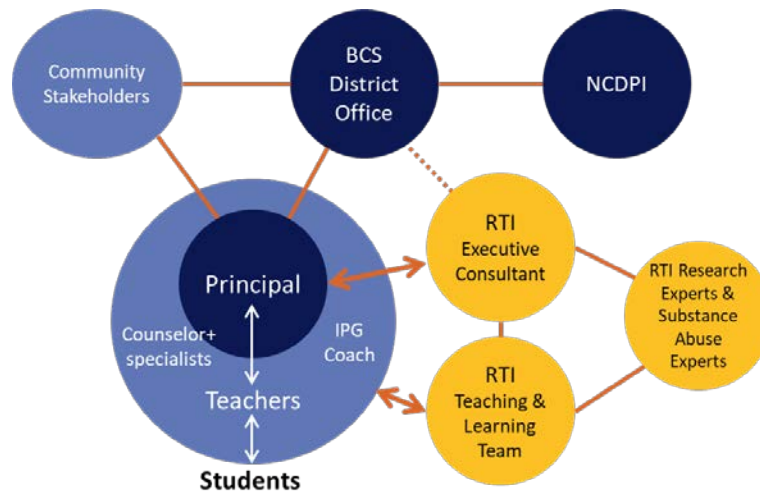
- diagnose change approaches to inform effective planning
- develop (or refine) a clear, action-oriented plan
- complete a root cause analysis
- assess and foster stakeholder buy-in
- make use of consistent project management structures and plans
- address common derailers of change in schools
- share and scale practices with school staff

We will accomplish this through monthly job embedded work sessions with an RTI executive consultant. Support will be customized and scheduled during the planning period and may include regular one-on-one touchpoints with the principal as well as leadership team strategy sessions. Facilitated summer leadership retreats will also be included to build capacity and tackle current problems of practice. The vast majority of

support will be provided face-to-face, on-site at Community High School, though occasional virtual engagement may be used to augment as needed.

4. **Engaging parents and the community to be allies in the transformation**

Community outreach and communication will be a central part of our leadership and change management



focus. Our strategy to regularly and meaningfully engage families and community partners is described in question 10.

IPG Structure

In order to implement our strategy, our IPG approach will be structured based on the following outline:

In this approach local capacity building among teachers/counselors, the IPG coach, and the principal will be the central focus of the work. As our support partner, RTI will plug into the structure at each level while oversight is provided by the Buncombe County Schools district office. Community engagement will be led by the school to ensure a consistent voice and relationship is reinforced. This approach positions school leaders to be the empowered interface with the district and the community, further promoting sustainable practices. We will use an overarching project plan that will be updated at each work session. In addition, during the first month of IPG work, we will establish a shared file drive (using Google) to ensure consistent and accurate access to appropriate planning resources and professional development materials.

13.) The Entity must describe how it will monitor the CSI School, that receives IPG funds including:

a.) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,

b.) Measuring progress on the leading indicators as defined in the Assurances Section of this application:

(a) Response:

NC Star is the platform used for monitoring CHS's progress toward goals. The annual goals will be monitored monthly by the district level coach assigned to Community High School.

Goal 1 Based on EVAAS data, the number of students projected to be proficient in Math 3, Biology, and English II will meet proficiency as scored on the End of Course Exam.

Current NC testing (2018-2019): <5% proficient

Goal 2 Based on EVAAS data, growth in Math I, Math III, English II, and Biology will “Meet Growth” (be in the green) within two standard errors of the NC growth measure for each course yearly.

Current NC EVAAS (2018-2019): Math I, Biology, English II did not meet growth. Math III exceeded growth

Goal 3 The graduation cohort rate will increase from 53% to 57% by June 2021, from 57% to 62% by June 2022, and 62% to 68% (ESSA required rate) by June 2023.

Current Cohort (2018-2019): 53%

(b) Response:

Buncombe County Schools will monitor progress to ensure:

- that the Innovative Partnership Grant, in collaboration with a Partner, to implement fully and effectively research-based school improvement strategies at Community High School;
- that annual goals for student achievement on the State’s assessments in reading / language arts, mathematics, and science will be tracked. The system will also establish annual goals in other data points required by this grant and track these data points in 20-day increments throughout the period of availability of the grant using a data tracking log provided by the Federal Program Monitoring & Support Division at NCDPI;
- that CHS receives all the State and Local funds it would receive in the absence of the IPG school improvement funds and that those resources are aligned with the research-based school improvement strategies in the application;
- that a twelve (12) month IPG School Coach for CHS will be hired to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach’s time and services will be at CHS;
- that the IPG Principal during the 2 years of “full implementation” not be reassigned: (2020-2021 and 2021-2022) unless for reasons of demotion, retirement, or resignation;
- that the reports to NCDPI (by use of the designated data tracking log) the school-level school improvement data requested by the Federal Program Monitoring & Support Division, including baseline data for the year prior to being awarded the grant will be submitted. The following data points will be collected and reported to NCDPI upon request and these metrics constitute the leading indicators for the IPG Program (in addition to school achievement data):
 - 1.) Dropout Rate (if applicable);
 - 2.) In School Suspensions (if applicable);
 - 3.) Out of School Suspensions;
 - 4.) Student attendance rate;
 - 5.) Chronic Absenteeism Rates;
 - 6.) Certified Staff attendance rate; and
 others as determined by NCDPI

14.) January 2020 – June 30, 2020 is considered “Planning” for purposes of this Grant. Please provide a description of the planning activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation and start of the first year of “full Implementation” on July 1, 2020:

January – June 2020 (Planning Year):

Response:

January – June 2020 (Planning Year):

Activity	Expected Timing	Outcome
Community High School IPG launch and organization including facilitated planning sessions focused on project structure (roles and responsibilities), establish work teams, define communication cadence, scheduling (with an emphasis on minimizing time away from instruction), finalize job description for IPG coach and post, establish data collection procedures. Includes facilitated DISC assessment for staff.	January - March	Project plan established to guide IPG implementation
Establish and refine vision across key IPG elements with input from stakeholders: <ul style="list-style-type: none"> • Students • Staff • Leadership (including BCS) • Community Complete a facilitated change management diagnosis to identify barriers and strategies that best match the situation.	February - March	Clear vision and change management diagnosis are completed
Refresh our action hypothesis for Community High School (why we believe it will work and what it will take to drive success). Use a driver diagram process to map existing initiatives to ensure connections are made to reinforce priorities	February - March	Hypothesis for improvement is prepared. Align activities across staff and stakeholders
Define and institutionalize measurable goals for success (short term) aligned to the vision and action hypothesis of Community High School. Define any outstanding needs regarding data analysis and prepare process for baseline assessments as needed.	February - March	Realistic goals and milestones are established. Baseline determined.
Engage community and staff in planning efforts through structured engagement opportunities. Establish opportunities for ongoing external engagement in the IPG growth process	March - April	Structure established for regular input from critical stakeholders
Engage in a facilitated root cause analysis process around key issues for Community High School with leadership, staff, district, and community teams. Plot root causes with addressability and match planning strategies	March - June	Assessment of underlying cause of challenges to better target support activity
Prepare a customized blueprint for success that forms a specific and cohesive plan for improvement that uses each of the described activities during the planning phase. This includes a comprehensive schedule for professional development and support aligned to the unique planning outcomes for Community High School	March - June	Completed comprehensive plan and schedule to guide the IPG efforts of Community High School

15.) The School must include a timeline delineating the steps it will take to implement the selected research-based school improvement strategies identified in this school's application:

2020–2021 (Full Implementation Year):

Response:

Activity	Expected Timing	Outcome
Staff leadership retreat , including a review of data, onboarding of new staff members, and preparation for plan implementation. Includes revisions to change hypothesis as needed	July - August	Staff alignment, level setting, and review of implementation plan
Summer SEL and substance abuse workshop supporting development of staff and IPG coach at Community HS. Includes training and engagement in planning for goals over the course of the year	July - August	Build capacity and align coaching efforts to a cohesive approach. Build strategies for dealing with substance abuse. Develop coaching protocols and processes specific to Community HS
Bi-monthly facilitated leadership team work sessions with RTI, emphasis on IPG plan execution. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision	August - June	Develop leadership team acumen with core change management principles such as project management, cultivating urgency, and aligning initiatives. Improve staff facility to use data as a mechanism to inform continuous adaptation and improvement
Engage in structured SEL professional learning with staff. This includes co-facilitation by RTI and Community HS staff to ensure transferability of content for future sustainability. This year will focus on adult SEL, cognitive debiasing, relationships, and integrating SEL into academics (includes faculty workshops and job embedded support)	September - June	Improve staff capacity for SEL practices through a staged process. Build capacity of local coaches to continue to deliver support
Job embedded one-on-one support for the IPG coach at Community HS with RTI support. Support will be aligned to the overall IPG effort. May include a blend of small group sessions and individual support. Includes a focus on substance abuse prevention. Specific plans to be determined during summer planning efforts	September - June	Enhance locally sustainable practices that support high-quality teaching and learning
Bi-monthly job-embedded professional learning for staff teams to enhance instructional rigor. May include supplemental coaching as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Specific plans to be determined during summer planning efforts. Expected to include at least four workshop sessions during the school year	September - May	Build content-specific staff capacity for instructional growth.

Midyear continuous improvement assessment that includes community stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
Refine blueprint during summer planning period, including development of implementation schedule for 2021-2022 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan.	June	Revised blueprint prepared to guide 2021-2022 year
2021–2022 (Full Implementation Year):		
<i>Response:</i>		
Activity	Expected Timing	Outcome
Staff leadership retreat , including a review of data, onboarding of new staff members, and preparation for plan implementation. Includes revisions to change hypothesis as needed	July - August	Staff alignment, level setting, and review of implementation plan
Summer instructional content workshop supporting development of staff and IPG coach at Community HS. Includes training and engagement in planning for goals over the course of the year	July - August	Build capacity and align coaching efforts to a cohesive approach. Develop coaching protocols and processes specific to Community HS
Bi-monthly facilitated leadership team work sessions with RTI, emphasis on IPG plan execution. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision	August - June	Develop leadership team acumen with core change management principles such as project management, cultivating urgency, and aligning initiatives. Improve staff facility to use data as a mechanism to inform continuous adaptation and improvement
Continued SEL professional learning with staff. This includes co-facilitation by RTI and Community HS staff to ensure transferability of content for future sustainability. This year will emphasize integrating SEL into academics (includes faculty workshops and job embedded support)	September - June	Improve staff capacity for SEL practices through a staged process. Build capacity of local coach to continue to deliver support
Job embedded one-on-one support for the IPG coach at Community HS with RTI support. Support will be aligned to the overall IPG effort. May include a blend of small group sessions and individual support. Specific plans to be determined during summer planning efforts	September - June	Enhance locally sustainable practices that support high-quality teaching and learning
Bi-monthly job-embedded professional learning for staff teams to enhance instructional rigor. May include supplemental coaching as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Specific plans to be determined during summer planning efforts. Expected to	September - May	Build content-specific staff capacity for instructional growth.

include at least four workshop sessions during the school year.		
Midyear continuous improvement assessment that includes community stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
Refine blueprint during summer planning period, including development of implementation schedule for 2022-2023 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan.	June	Revised blueprint prepared to guide 2022-2023 year
2022–2023 (Sustainability Year): <i>Response:</i>		
Activity	Expected Timing	Outcome
Staff leadership retreat , including a review of data, onboarding of new staff members, and preparation for plan implementation. Prioritize areas for final year focus	July - August	Prioritize areas for final year focus and ensure a clear plan is in place for growth
Content based professional learning support will be provided as needed based on the focus areas and emerging needs at Community HS. This will be limited in nature based on capacity built. Support may focus on “booster” or refresher content for new staff	August – May	Development of staff capacity across IPG focus areas to support continued student proficiency gains
Sustainability planning during final year of implementation to ensure structures and processes will endure beyond IPG term. Includes monthly leadership team meetings to prioritize focus areas for continued support in the final year. RTI has begun a gradual release to ensure capacity of local staff has been effectively established	July - December	Use data from prior years to build a final sustainability plan with reduced support from external partners
Midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
Final review of implementation effort during summer planning period. This will also include development of implementation schedule for 2023-2024 year. Reassess progress towards identified goals.	June	Revised blueprint prepared to guide 2023-2024 year led exclusively by sustained efforts of the school

(D) BUDGET: An Entity must include a budget that indicates the amount of school improvement funds the Entity will require each year if this CSI School is awarded the IPG:

Note: An Entity's budget should cover all of the years of implementation (4) and be of sufficient size and scope to implement the selected Partnership in the CSI School, plus the salary and benefits of the IPG School Coach, plus any additional funding the applicant school will require to carry out the research-based school improvement strategies found in this application.

Note: An Entity's budget should not exceed:

2019 – 2020 (Planning): \$200,000

2020 – 2021 (Full Implementation): \$500,000

2021 – 2022 (Full Implementation): \$500,000

2022 – 2023 (Sustainability): \$300,000

Total should not exceed \$1,500,000 (as a reminder these funds are in ADDITION to CSI Funds – PRC105)

Note: Indicating a budget does not guarantee the exact amount awarded. The amount awarded will be determined by the SEA based on availability of funds.

SCHOOL (PROPOSED) BUDGET

Year 1 2019-20 (Planning)	Year 2 2020-21 (Full Implementation)	Year 3 2021-2022 (Full Implementation)	Year 4 2022-2023 (Sustainability)	Four - Year Total
\$45,000 IPG Coach	\$90,000 IPG Coach	\$90,000 IPG Coach	\$90,000 IPG Coach	\$315,000
\$35,000 Counselor	\$70,000 Counselor	\$70,000 Counselor	\$70,000 Counselor	\$245,000
	\$10,000 Cost for substitute teachers	\$10,000 Cost for substitute teachers	\$2,000 Cost for substitute teachers	\$22,000
\$40,000 RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials)	\$80,000 RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials)	\$80,000 RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials)	\$48,000 RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials)	\$248,000
\$5,000 Supplies to support professional development and enhanced classroom practices	\$15,000 Supplies to support professional development and enhanced classroom practices	\$15,000 Supplies to support professional development and enhanced classroom practices	\$5,000 Supplies to support professional development and enhanced classroom practices	\$40,000
\$38,000 ½ Literacy Coach	\$38,000 ½ Literacy Coach	\$38,000 ½ Literacy Coach	\$38,000 ½ Literacy Coach	152,000
	\$5,000 Sponsoring community engagement events	\$5,000 Sponsoring community engagement events	\$1,000 Sponsoring community engagement events	\$11,000
	\$6,000 1 month of employment for Assistant Principal	\$6,000 1 month of employment for Assistant Principal	\$6,000 1 month of employment for Assistant Principal	\$18,000
\$10,000	\$40,000 Possible staff incentives for climate	\$40,000 Possible staff incentives for climate	\$5,000 Possible staff incentives for climate	\$95,000

Possible staff incentives for climate and culture building	and culture building, summer retreat	and culture building, summer retreat	and culture building, summer retreat	
	\$25,000 Substance Education/Prevention contracted services	\$25,000 Substance Education/Prevention contracted services	\$25,000 Substance Education/Prevention contracted services	\$75,000
\$173,000	\$379,000	\$379,000	\$288,000	\$1,221,000

Please provide a justification for each year of the budget that was entered above. This justification should include estimated costs for each initiative included in the application which should total annual proposed costs (include estimate partnership costs, IPG School Coach salary, supplies, additional contracts, recruitment and retention pay (if applicable), etc. This is just an ESTIMATE; those that are awarded with the IPG will have the opportunity to revise with “actuals” once awarded:

Justification for 2019-20 (Planning) budget:

Response:

In order to achieve our goals of increasing academic achievement and growth and cohort graduation rate, CHS will use the planning work through RTI International's Change Model to determine the change process structure, finalize the Data Coach job description, establish data collection procedures, and refine our vision. With our IPG partner, we will do a root cause analysis and customize our blueprint for successfully accomplishing our goals.

Justification for 2020-21 (Full Implementation) budget:

Response:

Our goal is to be ready for full implementation on the first day of the 2020-2021 school year. To accomplish this, staff will utilize summer to participate in a leadership retreat, participate in SEL and substance use/abuse professional development and plan for job-embedded professional learning for staff teams in our goal of enhancing instructional rigor. We will also complete a mid-year assessment of progress toward our goals.

Justification for 2021-22 (Full Implementation) budget:

Response:

Our staff will continue refining our blueprint for success by participating in a summer retreat, instructional content professional development, continue SEL professional development, participating in job embedded professional coaching and learning, and reviewing data.

Justification for 2022-23 (Sustainability) budget:

Response:

CHS staff will continue following our blueprint for success by focusing on sustaining initiatives beyond the IPG grant. Staff will be in third year of changed processes and practices. The staff will continue to be reflective regarding the changes. District leaders will follow our progress during each year and will consider funding the additional school counselor and ½ time literacy coach if we meet our outlined goals.

(E) DATA TRACKING LOGS: The following pages include the Data Tracking Logs that need to be completed for the grade span(s) of the school to be served in this application. Complete the areas shaded in yellow for the applicable grade span(s). For schools serving more than one grade span, complete the applicable Tracking Log for each. Delete Tracking Logs not needed for grade span(s) not served.

Drop Outs (Number)	2018 – 19	0	2	2	4	5	9	5	5	2	22 (after verification)		
	2019 – 20	2	5	1									
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
ISS (Incident Count)	2018 – 19	9	15	15	14	16	26	14	16	12	137		
	2019 – 20	19	24	29									
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
OSS (Incident Count)	2018 – 19	20	23.5	24.5	20	9.5	32	43.5	25.5	27.5	226		
	2019 – 20	24	15.5	37									
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
Student Attendance %	2018 – 19	81.54	79.55	77.86	77.86	75.35	76.23	76.59	76.19	76.61	77.42		
	2019 – 20	77.78	75.83										
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
Certified Attendance %	2018 – 19	95.56	96.11	93.33	93.89	95.19	94.26	94.44	93.33	96.3	94.71		
	2019 – 20	97.2	94.2	94									
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
Graduation Rate (4-Year %)	2018 – 19	53.1	English II (GLP / CCR %)			2018 – 19	22.0/17.1	Data Point Goals		2020-21	2021-22	2022-23	+ / -
	2019 – 20					2019 – 20		Drop Outs %					
	Average					Average		ISS Incident #					
	2020 – 21					2020 – 21		OSS Incident #					
	2021 – 22					2021 – 22		Student Attendance %					
	2022 – 23					2022 – 23		Certified Attendance %					
Graduation Rate (5-Year %)	2018 – 19	56.0	NC Math I (GLP / CCR %)			2018 – 19	<5/<5	Graduation Rate 4-Year %					
	2019 – 20					2019 – 20		Graduation Rate 5-Year %					
	Average					Average		Biology GLP / CCR %					
	2020 – 21					2020 – 21		English II GLP / CCR %					
	2021 – 22					2021 – 22		NC Math I GLP / CCR %					
	2022 – 23					2022 – 23		Composite GLP / CCR %					
Biology (GLP / CCR %)	2018 – 19	<5/<5	Composite (GLP / CCR %)			2018 – 19	8.2/6.2	2018 – 19 = Pre -Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1 – Full Implementation Year 2021 – 22 = Year 2 – Full Implementation Year 2022 – 23 = Year 3 –Sustainability Year					
	2019 – 20					2019 – 20							
	Average					Average							
	2020 – 21					2020 – 21							
	2021 – 22					2021 – 22							
	2022 – 23					2022 – 23							

