IPG Application:

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

ENTITY: Cleveland County Schools   **ENTITY Code:** 230.

SCHOOL: Turning Point Academy.   **NCDPI SCHOOL #:** 230330

IPG Entity Contact Name: Dr. Anita Ware

IPG Entity Contact Title: Executive Director

IPG Entity Contact Phone: 7044768075

IPG Entity Contact Email: afware@clevelandcountyschools.org

Purpose of the Program:
To carry out the State Educational Agencies 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 school[2] 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:

---

[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.

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

(**By checking <u>each</u> box**) the Entity is making the following Assurances if awarded an Innovative Partnership Grant (<u>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</u>):

<u>The North Carolina Department of Public Instruction (NCDPI) Assurances:</u>

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

☑ Use its Innovative Partnership Grant, <u>in collaboration with a Partner</u>, 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.

Public Schools of North Carolina   2019–2020 Entity Application 1003(a)

> ✅ 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.

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.
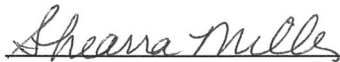
Stephen Fisher, Ed.D.   11/12/19

Name of Superintendent   **Signature of Superintendent**   **Date Signed**

Shearra Miller   11/12/19

Name of Board Chair   **Signature of Board Chair**   **Date Signed**

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".

School Name:	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Turning Point Academy	6-12	Alternative	230330	Drive, Inc.

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).

*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.)*:

Introduction: Turning Point Academy (TPA), is an alternative school serving grades 6th - 12th in Cleveland County. Our school motto "Will Rise To The Challenge!" communicates our understanding that students must be emotionally healthy in order to access their education. In order to provide emotional health for each student, all staff members must respond to behavior with the function of the behavior in mind. Staff must be trained to recognize if students are struggling in the school setting due to their emotional state. Students should receive positive reinforcement in order to promote the increase of positive academic behaviors. Because many of our students enter the school doors with damaged self-esteem, social skills lessons should be provided and integrated in all classrooms. Turning Point must be supported by a specialized staff, consisting of a seasoned principal who specializes in the exceptional child and behavior management, a school counselor, a social worker, a behavior coach and a licensed professional counselor. This grant will allow us to build the capacity of our teachers and staff to effectively meet the individual learning and emotional needs of a diverse population who, for a variety of reasons, have ended up in our alternative school. While TPA has transformed considerably over the past 10 years, our students still struggle significantly with academics, attendance, and/or behavior issues that prevent them from experiencing success in a traditional school setting. We currently serve 154 students in a variety of programs on our school campus. The following programs share are housed within our school building and support our not only the student body at TPA, but that of all county schools: Homebound via the DEGREE PROGRAM (EC students who require a flexible, self-contained setting), Alexander Youth Network (day treatment program to address mental health and severe behavioral problems), C-Stop (short-term suspension program) and the FINISH Program (students that have the potential to dropout or who have already dropped out, but are interested in returning to graduate). Our student body is made up of Caucasians 54%, African Americans 38%, Hispanics 2%, Multi-racial students 6% and American Indians 1%. The majority of our students are male (82%). The majority of our students seek to transition to his/her home school within the county; however, some students require the specialized support of Turning Point Academy in order to earn their high school degree (22 required North Carolina Graduation Requirements). We held our first graduation of seven students in the spring of 2012. We have continued to graduate more seniors each year, but far too many choose to dropout before graduation. Academic data from state end of year testing, and data collected from Accreditation survey instruments completed by staff, parents, and students informed this narrative.

   a) Instructional Programs:

Response: Teacher observations and walkthroughs indicate our classrooms are characterized as places where students complete virtual work independently, while teachers supervise them. Student learning data indicates our students are not mastering content, and are performing below their peers attending other schools in our district and state. Table 1 contains historical student achievement data for our middle school students since 2016.

Table 1
Turning Point Academy Middle School Achievement

Grade Level / Test	TPA Percent Proficient				District Percent Proficient				State Percent Proficient			
	15-16=	16-17	17-18	18-19	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
EOG - Gr. 6 Reading	27.3	25.0	33.3	25.0	55.6	62.2	66.9	59.5	58.7	61.0	61.2	60
EOG - Gr. 6 Math	9.1	12.5	16.7	16.7	48.9	57.3	63.4	58.5	52.0	53.1	52.8	58.8
EOG - Gr. 7 Reading	20.0	15.8	16.7	15.0	58.7	53.4	62.6	66.0	58.5	58.2	60.2	58.8

EOG - Gr. 7 Math	0.0	5.3	11.1	15.0	46.3	44.4	57.4	70.7	48.9	49.8	51.6	58.4
EOG - Gr. 8 Reading	8.7	11.8	10.0	18.2	51.3	49.7	53.3	59.7	53.4	53.7	54.2	55.6
EOG - Gr. 8 Math	0.0	0.0	0.0	0.0	34.5	41.4	38.6	49.9	44.7	45.8	57.4*	41.2*
EOG - Gr. 8 Science	34.8	11.8	20.0	38.1	72.3	80.7	82.8	85.8	73.9	75.5	75.6	78.6

*Combined 8th Grade EOG & Math 1 Proficiency in 8th Graders

Across all grade levels TPA middle school students underperform their district and state peers in Reading, Math and 8th Grade Science, as measured by end of year state assessments. End of Grade (EOG) test data from 2018-2019 indicate only 25% of our 6th Graders are reading on grade level, as compared to 59.5% across our district. The same trend holds in 7th and 8th grade. EOG data from 2018-2019 indicate only 16.7% of our 6th graders are demonstrating grade level ability in Math, as compared to 58.5% across our district. The same trend holds in 7th and 8th grade. EOG data from 2018-2019 indicate only 38.1% of our 8th graders demonstrate grade level ability in Science, as compared to 85.8% across our district. Table 2 provides historical data for our high school students since 2016.

Table 2
Turning Point Academy High School Achievement

Grade Level / Test	TPA Percent Proficient				District Percent Proficient				State Percent Proficient			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
Math I		0.0	0.0	0.0	37.3	37.7	44.6	39.1	60.5	64.3	57.4	41.2
Math III				4.3				37.5				46.8
Biology	2.5	3.3	0.0	9.5	55.2	51.4	51.2	62.9	55.5	56.1	58.3	59.6
English II	15.6	3.2	2.3	0.0	57.8	55.1	50.6	52.6	58.8	60.7	59.8	59.7
Gr. 10 Read	16.0	5.0	N/A	N/A	58.3	56.6	N/A	N/A	N/A	N/A	N/A	N/A
Gr. 11 Math	18.5	4.0	N/A	N/A	55.8	51.4	N/A	N/A	N/A	N/A	N/A	N/A
EOG8 / Math I Combined				0.0				61.4				52.6

Our high school students perform significantly lower than their district and state peers in all high school state assessments. In Math 1 no students at TPA who have taken the Math 1 End of Course Exam since the 2015-16 school year have demonstrated proficiency. In Math III 4.3% of TPA students demonstrated proficiency; 9.5%

demonstrated proficiency on the Biology End of Course exam. In English II we see a decline in proficiency from 15.6% in 2015-16 to none in 2018-19. A similar trend is noted in English III with a decline from 16% proficient to none in 2018-19. TPA Historical Academic data illustrates a significant deficit in student learning across all of our grade level classrooms. A particular challenge for our student body is the inability to access text on their grade level, contributing to a lack of student engagement and learning failure.

Our daily instructional schedule allows high school students to earn 5 units of credit each semester. We have five 70 minute blocks of instructional time for our middle school students. Our student to teacher ratio is 4:1. We also have a variety of support staff to assist with emotional and behavioral concerns when they arise. This grant will provide the training that is required for the certified and classified staff to support student behavior with research-based strategies. Our current instructional program varies from classroom to classroom, grade level to grade level. We have emphasized a blended learning model for all grade levels, and have equipped each classroom with chromebooks creating 1:1 environments. Teachers have received training in all regular education classrooms for the implementation of learning targets associated with lesson plans. Learning targets clearly state classroom expectations and guide student learning. Teachers continue to implement PBIS (Positive Behavior Intervention and Supports) and other enrichment activities to foster positive relationships and expectations. Table 3 outlines the instructional practices and support identified by TPA teachers on the 2019 Teacher Working Conditions Survey. Across all best practices on this survey document less TPA teachers responded they were part of their instructional practice than other peers in Cleveland County and across North Carolina. Data on this survey indicates that TPA teachers are less likely to collaborate with peers to build their teaching efficacy, and they feel less capable of assessing student learning than their peers in other schools. Only 52.9% of TPA teachers report they receive the supports necessary to improve their teacher practice, and only 50% report that they collaborate with peers to evaluate student work. Only 58.5% of TPA teachers report they know what students learn in their classes.

Table 3
Instructional Practices and Support
2018 Teacher Working Conditions Survey

Question	% Agree All NC Teachers	% Agree Cleveland County School Teachers	% Agree All NC High School Teachers	% Agree Turning Point Academy Teachers
Q9.1c. Teachers work in PLCs to develop and align instructional practices	**91.9%**	**91.4%**	**89.6%**	**62.5%**
Q9.1d. Provided support (i.e. instructional coaching, PLCs, etc.) translate to improvements in instructional practices by teachers.	**86.6%**	**89.6%**	**84.0%**	**52.9%**
Q9.1g. Teachers are assigned classes that maximize their likelihood of success with students	**71.0%**	**73.5%**	**73.0%**	**50.0%**
Q9.1i. Teachers believe almost every student has the potential to do well on	**91.0%**	**92.2%**	**88.7%**	**68.7%**

assignments.				
Q9.1l. Teachers collaborate to achieve consistency on how student work is assessed.	**88.1%**	**89.6%**	**82.4%**	**50.0%**
Q9.1m. Teachers know what students learn in each of their classes.	**84.3%**	**85.9%**	**75.0%**	**58.8%**
Q9.1q. Teachers regularly assign homework that requires access to the internet to complete	**55.1%**	**46.3%**	**69.7%**	**12.5%**
Q9.1r Teachers regularly (several times a month) assign homework that requires access to a digital device to complete	**57.0%**	**46.9%**	**74.6%**	**12.5%**

  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: **Retain**.
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 <u>Principal</u> at the school?
(i.e., 2013-14SY):

Response: July 1, 2019
        How many total years of experience does the Principal being retained have as a <u>Principal</u> (NOT
        including experience as an Assistant Principal):

Response: 7 years
Provide a justification and rationale for retaining the current Principal (using qualitative / quantitative data):

Response:
Jenny Schwartz Oxendine arrived at Turning Point Academy in June of 2019. She arrived with 7
years of experience as a principal of specialized alternative schools in the Virginia and DC area. Prior to being
a school-based admininstor, she taught in California, Guam, Maryland, Virginia and was excited to come home
to North Carolina. She received her undergraduate degree from the University of North Carolina at Chapel Hill
and her masters at National University in San Diego. While in Virginia, she was hand selected to lead the
successful planning, modernization, and opening of two K-12 special education schools in Northern Virginia.
She implemented a multi-tiered support system to the students of Northern Virginia with significant special

needs; established an autism-focused facility, staff and curriculum in response to local school system needs. She served as a district expert on IDEA and state regulations guiding the support of exceptional children. She has extensive experience in leadership, teaching, behavior management, special education, curriculum development, education administration, budget, risk analysis, project management, strategy development and achieving the ever important – community stakeholder satisfaction through data-driven student success. She demonstrates the ability to inspire and lead teams to perform at the highest levels. From staffing to teaching, Ms. Oxendine's hands-on approach in developing staff and employing curriculum resulted in 100% enrollment, exceeding student education and development goals as measured by home schools, parents and Virginia Department of Education. She was responsible for managing a $1.6M budget to include labor and other direct costs. She successfully managed costs and achieved financial goals every year. Ms. Oxendine was one of 5 executive leaders supporting the largest division of specialized schools in Virginia that draft and approve policy. She created a uniformed model for a state licensure plan of action that is now employed across that division. Community involvement is a priority to Ms. Oxendine. As part of introducing her first school to the Fredericksburg, VA community, she led a 60 person volunteer program resulting in positive exposure for the school while partnering with community neighbors to support routine school requirements ranging from life skills development to logistics support and at minimal or zero cost. The program was hailed by district leadership and she was presented with an award of service. Most importantly, the program endures today. Ms. Oxendine balances teaching teams given their experience and talents. She consistently performed as "Top Tier Leader" based on Press Ganey's employee engagement survey administered annually.

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 principal at Turning Point Academy will be afforded maximum operational flexibility to create procedures, policies, schedules and a school calendar to meet the needs of students and parents in the school community. This flexibility would also include consideration of a year round program if the leadership and community determine this would be in the best interest of the student body. Currently they follow the district traditional ten month school calendar. Summer employment days will be necessary to provide the training and support outlined in our improvement model for all staff.

   c)   School Infrastructure:
Response: Turning Point Academy moved into a new facility in the Fall of 2013 on the Central Services Campus. The new school facility provides ample classroom, office and learning space to accomplish our improvement model strategies. In addition to the traditional classrooms, the building contains administrative offices, conference rooms, computer labs, a media center, a cafeteria, and a school PBIS store. The students also have access to a playing field and tennis courts on the campus. Prior to 2013 our alternative school was housed in modular units not adjacent to a school campus. Currently the school is well equipped to meet the needs of students, and has adequate technology and infrastructure are in place to support our initiative goals.

II-A. The Entity/School must use its Innovative Partnership Grant, <u>in collaboration with a Partner</u>, 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: TPA parents have had the opportunity to explore the Drive Partner through a variety of parent conferences with school administrators to solicit their support and feedback regarding our Innovative Partnership Grant Model. Our parents have identified the need for their children to be more engaged in the classroom, and need to have broader career technical opportunities that will prepare them for reliable employment after high school graduation. Parents are supportive of the initiative's focus on improving the culture and climate of the school, and the focus on building the capacity of school staff to teach replacement behaviors to reduce lost instructional time related to ISS and OSS. Many of our parents have limited resources and knowledge of mental health supports, therefore they are supportive of consistent mental health services being delivered during the instructional day. The support of a licensed professional counselor joining the faculty will promote mental health awareness and support for the whole family.

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: Turning Point Academy staff were provided an opportunity to research other approved partners and consider the best fit to help us accomplish our improvement goals. Considerable time was given to soliciting feedback from our stakeholders to ensure we were designing a model aligned with our needs. Input from staff and community stakeholders confirmed that the chosen partner offers the required expertise to build our capacity to transform our school culture and climate into a school that is data driven, and characterized by restorative practices and academic rigor. Both the School Improvement Team and entire staff were engaged in the development of our improvement initiative and the selection of our DRIVE Partner.

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: School administration shared the nine approved partners with the school improvement team and worked with them to identify the best fit for our school community. As well, our needs assessment data was shared to build consensus around the identification of improvement strategies needed to transform our school community. After our research and consideration, Charlie Lyons from DRIVE Educational Systems met with school leadership to discuss their model approach and identify what support they could offer to help us realize our goals. District leaders participated in this decision making process, but empowered school staff and leadership to identify needs and improvement approaches. A followup meeting with Charlie Lyons with DRIVE was scheduled after the opportunity to discuss our improvement approach with the school leadership team, and get additional feedback to inform our final proposal. The technical assistance partner will provide

training and leadership opportunities to build the capacity of school staff, leadership and district staff to support ongoing improvement efforts at the school.

(b) Response: An interview protocol was developed to gain feedback related to the quality of DRIVE technical assistance. Former or current DRIVE clients were interviewed to ensure that they 1) Developed high quality training; 2) Delivered training in a high quality format, and 3) Data indicates a positive impact of services. Additionally we've examined self reported DRIVE results working with other schools and districts. Their comprehensive school improvement work, focused on school culture, has allowed them to successfully transform schools from the Yupik Villages of Alaska to affluent private schools in Miami, Florida. DRIVE began supporting **South Asheboro Middle School (Asheboro, NC)** with a focus on shifting their culture away from compliance and control into full engagement and empowerment of students and staff. They began an intentional focused support of their discipline plan in year two. After building strong collegial relationships in year one, they realized that there were major achievement gaps between white and black subgroups. After intense disaggregation of data, they realized there was also overwhelming disproportionate discipline among the white and black subgroups. Black students were 18% of the overall student population but were making up 60% of the referrals. The staff calculated this as a 3.2:1 risk ratio, while the ideal ratio would be 1:1. A comprehensive support initiative was designed to transform the discipline framework at the school to attempt to problem solve for this discrepancy. DRIVE theorized that solving this discrepancy would positively impact the overall achievement of all subgroups. Results of these comprehensive interventions are summarized below.

CATEGORY	2012-2013 SY	2014-2015 SY	CHANGE
Math 1 Percent Proficient	43	88	17.3% increase
Science Percent Proficient	39	70	17.6% increase
Math Composite	23	47	34.9% increase
Reading Composite	37	56	34.7% increase
Reading Growth Index	-1.9 (Not Met)	3.2 (Exceeded)	n/a
Math Growth Index	-5.8 (Not Met)	2.9 (Exceeded)	n/a
Discipline Incidents	762	136	82.8% decrease
Risk Ratio for Black Students	3.2	1.8	43.7% decrease

May River High School was a brand-new school being added to the Beaufort County, SC school district for the 2016-2017 school year. DRIVE met with Principal Todd Bornsheauer in the spring of 2016, and his main concern was enrollment due to open enrollment policies in the district that left him competing with prestigious local high schools such as Hilton Head High and Bluffton High as well as competitive charter and private schools nearby. DRIVE collaboratively designed a plan with the school leadership and implemented our comprehensive Power of Our© support plan, including *Student DRIVERS* (called ambassadors). May River nearly doubled their enrollment from year one to year two and currently has 1,350 students in the 2018-2019 SY.

CATEGORY	2016-2017 SY	2017-2018 SY	CHANGE
Student Enrollment (ADM)	632	1251	97.9 % increase

Thomasville High School is the only high school in Thomasville City Schools. When a new Principal, Leslie Kinard, took over in 2017, she asked DRIVE to assist in assessing and elevating the culture of the school. DRIVE started with the comprehensive climate audit and found that the school was living a story of

mediocrity. The community was largely impacted by the shutdown of local factories and the exodus of industry in the early 1990s. This economic downturn resulted in 20 years of declining attendance, achievement and overall engagement of students, staff and families in the Thomasville High School community. The story the school community was telling themselves was one of past glory and current demise. After completing the audit, DRIVE began intervention by bringing the school leadership team, key community stakeholders, and district decision makers to the table to design a new story, purpose and vision. Through a multi-step inclusive process, the entire school community decided they wanted to transform their school into one that was "a bridge to ideas, innovation and success." By transforming their purpose and story, Principal Kinard said DRIVE had helped "elevate the conversation." DRIVE was then able to support the shifting of the culture to match their new elevated story. The result was increased teacher morale, increased engagement, and overall increased student achievement.

CATEGORY	2016-2017 School Year	2017-2018 School Year	CHANGE
School Grade	52 (D)	61 (C)	17.3 % increase
Composite Score	35.7	42	17.6 % increase
Growth Index	59.6	80.4	34.9 % increase
Discipline Incidents	1307	853	34.7 % decrease

DRIVE began to work with **Southwest Guilford Middle School (High Point, NC)** last school year. The goal of the leadership was to unify staff so that they could collaboratively problem solve a high number of discipline incidents and below average student achievement. According to NC check in and district benchmark data the students at SWGMS are out performing the district average in every subject in every grade level. Dramatic decreases in referrals as referenced in the chart below has allowed for more instructional leadership from administration as well as more classroom instructional time for students.

CATEGORY	Aug. 2017-Feb. 2018	Aug. 2018-Feb. 2019	CHANGE
Total referrals	408	267	35% decrease
# referrals resulting in ISS	168	152	10% decrease
# referrals resulting in OSS	194	110	43% decrease
Referrals Black and Hispanic subgroup	159	91	43% decrease

The initiative design team is confident that DRIVE has a proven track record of transforming school culture and improving student learning outcomes. DRIVE is strongly aligned with our improvement model.

(c) Response: Our district CSI Leadership team will work collaboratively with the school improvement team to monitor the effectiveness of DRIVE services. The District CSI Leadership Team will meet monthly to review tracked data to identify trends related to attendance, student behavior and teacher instructional strategies. Our DRIVE Partner will have a weekly presence in our building, and will participate in data discussions focused on outcome measures. The DRIVE Partner will join with the school design team and the District CSI Team in quarterly data dives to determine the effectiveness of initiative implementation, and the effectiveness of technical support in meeting project goals. Partnership effectiveness will be determined by a measurable increase in student engagement, a measurable decrease in lost instructional time as a result of problem behaviors, and an increase in teacher capacity to use replacement behaviors effectively in the classroom.

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: Modeled after the CDC's Whole School, Whole Community, Whole Child (WSCC) Model, our *R.I.S.E. Initiative* (Resiliency, Instructional Rigor, Social Emotional Support and Employment Ready) is aligned with the identified needs of our school community. DRIVE strategies align at a deep level with the areas of focus identified in our needs assessment. DRIVE's successful work with other schools in and outside of North Carolina (See 5b) demonstrate their capacity to help us transform our school into a productive and resiliency building environment for our students. We believe their technical expertise will help us more effectively implement the strategies outlined in our R.I.S.E initiative. During the planning months their proven DRIVE Educational System's Comprehensive School Climate Audit for Turning Point Academy will include the SCAI Report produced by the Alliance for the Study of School Climate out of California State University. School climate is directly correlated with student achievement, teacher retention, family engagement, student discipline referrals, attendance rates and many other leading indicators of what makes up a high performing learning community. This needs assessment will provide a clear picture of the current school climate at Turning Point Academy and identify any gaps that exist within multiple subgroups. DRIVE will then begin a culture visioning process that will unify stakeholders, allowing them to reimagine what ultimate goals and highest purpose their school can accomplish and fulfil. This process allows school leadership to devise actionable steps to address disproportionate practices, improve their climate and transform their school culture. DRIVE Coaches will design an introductory session to be presented to school leadership and staff. During this interactive workshop DRIVE Coaches will share some scientific research that lays the foundation for understanding intrinsic motivation, basic human behavior and the importance of recognizing and accepting that all human beings have an internal locus of control. Additional objectives for the introductory meeting are to:
- Connect DRIVE coaches to staff and leadership to begin building a positive, trusting relationship
- Review the importance of school climate and the direct correlation to student achievement, teacher morale, family engagement, student behavior and overall motivation
- Introduce the Alliance for the Study of School Climate and explain the purpose of the Climate Assessment Survey to ensure accurate collection of perception data

Two DRIVE Coaches will spend two full days at Turning Point Academy to complete classroom walkthroughs, building walkthroughs and focus group discussions. Students, parents, teachers and community stakeholders will be selected and interviewed in separate focus groups. The information gathered will serve as the baseline for the school's culture as it exists today as we hear the story that students, teachers, administration and community members are telling about their learning community. The DRIVE Coaches will use a research-based walkthrough and a focus group assessment process developed by DRIVE Educational System. One School Climate Assessment Instrument created out of California State's Alliance for the Study of School Climate will be provided and distributed to all students, all staff and community members. Unique surveys are designed for staff, students and parents. This is a federally accredited survey researched extensively by The Alliance for the Study of School Climate and Dr. John Shindler, one of the country's leading researchers on school climate. The SCAI has the highest correlation from measurable school climate factors to key indicators of school performance, such as student achievement, dropout rates and teacher retention numbers. The results of the surveys will be disaggregated by the Alliance and then analyzed by the DRIVE Coaches. One School Climate Audit Report will be presented to the school leadership team of Turning Point Academy. DRIVE will spend a day analyzing the report and the data collected from the Assessment Instrument and Climate Audit. This report will be explained in a way such that school leadership will have an accurate understanding of where their climate is verses where they intend for it to be and what steps need to be taken for continued improvement. Through serious deliberation and self-evaluation, the DRIVE Coaches will facilitate the creation of a new story that fosters student empowerment and achievement for all.

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: Our CSI District Leadership Team has guided the development of our R.I.S.E. initiative and will provide ongoing support for Turning Point Academy as they work to create a productive school community where students are academically, behaviorally, and emotionally prepared for post high school employment. The CSI District Team meets monthly to examine tracked data (attendance, discipline and any available formative learning data) to offer problem solving, professional development, coaching and other types of support to school leadership. A major area of of leadership for this initiative will occur in the career development program offered at the school for both middle and high school students. Our current business and entrepreneurship focused CTE program will be replaced by one that is aligned with the economic development needs in our county. Course offerings will be focused on advanced manufacturing and trade fields including, but not limited to the areas of carpentry, plumbing and electrical. The CSI District Leadership Team will work in collaboration with school leadership to assist them in making needed changes to their daily instructional schedule, their school calendar and their staffing plan to build their capacity to meet initiative goals, and to sustain those goals beyond the grant funding cycle. Our district has focused extensively on building capacity to lead efforts at our schools in the areas of multi-tiered system of support and social emotional learning through competitive grant awards. Our District NC School Improvement Project is focused on creating a multi-tiered system of support that provides research based interventions in Reading, Math and Behavior. This project has been successful at building the capacity of our district to work with schools to implement the strategies and supports that are planned in this initiative. We have district trainers and coaches who can work in partnership with the school as they implement instructional and behavior strategies that meet the needs of all students. Our district Substance Abuse and Mental Health Services Administration (SAMHSA) Aware Federal grant has developed district capacity to support efforts in this initiative in the areas of social and emotional support to meet the needs of students and parents. The social and emotional strategies in our grant initiative are aligned with this district grant program. This initiative will benefit greatly from the work of these two significant grants and will maximize our impact on student learning, emotional health and work readiness.

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: Current CSI funding is used to support Turning Point Academy through staffing and instructional materials. CSI funds are used to fund a full time 12 month Alternative Learning Coordinator position. CSI funding also funds school level training and instructional materials. IGP funds will be supplemental to current and future CSI funds. Title 1 funds in our district are distributed to elementary and intermediate schools only to fund their school improvement efforts. Disadvantaged Student Support funding will be an additional resource to fund our improvement initiative, and IGP funds will not be used to supplant any current human and financial resources available to the school.

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: The District CSI Leadership Team will provide oversight and support for the IPG implementation by monitoring tracked data and providing support to the school improvement team.. Dr. Anita Ware will serve as the liaison between the CSI district team, the School Leadership Team, and the external technical assistance partner (DRIVE Inc.). Dr. Ware will participate in all School Leadership Team meetings, and will connect the school with district resources as needed. Dr. Ware will broker any contracts needed as a result of grant award, and will assist the principal with hiring as it relates to the IPG initiative. A memorandum of understanding will be developed between our district and the technical assistance partner to outline the scope of work expected, payment schedule, documentation and accountability required to measure the effectiveness of the technical assistance partner.

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 <u>ongoing</u> basis:

(a) Response: The R.I.S.E. Initiative will offer quarterly, family focused learning opportunities aligned with the R.I.S.E. Initiative goals. Parent programming will be designed and delivered to build the capacity of parents to provide the emotional support their children need to experience school success, and will provide

them opportunities to learn and benefit from a variety of wellness, mental health and employment services. School leadership will additionally form a Parent Advisory Committee to provide ongoing feedback and support for R.I.S.E. Initiative goals.

(b) Response: This grant initiative will benefit tremendously from existing productive partnerships in our county that support our school district. First, our School Health Advisory Council will provide expertise and feedback for grant initiative goals focused on student wellness and mental health. More than twelve community organizations are members of our SHAC, including but not limited to our local hospital, health department, Communities In Schools, Inc., community college, county mental health and substance abuse agencies. We also have a strong business and education partnership that will assist us in providing post high school employment opportunities for our students and their parents. Our district FOCUS program pairs students with employment, and provides resources to keep them in school until they graduate. Many times students continue to work full time with paired employers. We have a new Advanced Manufacturing Program at the local community college that provides education opportunities for high school students to earn industry recognized credentials that can lead to employment and financial security following high school graduation. Our well established community and district partnerships will add great value to our efforts to transform Turning Point Academy.

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

Response: DRIVE's training and support system is based on being able to model the types of responses, actions and behavior management tactics with which we empower our clients. This modeling function is what allows their training methods and scientific practices to remain intact and continue improving the learning community long after DRIVE is no longer under contract. They have the capacity to engage in online coaching sessions via Zoom and will be available by phone or email to all staff and administrators during the school improvement initiative. Throughout the first year, which has the most extensive training and coaching time requirements, Senior Coaches support school leadership as they gradually assume increased responsibility for implementing the Power of Our©. After the first year, the number of on-site support days are scaled back as climate improves, discipline referrals drop, achievement increases, and the leadership team becomes more comfortable using DRIVE strategies. All support that DRIVE offers is delivered in a way to create sustainability by ensuring that all members of the learning community have the knowledge, skills and mindset required to carry on the Power of Our© culture with fidelity long after the DRIVE's comprehensive three-year intervention has taken place. Staffing included in our grant proposal will be sustained by insurance billing for eligible services, as well as district financial support. We anticipate increased ADM funding from expansion of existing school programs to broaden our student base to include potential and actual dropouts in our system, whether or not they have behavior challenges. Currently our school serves primarily students with chronic behavior challenges not conducive to traditional learning environments. Our hope is this grant will allow us to build capacity to serve a broader student body.

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: Modeled after the CDC's Whole School, Whole Community, Whole Child (WSCC) Model Our *R.I.S.E. Initiative* (Resiliency, Instructional Rigor, Social Emotional Support and Employment Ready) includes a five strategy approach to build an effective school program at Turning Point Academy by improving both student learning and health at Turning Point Academy Our five strategies and action steps are outlined below:

<u>Strategy 1</u>: **Deliver Rigorous Classroom Instruction** by building teacher capacity and reading comprehension through the implementation of the **Kansas Strategic Instruction Model,** a comprehensive, research-validated approach to adolescent literacy that addresses the needs of students to be able to read and understand large volumes of complex materials as well as their need to be able to express themselves effectively in writing. This model includes two instructional tools to build the capacity of teachers to maximize student learning. First, the **SIM Content Enhancement Routines** are dynamic teaching tools that use

powerful teaching devices to organize and present curriculum content in an understandable and easy-to-learn manner. Teachers use Content Enhancement Routines to plan for and impart content to academically diverse classes in ways that all students can understand and remember key information. All of the routines promote direct, explicit instruction to facilitate problem-solving and critical thinking skills for students. Second, the **SIM Learning Strategies** are teaching tools that gradually release control from teacher to student to help students understand information and solve problems effectively and efficiently. SIM Learning Strategies have the necessary breadth and depth to provide a well-designed scope and sequence of strategy instruction. Strategies are divided into strands, or categories of skills: acquisition of information, storage and retrieval of information, and demonstration of competence. SIM tools, when used in combination with additional interventions to impact school wide change, are implemented through an approach called the **Content Literacy Continuum**(TM) **(CLC).** CLC is a coordinated, schoolwide approach to improving literacy for all students in secondary schools, enabling them to meet higher standards. Based on five levels and focused on helping schools use their data to develop and sustain a comprehensive and integrated approach to literacy, CLC's goal is to ensure that schools are empowered to develop the infrastructure necessary to identify, develop, and offer the multitiered resources, services, and supports essential to a literate, successful school community. Cleveland County Schools is currently implementing the Content Literacy Continuum in other district schools as part of our School Improvement Grant. As a result of this grant we have significant district capacity to support this strategy implementation at Turning Point Academy through initial training and coaching through implementation.

   In addition to the implementation of Kansas CLC our DRIVE Partner will work with teachers and support staff to transform instruction to accelerate student engagement and learning. Through years of research and practical application, DRIVE's leadership has developed a proven framework for accelerating achievement and student engagement. DRIVE focuses on data-driven instruction and creates an authentic, high functioning multi-tiered system of support for their schools. Promoting and supporting data literacy and a comprehensive understanding of interventions across all tiers is critical to assessing and understanding the needs of each individual student. DRIVE constantly updates our framework by infusing the latest research and best practices. The Power of Our© framework is built on the scientific theory of human behavior, Perceptual Control Theory. It also focuses on cutting edge brain science and includes the research of Philip Schlechty, John Hattie, Eric Jensen, Judith Glaser, and the Duke University Neurological Department. DRIVE's vast experience at all levels of education allows us to assess the structures within a school from multiple perspectives. We first support the necessary mindset shifts that must take place for staff to have authentic and meaningful dialogue about student work, student progress and student barriers to learning. We're also make recommendations and facilitate conversation on the organizational structure of the school to maximize the chance staff can collaborate about instructional standards, best practices, and assessment of individual student needs. DRIVE and the Alliance for the Study of School Climate have identified four major styles of teaching. Research from the Alliance has drawn a correlation between the facilitator style of teaching and the highest student achievement. DRIVE Coaches initiate discussions within professional learning community meetings, create model lessons, and coach teachers one-on-one to provide them with the tools they need to move towards a facilitator style of instruction. Through experience, the DRIVE team has encountered and addressed some consistent challenges to full implementation of effective multi-tiered systems of support. We have learned that the initial focus must be on getting Tier One right and that if the core instruction is flawed, the school's entire MTSS system will be set up for failure. We work to move core Tier One instructional practice beyond compliance, beyond engagement, and into a fully empowered student and teacher.

	Student-Centered	Teacher Centered
E F F E C T I V E	**Style 1- Facilitator** Relationship driven Goal is self-directed students Focus on internal motivation, self-efficacy and self-control Authentic assessments. Provide learners with progress knowledge to support learning efforts. Students assess themselves and self-evaluate their own behavior and performance. Build student's collective responsibility "Our Class"	**Style 2- Orchestrator** Structure driven Goal is on task behavior Focus on external positive motivators High quality traditional assessments to give learners accurate accounting of their achievement. Teacher assessments only. Build students' collective efficiency "My Class"
I N E F F E C T I V E	**Style 3 – Enabler** Reaction-driven Goal is to keep students happy Focus on student interests Assessment is very open ended with vague, subjective grading criteria. Build self-centered students Chaotic energy "The Students"	**Style 4- Dominator** Obedience-driven Goal is to let students know who is boss Focus on avoiding punishment Assessment is grade based and mostly competitive with grades used to shame low achievers into shaping up. Build students immune to coercion. Negative Energy "Those students"

Action Steps for Delivering Rigorous Instruction

Action Step	Driver	Timeline
Design and implement a TPA Model for teaching Extreme Reading as an intervention during Core Instruction Grades 6-12	Gina Gold	June 2020
Implementation of Kansas Content Enhancement Routines	Elizabeth Gibbs/Pam Leitzell	Training- July 2020 Implement- August 2020 - June 2021
Implementation of Kansas SIM Strategies	Elizabeth Gibbs/Pam Leitzell	Two strategies per year of grant
SIM Strategy Coaching	Elizabeth Gibbs	Beginning August 2020 - 2 visits per year
Credential District Teachers	KU Center for Research on Learning	Year Two Implementation

DRIVE *Power of Our* Implementation	Charlie Lyons and Gideon Ruff	January 2020

2) **Establish a Comprehensive Student Wellness Program** that incorporates both a school health center staffed with a half time nurse practitioner, and a licensed professional counselor to provide individual and group counseling with our students and/or with parents. Our county has an expanding telemedicine program that could include the school to expand the medical and mental health services currently available to students and their parents.

Action Steps to Establish a Comprehensive Student Wellness Program

Action Step	Driver	Timeline
Hire full time Licensed Professional Counselor *or* Contract with Mental Health Agency	School Leadership and District Liaison	March 2020
Identify Students Needing Individual Counseling	School Based Licensed Professional Counselor	July 2020
Determine Group Counseling Cohorts	School Based Licensed Professional Counselor	July 2020
Invite Parents to Support Groups	School Based Licensed Professional Counselor	August 2020
Hire Part Time Nurse Practitioner	School Leadership and District Liaison	July 2020
Implement Telemedicine Clinic	Sam McGinnis Atrium Health	August 2020

3) **Institutionalize Positive Behavior Intervention School wide** with behavior management technicians who can reduce classroom disruptions and loss of instructional time by deescalating students and coaching teachers to build a positive and productive classroom environment where students are focused on purposeful work.

Action Steps to Institutionalize Positive Behavior Intervention School wide

Action Step	Driver	Timeline
Hire School Coach with Behavior Liaison credentials	School Principal	March 2020
Develop an individualized support plan process with school staff	School Coach	June 2020
Institutionalize Point System and Rewards for TPA Students	School Coach	August 2020

4) **Create a Positive and Productive School Cultur**e by increasing staff engagement and student engagement in classroom instruction, and building administrative capacity to advance student outcomes in both academic achievement and success for life after school through a partnership with DRIVE Educational System. DRIVE's primary mission is to create a school climate that is warm, inviting and inclusive so that all learners can reach their maximum potential. DRIVE recognizes that meeting students' basic needs is essential to developing social-emotional competencies so that students can feel comfortable challenging themselves

academically in the classroom. After retiring from the school system, DRIVE co-founder, Jane Williams served as Vice President of a large private non-profit substance abuse agency managing numerous federal and state grants, collaborating with school leaders in districts across the state, providing direct service to at-risk students and their families, and developing numerous community coalitions. She excels at connecting to both students and teachers by creating meaningful and authentic relationships. Mr. Lyons' experience as principal and basketball coach put him squarely in the middle of community outreach and engagement. Leading a Title 1 school, he routinely talked with parents about school improvement efforts towards teaching the whole child. He shares Ms. Williams' passion for building authentic relationships and recognizes that as the building block for creating a positive and safe school environment. Many educators view school climate and student achievement as separate entities. However, numerous research studies are making it clear – climate and student achievement are directly related. In fact, researcher John Shindler (Transformative Classroom Management, 2004) maintains that "the quality of climate appears to be the single most predictive factor in any schools' capacity to promote student achievement." DRIVE recognizes that all aspects of school climate and student achievement are inter-related – pedagogical practice, achievement, curriculum, teacher practice, student-teacher relationships, discipline practices, student behavior, attitude, and engagement. This disconnect or "chicken and egg" debate regarding school climate versus student achievement is what led DRIVE to formulate their revolutionary Power of Our©. This program can create a school environment that maximizes student achievement and equitable practices, eliminates achievement gaps, closes the school to prison pipeline, and ignites the passion for learning in both teachers and students. The Power of Our© places climate at the heart of the school reform process and provides a mechanism to identify solutions to the myriad of challenges schools face. As mentioned previously, Mr. Lyons came to meet with Cleveland County and Turning Point Academy leadership to begin the process of developing trusting relationships and assess the commitment level of the administration to implement the Power of Our©. For many, increasing student achievement through careful attention to school climate, grasping the impact of a deep understanding of human behavior, and recognizing the value of trusting relationships has on student achievement requires a paradigm shift. The next step in DRIVE's approach to work is a true needs assessment and strategic planning process through their Comprehensive Climate Audit. DRIVE Coaches will provide an introductory PD session for school leadership and staff. During this interactive workshop, DRIVE shares research that lays the foundation for understanding internal motivation and human behavior along with their implications on creating instructional and management designs that promote student success. Next, two DRIVE Coaches will spend two days at Turning Point completing classroom and building walkthroughs and focus group discussions with students, parents, teachers and community stakeholders. Then staff, students and parents complete an online school climate assessment survey, based on 20 years of research conducted by California State University, by the Alliance for the Study of School Climate (ASSC). This is a federally accredited survey. The School Climate Assessment Instrument (SCAI) has the highest correlation when comparing measurable school climate factors to key indicators of school performance such as student achievement, discipline incidents, attendance and dropout rates. The results of the survey are disaggregated by the Alliance and analyzed by DRIVE. Finally, a DRIVE Coach will spend one day with the school leadership team and other interested parties to analyze the report and data collected from the Assessment Instrument and Climate Audit. The DRIVE Coaches facilitate a process that guides the school leadership team as they gain a clear understanding of the current state of their climate and compare it to the climate they desire. Collaboratively the leadership team, with support from DRIVE Coaches, designs a plan for change that will transform their culture and processes in order to meet their goals. DRIVE Coaches support the leadership team as they create a new and engaging story that will foster a school climate that ignites adult engagement, student empowerment and achievement, and community involvement.

Following the Comprehensive Climate Audit the next steps for the Power of Our© will be:
1. Leadership / Administrative Team Training
2. Student Orientation
3. Full Staff Power of Our Launch Training
4. Student DRIVER Leadership Development Course

5. On-Site Support Days

During each of the five initiatives listed above, participants will be introduced to the latest brain research, scientific theories, and world-wide best educator practices for improving school climate and culture. DRIVE has developed a series of DRIVING questions that will be addressed during each engagement. While each initiative is unique to the participant group and will have different goals and objectives, the core content of how to build (and why it is important) to build trusting relationships, understanding intrinsic motivation and the science of human behavior, and working together towards an integrated purpose will persist throughout. These three building blocks are what will strengthen Social-Emotional competencies, build empathetic capacity in school leaders and lead to a more positive and productive school climate. During the on-site support days DRIVE Coaches will work in many settings such as PLC groups, grade level meetings, and individual coaching sessions. Additionally, the DRIVE team will routinely analyze standardized test scores, attendance, discipline referrals, dropouts, and more to determine the progress made in improving risk factors associated with school failure.

5) **Establish a Comprehensive Parent Support System** to improve collaboration between school and home through effective communication, parent education and improved employment opportunities and mental health intervention at the family system level.

Action Steps to Establish a Comprehensive Parent Support System

Action Step	Driver	Timeline
Develop a program of mental support for parents	School Based Licensed Professional Counselor	Fall 2020
Develop opportunities for parents to enhance employment opportunities through county Accelerate Initiative	Holly Wall, ACCELERATE Cleveland Executive Director	Fall 2020
Family Education Initiative	School Leadership	Fall 2020 launch with quarterly opportunities
Form a Parent Advisory Team	School Leadership	Fall 2020

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: The table below outlines our annual goals for student achievement by grade level and/or course in reading/language arts:

Grade Level and/or Course Name	Goal Statement	Implementation Year 1 2020-2021	Implementation Year Two 2021-2022	Sustainability Year 2022-2023
6th Grade English Language	Baseline: AY 2018-19, 25% of 6th	By June of 2021, 32% of 6th graders	By June of 2022, 37% of 6th graders	By June of 2023, 40% of 6th graders

Arts EOG	graders demonstrated proficiency in the area of English Language Arts (ELA) as measured by the NC EOG assessment. 6th grade students will demonstrate growth in the area of ELA as measured by the NC EOG assessment.	will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.	will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.	will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.
7th Grade English Language Arts EOG	Baseline: AY 2018-19, 15% of 7th graders demonstrated proficiency in the area of English Language Arts (ELA) as measured by the NC EOG assessment. 7th grade students will demonstrate growth in the area of ELA as measured by the NC EOG assessment.	By June of 2021, 22% of 7th graders will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.	By June of 2022, 27% of 7th graders will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.	By June of 2023, 30% of 7th graders will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.
8th Grade English Language Arts EOG	Baseline: AY 2018-19, 18% of 8th graders demonstrated proficiency in the area of English Language Arts (ELA) as measured by the NC EOG assessment. 8th grade students will demonstrate growth in the area of ELA as measured by the NC EOG assessment.	By June of 2021, 25% of 8th graders will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.	By June of 2022, 30% of 8th graders will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.	By June of 2023, 33% of 8th graders will demonstrate proficiency in the area of ELA as measured by the NC EOG assessment.
English 2 NC Final Exam	Baseline: AY 2018-19, 0% of English 2 students	By June of 2021, 7% of English 1 students will	By June of 2022, 12% of English 1 students will	By June of 2023, 15% of English 1 students will

| | demonstrated proficiency in the area of English as measured by the NC English 2 assessment.

English 2 students will demonstrate growth in the area of English as measured by the NC English 2 assessment. | demonstrate proficiency in the area of English as measured by the NC English 1 assessment. | demonstrate proficiency in the area of English as measured by the NC English 1 assessment. | demonstrate proficiency in the area of English as measured by the NC English 1 assessment. |

The table below outlines our annual goals for student achievement by grade level and/or course in mathematics:

Grade Level and/or Course Name	Goal Statement	Implementation Year 1 2020-2021	Implementation Year Two 2021-2022	Sustainability Year 2022-2023
6th Grade Math EOG	Baseline: AY 2018-19, 17% of 6th graders demonstrated proficiency in the area of math as measured by the NC EOG assessment. 6th grade students will demonstrate growth in the area of math as measured by the NC EOG assessment.	By June of 2021, 24% of 6th graders will demonstrate proficiency in the area of math as measured by the NC EOG assessment.	By June of 2022, 29% of 6th graders will demonstrate proficiency in the area of math as measured by the NC EOG assessment.	By June of 2023, 32% of 6th graders will demonstrate proficiency in the area of math as measured by the NC EOG assessment.
7th Grade Math EOG	Baseline: AY 2018-19, 15% of 7th graders demonstrated proficiency in the area of math as measured by the NC EOG assessment. 7th grade students will demonstrate growth in the area of math as measured by the NC EOG assessment.	By June of 2021, 22% of 7th graders will demonstrate proficiency in the area of math as measured by the NC EOG assessment.	By June of 2022, 27% of 7th graders will demonstrate proficiency in the area of math as measured by the NC EOG assessment.	By June of 2023, 30% of 7th graders will demonstrate proficiency in the area of math as measured by the NC EOG assessment.
8th Grade Math EOG	Baseline: AY 2018-19, 0% of 8th	By June of 2021, 7% of 8th graders	By June of 2022, 12% of 8th graders	By June of 2023, 15% of 8th graders

	graders demonstrated proficiency in the area of math as measured by the NC EOG assessment. 8th grade students will demonstrate growth in the area of math as measured by the NC EOG assessment.	will demonstrate proficiency in the area of math as measured by the NC EOG assessment.	will demonstrate proficiency in the area of math as measured by the NC EOG assessment.	will demonstrate proficiency in the area of math as measured by the NC EOG assessment.
Math 1 NC EOC	Baseline: AY 2018-19, 0% of Math 1 students demonstrated proficiency in the area of math as measured by the NC Math 1 assessment. Math 1 students will demonstrate growth in the area of math as measured by the NC EOG assessment.	By June of 2021, 7% of Math 1 students will demonstrate proficiency in the area of math as measured by the NC Math 1 assessment.	By June of 2022, 12% of Math 1 students will demonstrate proficiency in the area of math as measured by the NC Math 1 assessment.	By June of 2023, 15% of Math 1 students will demonstrate proficiency in the area of math as measured by the NC Math 1 assessment.

(b) Response:
The table below outlines our annual goals for tracked data points outlined in project assurances:

Goal Statement	Implementation Year 1 2020-2021	Implementation Year Two 2021-2022	Sustainability Year 2022-2023
Dropout rate Baseline: AY 2018-19, 32 students (24%) dropped out from Turning Point Academy. The student dropout rate will decrease as measured by the IPG Data Tracking Log.	By June of 2021, the dropout rate will decrease to 20% of students as measured by the IPG Data Tracking Log.	By June of 2022, the dropout rate will decrease to 18% of students as measured by the IPG Data Tracking Log.	By June of 2023, the dropout rate will decrease to 16% of students as measured by the IPG Data Tracking Log.
In School Suspensions Baseline: AY 2018-19, 393 incidents resulting in ISS occurred at Turning Point Academy.	By June of 2021, the incidents resulting in ISS will decrease to 100 as measured by the	By June of 2022, the incidents resulting in ISS will decrease to 80 as measured by the	By June of 2023, the incidents resulting in ISS will decrease to 70 as measured by the

The number of incidents resulting in ISS will decrease as measured by the IPG Data Tracking Log.	IPG Data Tracking Log.	IPG Data Tracking Log.	IPG Data Tracking Log.
Out of School Suspensions Baseline: AY 2018-19, 550 incidents resulting in OSS occurred at Turning Point Academy. The number of incidents resulting in OSS will decrease as measured by the IPG Data Tracking Log.	By June of 2021, the incidents resulting in OSS will decrease to 150 as measured by the IPG Data Tracking Log.	By June of 2022, the incidents resulting in OSS will decrease to 125 as measured by the IPG Data Tracking Log.	By June of 2023, the incidents resulting in OSS will decrease to 100 as measured by the IPG Data Tracking Log.
Certified Staff Attendance Rates Baseline: AY 2018-19, the certified staff had an attendance rate 92.5% The certified attendance rate will increase as measured by the IPG Data Tracking Log.	By June of 2021, the certified staff attendance rate will increase to 94.5% as measured by the IPG Data Tracking Log.	By June of 2022, the certified staff attendance rate will increase to 96.5% as measured by the IPG Data Tracking Log.	By June of 2023, the certified staff attendance rate will increase to 98.5% as measured by the IPG Data Tracking Log.

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: The table below outlines the specific planning activities that will guide the development of our Year One Implementation Plan. Our R.I.S.E. Initiative is aligned with the research based CDC Whole School, Whole Community, Whole Child Model (WSCC). All of our planning activities will build the capacity of school staff to meet the academic, behavior, emotional and wellness needs of our students. Planning activities are focused on creating a structure that empowers school staff to work collaboratively to create a daily schedule, school policies and school procedures that maximize student success in school. A significant amount of the planning year will be used to develop a personalized approach to meet the needs of individual students in our building. Staff will become highly trained to recognize mental health needs, design academic learning experiences that result in active student engagement during instruction and will become experts in teaching replacement behaviors to students who have historically missed significant instructional time because of problem behaviors.

Planning Activities	Timeline	Description
SIT will establish schedule and calendar work teams to guide the planning work for Year One Implementation	January 2020	Work teams will study and recommend a new school daily schedule
Expansion of the Positive Behavior	January 2020	The development and implementation of

Instructional Supports Team to include social emotional interventions supports for students.		individual student PBIS plans that include both behavior and social emotional supports to maximize student learning
Hiring of IPG School Coach	February 2020	Work with Human Resources to post the position. Conduct interviews and hire our coach.
Hiring of School Based Mental Health Counselor	May 2020	Work with Human Resources to post the position. Conduct interviews and hire our counselor
Hiring of Nurse Practitioner	May 2020	Work with health department to hire a ½ time Nurse Practitioner with mental health experience
DRIVE Comprehensive School Climate Audit and Strategic Planning	January 2020	DRIVE Educational System's Comprehensive School Climate Audit includes the SCAI Report produced by the Alliance for the Study of School Climate out of California State University. School climate is directly correlated with student achievement, teacher retention, family engagement, student discipline referrals, attendance rates and many other leading indicators of what makes up a high performing learning community.
DRIVE's *Power of Our*© Leadership Team Training	June 2020	Professional Development workshop for the Leadership Team to take place in the summer of 2020. The workshop will present transformational research and resources in a highly engaging and interactive format. It will explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment.
DRIVE MasterStory Project Individual Discovery Program	June 2020	DRIVE partners with Storywork International to form the MasterStory Project. We believe that each of us has a calling, and that we can be the most productive members of any organization when we first discern our calling and purpose, and then identify how that calling intersects and integrates with the needs of the organization.

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: Research based strategies plan for Full Implementation Year 2020-2021 are outlined in the table below:

Research-based School Improvement Strategies	Timeline	Description
Implement new daily calendar	August 2020	New daily schedule will provide for a five block instructional day and an enrichment block on Wednesday afternoons to allow for whole faculty planning and training.
Develop and implement individual student PBIS plans	August 2020	PBIS plan will increase individual student school appropriate behaviors.
DRIVE's Power of Our Full Staff Launch	August 2020	Designed to enhance the training received by the Leadership Team, teachers will leave the workshop familiar with DRIVE's core principles, equipping them with tools and information necessary to maximize success throughout the year.
Student DRIVERS Launch Training	August 2020	The Student DRIVERS Leadership Development course will provide leadership opportunities for students who are dedicated to serving as a student leader, role model, team player, volunteer, communicator, motivator, culture builder, peacekeeper and peer mediator. Their voice is an essential component of Turning Point Academy and they will assist in building community within the school.
Family Education Initiative	Ongoing	DRIVE Educational System will collaborate with the faculty and staff of Turning Point Academy to develop and provide structured educational opportunities for parents/caretakers of students enrolled in an alternative education setting.
Kansas SIM Content Enhancement Routine Development for all Core Subjects 6-12	July and August 2020	Teachers will plan core content that meets the needs of a diverse student group. Routines promote direct, explicit instruction to facilitate problem-solving and critical thinking skills.
Kansas Extreme Reading Intervention During Core Instruction	August 2020, Every Day for 45 minutes per day	English Language Arts teachers will teach a 45 Extreme Reading Intervention Lesson as part of their core instruction to increase reading proficiency.
Individual and Group Student	September 2020	Licensed Professional Counselor will deliver

Counseling		individual and group counseling to students with identified needs.
Parent Support Group	October 2020	Licensed Professional Counselor will deliver a monthly parent support group to our parents.
Staff Training and Coaching in Restorative Practices	August 2020	Each week DRIVE staff will observe, model, coach and train our teachers to use restorative practices.
Implement a Wellness and Telemedicine Clinic for 50% of each instructional day	August 2020	Implement a daily wellness program that offers a nurse practitioner and use of a telemedicine center to decrease student absences and assistance in managing mental health medication.
Implement the Kansas Fundamentals of Paraphrasing and Summarizing Strategy with Fidelity in all Core Instruction	August 2020	Train all core teachers to use the strategy with fidelity. Monitor and coach teachers to implement this strategy in their classrooms.
Implement the Kansas Paragraph Writing Strategy with Fidelity in all Core Instruction	January 2021	Train all core teachers to use the strategy with fidelity. Monitor and coach teachers to implement this strategy in their classrooms.

2021–2022 (Full Implementation Year):
Response:
Research based strategies plan for Full Implementation Year 2021-2022 are outlined in the table below:

Researched-based School Improvement Strategies	Timeline	Description
Implement the Kansas Main Idea Strategy with Fidelity in all Core Instruction	August 2021	Train all core teachers to use the strategy with fidelity. Monitor and coach teachers to implement this strategy in their classrooms.
Implement the Kansas Inference Strategy with Fidelity in all Core Instruction	August 2021	Train all core teachers to use the strategy with fidelity. Monitor and coach teachers to implement this strategy in their classrooms.
DRIVE's Power of Our Full Staff Launch	June 2021	Professional Development workshop for the Leadership Team to take place in the summer of 2021. The workshop will present transformational research and resources in a highly engaging and interactive format. It will explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment.

Student DRIVERS Launch Training	August 2021	The Student DRIVERS Leadership Development course will provide leadership opportunities for students who are dedicated to serving as a student leader, role model, team player, volunteer, communicator, motivator, culture builder, peacekeeper and peer mediator. Their voice is an essential component of Turning Point Academy and they will assist in building community within the school.
Family Education Initiative	August 2021	DRIVE Educational System will collaborate with the faculty and staff of Turning Point Academy to develop and provide structured educational opportunities for parents/caretakers of students enrolled in an alternative education setting.
Sustain Individual and Group Student Counseling	August 2021	Licensed Professional Counselor will deliver individual and group counseling to students with identified needs.
Sustain Parent Support Group	October 2021	Licensed Professional Counselor will deliver a monthly parent support group to our parents.
Staff Training and Coaching in Restorative Practices	August 2021	Each week DRIVE staff will observe, model, coach and train our teachers to use restorative practices.
Sustained Wellness and Telemedicine Clinic for 50% of each instructional day	August 2021	Refine and sustain our wellness and telemedicine clinic

2022–2023 (Sustainability Year):
Response:
Research based strategies plan for Full Implementation Year 2022-2023 are outlined in the table below:

Research-based School Improvement Strategies	Timeline	Description
Credential teachers to train Kansas SIM strategies for sustainability	August 2022-2023	Provide training to credential teachers in SIM strategies to train future staff at TPA and other district schools
Use TPA faculty to model and coach their peers in restorative practices	August 2022-2023	Deploy TPA teachers to work with peers who are struggling with problem behaviors
Host a District Making the Rounds Event	October 2022	Engage in a Making the Rounds Event for district teachers to

		observe and engage in a structured debrief session about observed restorative practices and SIM strategies instructionalized in TPA Classrooms.
DRIVE Comprehensive School Climate Audit and Strategic Planning	January 2023	DRIVE Educational System's Comprehensive School Climate Audit includes the SCAI Report produced by the Alliance for the Study of School Climate out of California State University. School climate is directly correlated with student achievement, teacher retention, family engagement, student discipline referrals, attendance rates and many other leading indicators of what makes up a high performing learning community.
DRIVE's *Power of Our*© Leadership Team Training	June 2023	Professional Development workshop for the Leadership Team to take place in the summer of 2020. The workshop will present transformational research and resources in a highly engaging and interactive format. It will explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment.

(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.

Example: Entity Response for (3.5) Years

SCHOOL (SAMPLE) 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
$146,000	$475,000	$480,000	$295,000	**$1,396,000**

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
125,131.29	**331,005.79**	**312,805.79**	**219,080.22**	**988,023.09**

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: Our Planning budget funds will be used to contract with DRIVE Inc. to facilitate a comprehensive school audit and Summer Staff Training in June. As well, we will hire our school coach, licensed school counselor or licensed clinical social work during the Spring semester to allow them to participate in all initiative planning and training. Staff development resources and technology hardware will be purchased to support school behavior data monitoring. Specific Planning budget estimates are outlined in the table below:

Budget Item	Description	Amount
IPG School Coach Position	5 months of salary and benefits for this position to participate in	37,500

	all planning activities.	
Assistant Principal Summer Employment	2 months of salary and benefits for this position to participate in all planning activities	15,799.04
Social Worker Summer Employment	2 months of salary and benefits for this position to participate in all planning activities	10,602.25
DRIVE Partner Contract	*Comprehensive School Climate Audit and Strategic Planning *Leadership Team Training *MasterStory Project Individual Discovery Program	23,930
Summer Employment for 19 Classified and Certified Staff	4 days of training with DRIVE to prepare for Year One Implementation	22,800
Technology Hardware for Data Collection (All Staff)	The purchase of devices for Live School Data Collection	10,000
Live School Software License	The purchase of Live School Data Collection Software	2,000
Comfort Room Implementation	Furniture and wall padding for de-escalation room	1,500
Professional Learning Materials for Staff	Books and training materials for all staff	1,000
	Total for Planning Year	125,131.29

Justification for 2020-21 (Full Implementation) budget:

Response: Our 2020-21 budget funds human resources and training expenses for our Year One Implementation. Budget Items are outlined in the table below:

Budget Item	Description	Amount
IPG School Coach Position	12 months of salary and benefits for this position	95,000
Assistant Principal Summer Employment	2 months of salary and benefits for this position for summer employment	15,799.04
Social Worker 50%	6 months of salary and benefits	31,806.75

	for this position	
Nurse Practitioner 50%	5 months of salary and benefits for this position	50,000
DRIVE Partner Contract	25 Support Days for Training and Coaching	104,400
Summer Employment for 19 Classified and Certified Staff	3 days of training with DRIVE to prepare for Year Two Implementation	19,000
Professional Learning Experiences for Certified Staff	External Conference/Training Expenses	15,000
Total for Full Implementation Year One		331,005.79

Justification for 2021-22 (Full Implementation) budget:

Response:
The table below outlines expenses for the 2021-2022 budget year:

Budget Item	Description	Amount
IPG School Coach Position	12 months of salary and benefits for this position	95,000
Assistant Principal Summer Employment	2 months of salary and benefits for this position for summer employment	15,799.04
Social Worker 50%	6 months of salary and benefits for this position	31,806.75
Nurse Practitioner 50%	5 months of salary and benefits for this position	50,000
DRIVE Partner Contract	20 Support Days for Training and Coaching	93,800
Summer Employment for 19 Classified and Certified Staff	2 days of training with DRIVE to prepare for Year Two Implementation	11,400
Professional Learning Experiences for Certified Staff	External Conference/Training Expenses	15,000
Total for Full Implementation Year Two		312,805.79

Justification for 2022-23 (Sustainability) budget:

Response:
The table below outlines expenses for the 2022-2023 budget year:

Budget Item	Description	Amount
IPG School Coach Position	12 months of salary and benefits for this position	95,000
Assistant Principal Summer Employment	2 months of salary and benefits for this position for summer employment	15,799.04
Social Worker 50%	6 months of salary and benefits for this position	31,806.75
Nurse Practitioner 50%	5 months of salary and benefits for this position	50,000
DRIVE Partner Contract	15 Support Days for Training and Coaching	74,430
Summer Employment for 19 Classified and Certified Staff	2 days of training with DRIVE to build sustainability capacity	11,400
Professional Learning Experiences for Certified Staff	External Conference/Training Expenses	15,000
	Total for Sustainability Year Four	219,080.22

(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.

Public Schools of North Carolina

IPG Cohort I ~ Data Tracking Log ~ *High School*

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
Drop Outs (Number)	2018 – 19		0								32
	2019 – 20	0	0								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
ISS (Incident Count)	2018 – 19	11	20	23	11	22	36	24	18	25	190
	2019 – 20	0	0								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	32	45	37	4	16	36	38	30	28	266
	2019 – 20	10	8								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	83.19	83.21	80.15	83.94	85.71	81.02	81.33	81.08	82.89	82.5
	2019 – 20	83.94	83.19								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	94.5	91	93.5	92	95	94	89	91	93	92.5
	2019 – 20	94	92								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

Data Point	Year	20th Day	100th Day
Graduation Rate (4-Year %)	2018 – 19	50	
	2019 – 20		0
	Average		
	2020 – 21		
	2021 – 22		
	2022 – 23		
Graduation Rate (5-Year %)	2018 – 19	67.9	
	2019 – 20		0
	Average		
	2020 – 21		
	2021 – 22		
	2022 – 23		
Biology (GLP / CCR %)	2018 – 19	4.8	8.3
	2019 – 20		
	Average		
	2020 – 21		
	2021 – 22		
	2022 – 23		
English II (GLP / CCR %)			
NC Math I (GLP / CCR %)			
Composite (GLP / CCR %)			

Data Point Goals	2020-21	2021-22	2022-23	+/-
Drop Outs %	20	18	16	
ISS Incident #	50	40	35	
OSS Incident #	75	62	50	
Student Attendance %	87	90	93	
Certified Attendance %	94.5	96.5	98.5	
Graduation Rate 4-Year %	55	60	65	
Graduation Rate 5-Year %	72	77	82	
Biology GLP / CCR %	12/15	17/20	20/23	
English II GLP / CCR %	7/7	12/12	15/15	
NC Math I GLP / CCR %	7/7	12/12	15/15	
Composite GLP / CCR %	15/15	20/20	23/23	

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

IPG Cohort I ~ Data Tracking Log ~ *Middle School*

1003(a)

Main Tracking Table

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	12	13	17	8	41	31	30	23	28	203
	2019 – 20	0	1								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	25	28	36	12	28	55	36	26	38	284
	2019 – 20	15	17								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	83.19	83.21	80.15	83.94	85.71	81.02	81.38	81.081	82.897	82.5
	2019 – 20	83.94	83.19								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	94.5	91	93.5	92	95	94	89	91	93	92.5
	2019 – 20	94	92								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

GLP / CCR % Sub-Tables

Each sub-table carries the year rows: 2018 – 19, 2019 – 20, *Average*, 2020 – 21, 2021 – 22, 2022 – 23.

Data Point (GLP / CCR %)	2018 – 19
Math 6	16.7/8.3
Math 7	15/0
Math 8	0/0
Math Composite	19.4/10.8
Reading 6	7.9/2
Reading 7	25/8.3
Reading 8	16/7.4
Reading Composite	18.2/9.1
Science 8	28.1/28.6
Total Composite	
NC Math I	0/0

Year Legend

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

Data Point Goals

Data Point Goals	2020-21	2021-22	2022-23	+ / -
ISS Incident #	50	40	35	
OSS Incident #	75	62	50	
Student Attendance %	87	90	93	
Certified Attendance %	94.5	96.5	98.5	
Math GLP / CCR %	15/9	20/14	23/17	
NC Math I GLP / CCR %	7/7	12/12	15/16	
Reading GLP / CCR %	26/18	31/23	34/26	
Science GLP / CCR %	45/36	50/41	53/44	
Total Composite GLP / CCR %	23/14	28/19	31/22	