

IPG Application:

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

ENTITY: Cumberland County Schools

ENTITY Code: 260

SCHOOL: Alger B. Wilkins High School

NCDPI SCHOOL #: 260374

IPG Entity Contact Name: Alana Hix

IPG Entity Contact Title: Executive Director of Federal Programs

IPG Entity Contact Phone: (910) 678-2707

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Purpose of the Program:

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

Eligibility:

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

Special Provisions:

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

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

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

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

All IPG questions / correspondence should be directed to:

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

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

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

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

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

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

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

- ✓ Use its Innovative Partnership Grant, in collaboration with a Partner, to implement fully and effectively research-based school improvement strategies in each CSI School that the Entity commits to serve;
- ✓ Establish annual goals for student achievement on the State's assessments in reading / language arts, mathematics, and science. The Entity will also establish annual goals in other data points required by this grant and track these data points in 20-day increments throughout the period of availability of the grant using a data tracking log provided by the Federal Program Monitoring & Support Division at NCDPI;
- ✓ Report to NCDPI (by use of the designated data tracking log) the school-level school improvement data requested by the Federal Program Monitoring & Support Division, including baseline data for the year prior to being awarded the grant. The following data points will be collected and reported to NCDPI upon request and these metrics constitute the leading indicators for the IPG Program (in addition to school achievement data):
 - 1.) Dropout Rate (if applicable);
 - 2.) In School Suspensions (if applicable);
 - 3.) Out of School Suspensions;
 - 4.) Student attendance rate;
 - 5.) Chronic Absenteeism Rates;
 - 6.) Certified Staff attendance rate;

(others as determined by NCDPI)
- ✓ Ensure that each CSI School that it commits to serve receives all of the State and Local funds it would receive in the absence of the IPG school improvement funds and that those resources are aligned with the research-based school improvement strategies in the approved application.

- ✓ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach's time and services will be at the IPG awarded school. *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*
- ✓ Not reassign the IPG Principal during the 2 years of "full implementation": (2020-2021 and 2021-2022) unless for reasons of demotion, retirement, or resignation.

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

Click or tap here to enter text.

Name of Superintendent



Signature of Superintendent

11-12-19
Click or tap to enter a date.

Date Signed

Click or tap here to enter text.

Name of Board Chair



Signature of Board Chair

11-12-19
Click or tap to enter a date.

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”.

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

School Name:	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Alger B. Wilkins	9-12	Flex Academy	260374	Public Impact

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

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

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

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

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

a) Instructional Programs:

Response:

Alger B. Wilkins High school (Wilkins) has been identified as in need of Comprehensive Support and Improvement (CSI) under the State’s federally approved plan for “The Every Student Succeeds Act (ESSA).” Wilkins was identified because of its low graduation rate. The cohort graduation rate at the 1st year of identification was reported as 47.1%.

Wilkins offers a Flex Academy program designed to retain students who are at risk of dropping out and to bring back students who have already dropped out. The Flex Academy model utilizes blended learning, flexible scheduling, and credit recovery. This allows students to take responsibility of their own learning. Students use technology to work at their own pace and teachers are available for instructional support. Online student work is monitored using Net Support software. The Flex Academy provides students a stress-free, quiet environment. Students, however; must be self-motivated and comfortable enough to ask for help from their teachers.

The teachers at Wilkins strive to build relationships with their students and one another. One of the identified School Improvement Goals is to build professional capacity to close the achievement gap with quality instruction and student-teacher relationships. 30% of the teachers at Wilkins have less than five years of experience. Partnering with Public Impact to build teacher capacity with their Opportunity Culture Design will help to build teacher capacity, improve personalized learning, and strengthen student-teacher relationships leading to improved graduation rates and student achievement.

Additionally, the Cumberland County School district is interested in creating authentic learning experiences for Wilkins students by selecting a Career and Technical Education (CTE) program for the school. A Belfield & Baily (2017) study, identified that earnings for students who complete health, technical, or occupational (career and technical education, or CTE) programs were significantly higher than for students with only a high school diploma. Implementing a CTE program will have lasting effects for the students beyond graduation.

The selection of this program will be done by using student interest surveys, reviewing market labor analysis, and employment projection reports. Bolstering teacher capacity and gauging student interest with a student interest survey will help to strengthen relationships and improve student attendance and graduation rates.

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 "replace", please provide a detailed response to "why" and what the plan will be to hire a replacement Principal:

Response: N/A

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

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

Response: 2016-2017

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

Response: 4

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

Response: Mrs. Martin has school leadership experience in high school and high needs schools. She also has experience working with SIG Grants as she was an assistant principal at a former SIG Grant recipient school. Mrs. Martin will remain principal at Wilkins High School as she has demonstrated a high level of professionalism and made notable impact at Wilkins High School within a short amount of time. The number of students graduating from Wilkins under the leadership of Mrs. Martin increased significantly as evidenced in the table below.

5 Year Graduation Trend

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
76 students	89 students	64 students	112 students	125 students

4 Year Cohort Graduation rate	
2017-2018	2018-2019
47.1%	53.6%

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:

As principal of a school implementing Opportunity Culture, the Wilkins High School principal will be given significant budget and staffing flexibility to create a plan to extend the reach of excellent teaching to more students. Wilkins High School will create teaching teams each led by a “multi-classroom leader,” a highly effective educator who is fully accountable for outcomes of all students served by his/her teaching team. The school will have the flexibility to determine how many multi-classroom leaders to include in their design and where to position those teacher leaders in the school. Wilkins can also include advanced paraprofessionals to support the teaching teams. Cumberland County Schools (CCS) will grant the school budget flexibility to enable a school design team to reallocate existing funds to pay for their Opportunity Culture roles from a sustainable source, not temporary funds that would likely result in the positions being eliminated at the end of a grant period. This budget flexibility includes the options to reallocate vacant classroom and non-classroom positions to fund the Opportunity Culture designs.

At the district level, CCS will establish an Opportunity Culture career ladder, outlining role positions with associated job descriptions, stipend levels, and selection criteria. Other schools will also be allowed to design Opportunity Culture models, if they choose. The cost of their participation would be covered from other funds. With multiple schools undertaking Opportunity Culture design simultaneously, CCS will create a professional learning network of principals and teacher leaders, ensuring that Wilkins High School educators will benefit from design sessions and professional learning sessions with peers from the district.

c) School Infrastructure:

Response:

Wilkins will remain a Flex Academy integrating blended learning, flexible scheduling, and credit recovery for their students. A unique CTE course will be selected for Wilkins based off of student survey data and labor market analysis. The school will maintain its flexible academy work space that includes a nurturing atmosphere with café style furniture.

Wilkins will enhance this atmosphere and use IPG funding to add the necessary environment and infrastructure to support the selected CTE program. This unique opportunity for students will have lasting effects beyond graduation and will improve student engagement and attendance. Graduating from high school is a metric valued by the state, but graduation alone does not support the vision that the staff has for the students in Cumberland County’s alternative schools. Staff at Wilkins reported that they have as foundational believes that the students should be given the opportunity to succeed and they should be supported for success that leads to becoming responsible citizens. Staff members also believe that students

should graduate prepared for post-secondary education or sustainable careers. They report that their schools should provide research-based interventions that will not only prepare students to graduate, but also give them skills needed to succeed beyond high school.

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

Response:

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

II-B. If the Entity/School selected "other" in Element II-A; please indicate the entity that you propose to partner with (will have to be "vetted" and not guaranteed to be "approved" (if applicable):

(1) Name of proposed Entity (not on the list) that you would like to partner with:

Response: N/A

(2) Name of the proposed Entity's contact:

Response: N/A

(3) Position of contact:

Response: N/A

(4) Telephone number of contact:

Response: N/A

(5) Email address of contact:

Response: N/A

(6) Detailed rationale for not selecting one (1) of the nine (9) identified vetted and approved Partners:

Response: N/A

(7) Provide detailed rationale for selection of external partner not on the pre-vetted list, including: a) type of service provider (i.e., comprehensive or intervention model); b) approach to serving as a CSI Service Partner in supporting LEAs/Schools (i.e., assessing need and developing action plan, working with staff); c) formative evaluative approach to ensure quality of services, and effectiveness of action plan and implementation, and d) evidence of past success reflecting how services led to improved student achievement. (Note: applicant may take up to an additional four (4) pages to respond to this requirement only (if applicable)).

(a) Response: N/A

(b) Response: N/A

(c) Response: N/A

(d) Response: N/A

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:

At Wilkins High School the newly reconstituted Parent Teacher Association (PTA) is part of a Parent Advisory team. The principal involves this team in choices about school policies and procedures, giving parents ownership, and a decision making role. The Advisory team meets monthly and will help to monitor implementation of Opportunity Culture.

CCS will collaborate with Public Impact to facilitate three focus groups to analyze current perceptions of Wilkins High School and to identify key actions the principals and design team can take to achieve early wins and build momentum for change. Planning for this focus group will be based on Public Impact’s [School Leader Turnaround Actions](#). Public Impact has studied cross-sector research on successful turnarounds and turnaround efforts in a variety of school settings.

The three focus groups will include:

- Group 1: Students and families
- Group 2: School staff

- Group 3: Community members and local employers

Public Impact will analyze results from the focus groups to identify root causes that should be prioritized and addressed when the Wilkins High School principal and school design team develop their Opportunity Culture plans.

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:

School level input has been gleaned from the School Improvement Team. Additionally, school level input and program monitoring is and will continue to be reviewed at monthly School Improvement Team meetings. The discussions, minutes, and findings are recorded in the North Carolina based NCSTAR system. Reflection of school input will be used to gauge effectiveness of Opportunity Culture Design work and to address areas of concern allowing for continuous process improvement.

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:

Public Impact has been working with the district for pre-design for Opportunity Culture Design implementation. When the Innovative Partnership Grant opportunity opened up for Wilkins, the vision for improvement and ability to use Public Impact as a partner worked well with the existing pre-design work. Opportunity Culture Design presented itself as a good fit because of its focus on building professional capacity and allowing for career ladder progression while utilizing rubrics to gauge effective implementation.

Additionally, building teacher capacity, redesigning scheduling, and restructuring staffing roles utilizing Opportunity Culture Design ties to CCS Strategic Plan which focuses on the following areas:

- Focus Area 1: Compelling Instruction (Visible Implementation of Aligned Instruction)
- Focus Area 2: Curricular Experiences (Meaningful Learning Experiences)
- Focus Area 3: Dynamic Learning Environment (Student-centered Learning Environments)

(b) Response:

Public Impact has established a rubric to evaluate the strength of Opportunity Culture implementation at the district and school levels. All rubrics evaluate design decisions and implementation quality against the five Opportunity Culture principles, in which teams of teachers & school leaders choose and tailor models to:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities

The rubric is based on Public Impact's research into design and implementation characteristics that are correlated with high-growth student outcomes in Opportunity Culture schools. At the district level, this rubric focuses on structures such as the rigor of selection for Opportunity Culture roles. At the school level, the rubric evaluates whether the school's design is providing the time and support needed for teacher leader-led teams to successfully bring change to the school.

(c) Response:

The CCS designated CCS lead will work closely with Public Impact's team to ensure that district design team members and the school design team is prepared to make decisions at all design sessions. The CCS lead will participate in bi-weekly calls with Public Impact to identify next steps to tackle, to consider successes and challenges, and to develop solutions as needed to ensure strong design at the district and school levels. Public Impact will provide the superintendent quarterly updates on the progress of the work, including an analysis of the district's Opportunity Culture implementation that details how the design decisions and implementation conditions measure up against the five Opportunity Culture principles. Public Impact will support the CCS lead and superintendent by emphasizing research-based indicators of high-quality implementation and best practices in other Opportunity Culture districts and schools.

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:

During SY 2020-2021, the Wilkins High School Opportunity Culture design team will include the school principal and several teachers and staff members. Public Impact will facilitate a three or four-session design process to help this team create a plan for Wilkins High School that extends the reach of excellent teachers to more students. During the design process, the school team will:

- **Evaluate greatest needs** for instructional improvement and set goals for Opportunity Culture implementation. The team will review student data and results from the Public-Impact facilitated focus groups. Goals will address targeted student outcomes, growth in teacher practice, and the effectiveness of teacher leaders.
- **Select CCS Opportunity Culture roles to use in a school staffing model** that is constructed to tackle pressing challenges to secure quick wins and establish a structure to support longer-term changes.
- **Outline a three-year plan to phase in CCS Opportunity culture roles.** The school will free existing funds to put in place the highest priority changes and will outline a plan to use additional funds as they become available to achieve full-scale Opportunity Culture implementation within existing budgets. Full scale implementation is achieved when 100 percent of students have an Opportunity Culture teacher leader responsible for their instruction in core subjects.
- **Construct bell schedules** that ensure teacher leaders have an appropriate amount of protected time to lead their team's data analysis and instructional planning, to run regular coaching cycles, to teach students some portion of the day, and to meet regularly with their school principal.

- **Identify any resources, flexibilities, or support needed** to successfully transition to the school's Opportunity Culture model (such as technology, classroom updates, etc.).

During SY 2021-22, Public Impact will support the Wilkins High School implementation of Opportunity Culture by providing:

1. **Professional learning sessions.** Principals, multi-classroom leaders, team reach teachers, and reach associates will attend a three-day summer training strand designed specifically for their unique roles. The training focuses on adult leadership skills and provides guided planning to launch the school year successfully. During the school year, educators in these roles will participate in additional learning sessions to address problems of practice, collaborate as a professional network, and learn new strategies for leading their team.
2. **Surveys and interviews to gather implementation data.** Public Impact will visit Wilkins High School in the fall to interview a variety of staff and assess early implementation of the schools' Opportunity Culture model. In the winter, Public Impact will conduct a school-wide survey, including those in new Opportunity Culture roles and other staff in the school. The support visit and interview data are analyzed, with memos provided to the school design team consider strengths in their models as it is designed, and challenges that can be addressed.
3. **Guidance to strengthen and expand the school's design.** In the spring, Public Impact will facilitate a "redesign session" to help the Wilkins High School Opportunity Culture school design team adjust their model to strengthen implementation and expand toward the school's plan for full Opportunity Culture design.

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:

Recent actions by CCS will be made more successful with Opportunity in place at Wilkins High School. CCS has adopted new curricula resources, including Pearson Math, myPerspectives for ELA and a CCS customized district-wide model for coaching teachers. Teachers need intensive support to learn, internalize, and deliver instruction using new instructional materials. Using Multi-Classroom Leadership in Opportunity Culture design, teachers will receive intensive support to make the needed shift in instructional practice. They will co-plan with a multi-classroom leader and will receive weekly feedback through coaching cycles designed to address their specific needs and their students' specific needs.

Using the coaching model framework adopted by CCS, all multi-classroom leaders at Wilkins High School (and among their peers across the district) will use a shared language and process to provide regular, tailored feedback to teachers to help them improve their practice. Principals will guide multi-classroom leaders to improve their understanding and use of the coaching model.

The Opportunity Culture lead will ensure that progress is being made, obstacles are raised and addressed, and all design team members understand their roles and next steps. During implementation, this staff member will ensure that supports and data collection are in place to monitor fidelity to the Opportunity Culture Principles

CCS will assemble a district design team to set the vision and parameters for Opportunity Culture in the district and ensure needed systems are adjusted or created to support Opportunity Culture roles. The district design team will include leaders of curriculum and instruction, human resources, finance, accountability, and communications. The structure of the district design team ensures that Opportunity Culture design at Wilkins High School will benefit from a clear, cross-department understanding of the support needed during the school's change management process.

The district design team will:

- **Develop requirements and selection criteria** for new Opportunity Culture roles, including multi-classroom leader (teacher leader of a team), team reach teacher (instructs more students directly), and reach associate (advanced paraprofessional).
- **Determine pay supplements** that will be sustainable within current budgets. Public Impact will inform this decision by conducting a financial analysis to identify maximum pay supplements that could be sustained within existing funds should Opportunity Culture be taken to scale in the district. Public Impact will also conduct an analysis of current pay in the district compared to competitor districts and professions, with recommendations on pay supplement levels that would be both sustainable and competitive
- **Recruit candidates and run a rigorous, competency-based selection process** to screen candidates before sending them to the principal for consideration
- **Establish plans to hold multi-classroom leaders accountable** for their new hybrid role of teaching and leading adults. CCS will adopt recommendations now being developed by NCDPI on how to secure EVAAS scores for multi-classroom leaders and will align multi-classroom leader evaluation with any guidance developed by NCDPI.
- **Establish plans to monitor progress of Opportunity Culture implementation.** Public Impact will provide tools and recommendations to help CCS establish the needed systems.

Ensure all stakeholders understand Opportunity Culture and the district's vision for this work. One early example of the district's careful attention to communication and buy-in is the decision to use the remainder of SY 2019-20 for information sessions and pre-planning, rather than rushing through design work to get positions posted.

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:

Wilkins High School will analyze and reallocate existing state, local, and federal resources to implement the Opportunity Culture model, ensuring it is sustainable from the start. Sustainable design is one of the five Opportunity Culture principles and differentiates Opportunity Culture from many other teacher leader initiatives that require additional investments to pay salary supplements.

In an Opportunity Culture, district and school design teams must identify current funds that can be repurposed for advanced teaching role pay supplements. This is difficult work that requires school design teams to wrestle with tradeoffs but creates advanced teaching roles that last. Advanced roles with staying power allow current teachers to aspire to the roles and changes the way prospective teachers perceive the profession.

Wilkins High School will explore three key strategies being used by current Opportunity Culture sites across the country to pay teachers more within budget:

- **Replace a vacant teaching position with a paraprofessional.** Rather than relying on substitutes to fill an adult role by supervising students in the absence of a permanent teacher, this strategy fills the slot with a paraprofessional who will support a multi-classroom teacher and his or her team. The paraprofessional saves teachers time and enables schedule changes that let teachers collaborate and improve during school hours.

This activity can include supervising learning activities, handling the team's administrative paperwork and routine instructional tasks, and grading against clear rubrics. The difference in labor costs is reallocated to multi-classroom leaders and reach team teachers as salary supplements.

- **Reduce the number of supplemental non-classroom specialist positions.** Leaving all special education, English language learner, and family support positions untouched, most districts and schools can still save funds by returning academic specialists to classrooms, in higher-paid multi-classroom leader or expanded impact teacher roles.
- **Reallocate other spending.** Districts can allocate funds currently used for professional development to enhance the pay of multi-classroom leaders whose responsibilities include developing teams of teachers.

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:

In consultation with teachers and district leadership, all vendors were considered but ultimately Public Impact was chosen because of their Opportunity Culture Design model and its research proven ability to retain, restructure, and transform staff. The CCS will align local, state, and federal funds to support research based school improvement strategies. All IPG grant funds will be used to supplement and not supplant other funds. To enable Wilkins to fully and effectively implement the IPG Grant, modifications in practice and policies will be approved by the CCS Superintendent and CCS Board of Education if necessary.

Public Impact will provide initial implementation support during the 2021-22 school year:

- Fall site visit to Wilkins High School to interview staff in a variety of roles to gather information about implementation.
- Feedback to the school principal and district documenting strengths and potential strategies to improve the success of the school's Opportunity Culture roles and model.
- Coaching sessions for the Wilkins High School principal to troubleshoot challenges and strengthen use of the new distributed leadership model.

During SY 2022-23, the sustainability year, Public Impact will help CCS:

- Establish structures to monitor progress, maintain quality, and support Opportunity Culture schools and roles. For example, CCS could choose to take on support visits using Public Impact's interview protocol and school implementation review rubric.
- Establish a professional learning network of principals and multi-classroom leaders implementing Opportunity Culture within the district. The principal and multi-classroom leaders from Wilkins High School will benefit from this engagement with peers within the district.

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

(a) Response:

Stakeholders will continue to be notified and invited to School Improvement Team meetings. These meetings occur monthly and updates are uploaded into the NCSTAR system which is accessible from the school website. Focus group feedback will be utilized to determine implementation plans. Feedback about Opportunity Design Culture implementation will also be shared with parents and guardians at monthly Parent Advisory meetings.

(b) Response:

Community stakeholders are also invited to School Improvement Team meetings. These meetings will include discussion on school improvement strategies including the work being done with Opportunity Design Culture. Feedback and actionable steps will be discussed and recorded in the NCSTAR system to aid in reflection and process improvement.

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

The IPG Grant planning committee consisting of staff from Federal Programs, Grants, Finance, Human Resources, CTE, Assessment and Accountability, as well as school level staff will meet on a regular basis to review expenditures and plan for financial sustainability. Planning to address sustainability will follow recommendations from the US Department of Education for grantees: 1) Seek Advice – from peers and experts, 2) Connect with the Community – to maximize use of local resources, 3) Monitor Progress Closely – continually analyze progress, 4) Follow Good Business Practices – to include training, hiring, and flexibility, and 5) Foster Open Communications – promote buy-in from stakeholders. Committee members will establish an action plan to address each of these recommendations to address sustainability issues.

As noted above, Wilkins High School will fund its Opportunity Culture roles by reallocating existing dollars. This ensures the school will be able to sustain, refine, and expand their staffing plans beyond the funding period.

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:**

Public Impact is based in North Carolina and works nationally to dramatically improve educational outcomes for all U.S. students, particularly those who are not well-served by today's schools. Excellent teachers make the greatest difference of any school-based factor in student learning. Wilkins High School will embrace this model by designating teacher leaders that will in turn help other teachers develop daily on the job in small teams. This allows the principal to gain access to a "team of leaders," a great improvement over individually managing each teacher.

The Opportunity Culture Design model has been proven effective in at least 304 schools in 28 districts across the U.S. This includes 432 teachers in advanced roles, 1,419 teachers receiving on-the-job development via teacher-led teams, and more than 56,000 students with an excellent teacher at the helm of their instruction.

In January 2018, a rigorous third-party evaluation found that students of teachers who served on teams led by multi-classroom leaders showed sizable, statistically significant academic gains. The team teachers were, on average, at the 50th percentile in the student learning gains they produced before joining a team led by a multi-classroom leader. After joining the teams, they produced learning gains equivalent to those of teachers in the 75th to 85th percentiles in math, and, in six of seven statistical models, from the 66th to 72nd percentiles in reading.

Wilkins will work with Public Impact in implementing the successfully proven Opportunity Culture Design Model which will help to develop teacher leaders and increase student achievement.

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:

As a CIS-LG school, Wilkins has developed a comprehensive plan that addresses how the school will improve student achievement. The plan also includes how CCS will support and monitor the progress of Wilkins. This plan consists of CCS monitoring indicators and the actions that support them in the NCSTAR system as they are updated monthly by Wilkins. The assigned CCS School Support Director monitors the NCSTAR plan and provides monthly coaching comments.

Furthermore, during the first Opportunity Culture design sessions, the CCS district design team and Wilkins High School design team will review the comprehensive needs assessment to aid in setting student achievement goals for ELA and Math.

(b) Response:

The IPG Planning Committee as stated in section 11 gathered to set benchmarks for data tracking throughout the implementation process. These measures will be viewed and discussed regularly to identify notable data trends and aid in adjusting our implementation plan and targets.

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:

Opportunity Culture design work typically begins in the fall, giving district and school design teams 4-5 months to complete their work and communicate coming changes to their school communities before positions are posted at the beginning of March. CCS has determined that the timing of IPG grant awards will not allow enough time to complete this work to post Opportunity Culture positions early in the hiring season. CCS will use the planning year to build a strong foundation for successful Opportunity Culture design work during SY 2020-2021 and implementation beginning SY 2021-22.

Timing	Activity	Details
February/March 2020	Advertise and Select a 12 month IPG School Coach	A job description for an IPG 12 month School coach will be created and posted
February/March 2020	Introductory meeting between Public Impact and District Leadership	Public Impact facilitates a launch meeting with CCS District Leadership to: <ul style="list-style-type: none"> • Provide an overview of high-quality OC design and implementation

		<ul style="list-style-type: none"> • Establish a timeline for key activities • Discuss outcomes desired by district and school stakeholders • Begin planning for information sessions, site visit(s) and community and stakeholder engagement 	
Ongoing	Regular check-in calls between Public Impact and the CCS Opportunity Culture Leadership	Public Impact will guide the CCS Opportunity Culture District Leadership in next steps and will troubleshoot as challenges arise. During the planning phase, Public Impact will gather information needed to conduct financial analyses and prepare for design sessions.	
March – April 2020	Opportunity Culture information sessions for district and school leaders	Public Impact will describe key elements of Opportunity Culture design to help district and school leaders understand the work they will undertake to extend the reach of excellent teaching to more students.	
March – May 2020	Review results from student interest Survey for CTE program and compare results to local Market Labor Analysis trends	Utilize data from student survey and Market Labor Analysis to select a unique CTE learning program for Wilkins High School	
March – May 2020	Site visit(s) to existing Opportunity Culture schools	District and school staff visit existing Opportunity Culture schools to see the models in action, reflect on lessons learned and consider how the examples they see may inform CCS' planning and implementation of Opportunity Culture.	
April – June 2020	Focus groups as early community and stakeholder engagement	Public Impact will facilitate focus groups to learn about perceptions of the school and identify strengths and root causes of challenges. The findings will yield recommendations for the school leader to successfully navigate the change process associated with Opportunity Culture, informed by Public Impact's work on leaders of school turnaround. Focus group findings will also inform Wilkins High School's Opportunity Culture design and implementation.	

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:

School Year 2020-21: Full Opportunity Culture Design

Timing	Activity	Details
July 2020	Set up CTE environment	CCS will provide Wilkins with necessary personnel, instructional supplies, and equipment for the selected CTE program
July 2020	CCS Leaders begin Opportunity Culture District Design Sessions	The CCS district design team will engage in a series of design sessions facilitated by Public Impact to: develop requirements and selection criteria for new roles, determine pay supplements that will be sustainable within current budgets, consider requirements and implications for resident placement, recruit candidates, plan for competency-based selection of candidates, and establish accountability plans for the new teacher leader roles.
October/November 2020	Wilkins High School begins Opportunity Culture design sessions	The principal and selected educators from the school will participate in three design sessions facilitated by Public Impact to: outline desired use of available roles, develop a school models to tackle pressing challenges, establish a three-year plan to achieve scaled plans funded sustainably within current budgets, rework schedules to ensure teachers and school leaders have protected time for co-planning and coaching, and outline transition needs (such as technology, classroom updates, etc.).
January/February 2021	Presentation of Wilkins High School Plan to district design team	The CCS Opportunity Culture district design team will review the Wilkins high School plan against a rubric supplied by Public Impact and will determine whether it is approved or if changes are needed.
February/March 2021	Behavioral Event Interview training and recruitment activities	CCS will receive training in the BEI technique, which is supported by cross-industry research and is used by Opportunity Culture sites to run a competency-based selection process. CCS will also post available positions during this time.
April/May 2021	Individuals are screened and selected for Opportunity Culture roles	
July 2021	Opportunity Culture summer training	The Wilkins High School principal and educators selected for Opportunity Culture roles will participate in three days of role-specific summer training sessions to prepare for success in their new roles and school models. These sessions draw on the experience and voices of peers who are implementing similar models in other districts.
October/November 2021	Fall support visit	Public Impact team members will visit Wilkins High School to observe and interview a variety of staff members. Public Impact will share a memo with the school leader and district Opportunity Culture lead to highlight strengths of implementation and outline recommendations for improvement

SY 2021-22	Opportunity Culture Professional Learning Series	Public Impact will provide professional learning sessions specific to Opportunity Culture roles during the school year.
Spring 2022	Opportunity Culture redesign session	Public Impact will facilitate a school “redesign” session to help the Wilkins High School team strengthen their implementation of Opportunity Culture and expand toward scale (100% of students with a multi-classroom leader responsible for their learning in core subjects).

2021–2022 (Full Implementation Year):

Response:

SY 2021-22: Full Implementation of Opportunity Culture in Wilkins High School

July 2021	Continued Support	Provide additional/as needed resources to continue supporting the CTE program
July 2021	Opportunity Culture summer training	The Wilkins High School principal and educators selected for Opportunity Culture roles will participate in three days of role-specific summer training sessions to prepare for success in their new roles and school models. These sessions draw on the experience and voices of peers who are implementing similar models in other districts.
SY 2021-22	Opportunity Culture Professional Learning Series	Public Impact will provide professional learning sessions specific to Opportunity Culture roles during the school year.
October/November 2021	Fall support visit	Public Impact team members will visit Wilkins High School to observe and interview a variety of staff members. Public Impact will share a memo with the school leader and district Opportunity Culture lead to highlight strengths of implementation and outline recommendations for improvement
January/February 2022	Opportunity Culture staff survey	Public Impact will conduct a survey of all school instructional staff to collect data on perceptions of Opportunity Culture implementation quality and effectiveness. Survey findings will be shared with the Wilkins High School principal and CCS Opportunity Culture lead.
Spring 2022	Opportunity Culture redesign session	Public Impact will facilitate a school “redesign” session to help the Wilkins High School team strengthen their implementation of Opportunity Culture and expand toward scale (100% of students with a multi-classroom leader responsible for their learning in core subjects).

2022–2023 (Sustainability Year):

Response:

SY 2022-23: Sustainability Year

July 2022	Continued Support	Provide additional/as needed resources to continue supporting the CTE program
July 2022	Opportunity Culture summer training	Any new hires to Opportunity Culture roles at Wilkins High School will attend the three-day summer training series.
SY 2022-23	Opportunity Culture Professional Learning Series	Public Impact will provide professional learning sessions specific to Opportunity Culture roles during the school year.
September 2022	CCS prepares to assume leadership of Opportunity Culture implementation support	Public Impact facilitates a session to help the CCS Opportunity Culture design team set goals, timeline and strategy for district to own ongoing implementation support. CCS will establish internal district systems and structures to support schools and monitor quality.
October/November 2022	Fall support visit	CCS leaders will join Public Impact team members to visit Wilkins High School to observe and interview a variety of staff members. Public Impact will share a memo with the school leader and district Opportunity Culture lead to highlight strengths of implementation and outline recommendations for improvement.
December 2022/ January 2023	Reflection on outcomes	Public Impact will facilitate a step back meeting to help CCS leaders monitor progress toward goals at Wilkins High School.
January/February 2023	Opportunity Culture staff survey	Public Impact will repeat the survey of all school instructional staff to collect data on perceptions of Opportunity Culture implementation quality and effectiveness.
Spring 2022	Opportunity Culture redesign session	Public Impact will facilitate a final step back meeting to help CCS leaders monitor progress toward goals at Wilkins High School and Ensure internal systems and structures are finalized and ready for district to own

(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
\$200,000	\$500,000	\$500,000	\$300,000	\$1,500,000

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

Justification for 2019-20 (Planning) budget:

Response: Estimated costs include: \$26,000 contracted services IPG vendor pre-design stakeholder engagement; \$30,875 salary & benefits Feb-June 30,2020 IPG School Coach; \$5,000 staff development participant stipend; \$5,000 staff development substitute pay; \$133,125 CTE classroom set-up and regular classroom needs to include supplies & materials, computer software & supplies, equipment; computer equipment, capitalized equipment, capitalized computer hardware.

Justification for 2020-21 (Full Implementation) budget:

Response: *Estimated costs include: \$54,000 contracted services IPG vendor design support and preparation to implement & summer training; \$82,335 salary & benefits at 12 months IPG School Coach; \$65,157 salary & benefits 10-month CTE teacher; \$50,000 staff development participant stipend; \$5,000 staff development substitute pay; \$243,508 CTE & regular classroom needs to include supplies & materials, computer software & supplies, equipment; computer equipment, capitalized equipment, capitalized computer hardware.*

Justification for 2021-22 (Full Implementation) budget:

Response: *Estimated costs include: \$50,000 contracted services IPG vendor implementation support; \$86,451 salary & benefits at 12 months IPG School Coach; \$68,414 salary & benefits 10-month CTE teacher; \$50,000 staff development participant stipend; \$5,000 staff development substitute pay; \$240,135 CTE & regular classroom needs to include supplies & materials, computer software & supplies, equipment; computer equipment, capitalized equipment, capitalized computer hardware.*

Justification for 2022-23 (Sustainability) budget:

Response: *Estimated costs include: \$90,773 salary & benefits at 12 months IPG School Coach; \$71,834 salary & benefits 10-month CTE teacher; \$50,000 staff development participant stipend; \$5,000 staff development substitute pay; \$187,607 CTE & regular classroom needs to include supplies & materials, computer software & supplies, equipment; computer equipment, capitalized equipment, capitalized computer hardware.*

(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.

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