

# IPG Application:

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

**ENTITY:** Durham Public Schools

**ENTITY Code:** 320

**SCHOOL:** Brogden Middle School

**NCDPI SCHOOL #:** 320306

**IPG Entity Contact Name:** Dr. Dietrich Danner

**IPG Entity Contact Title:** Executive Director, Professional Learning & Federal Programs

**IPG Entity Contact Phone:** (919) 560-2000 extension 22280

**IPG Entity Contact Email:** dietrich.danner@dpsnc.net

### **Purpose of the Program:**

To carry out the State Educational Agency's statewide system of technical assistance and support for Entities,<sup>1</sup> 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<sup>2</sup> 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](mailto:chris.vecchione@dpi.nc.gov) (copied to [IPG\\_application@serve.org](mailto: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](mailto:chris.vecchione@dpi.nc.gov)**

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<sup>1</sup> 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.

<sup>2</sup> 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.*

Pascal Mubenga, Ph.D.

**Name of Superintendent**



**Signature of Superintendent**

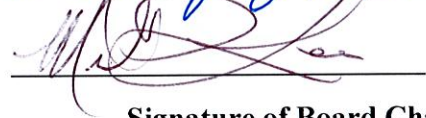
11/14/2019

**Date Signed**

*on behalf of Pascal Mubenga*

Michael D. Lee

**Name of Board Chair**



**Signature of Board Chair**

11/14/2019

**Date Signed**

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**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.

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**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*:
Brogden Middle School	6-8	Traditional	320306	RTI

\*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.):

In July 2019, a comprehensive needs analysis was conducted by stakeholders, including parents, teachers, staff, students, community leaders, and district and school leadership. The information included below reflects outcomes from that process as well as recent student outcome data and school perception surveys.

Brogden Middle School (BMS) is a traditional 6-8 campus that serves approximately 550 students from the Durham Public School System. Many of these students lack reading and math skills deemed necessary to become successful learners. The following table depicts the enrollment, average attendance rate, and demographic makeup of Brogden Middle. The average attendance rate at Brogden decreased slightly between 2018-2019 and 2017-2018 and is slightly less than the district average. Overall, Brogden is comprised of over 78% Black and Hispanic students (42.20% and 38.50%, respectively). In 2018-2019, approximately 74.20% of students were identified as economically disadvantaged, 18% were identified as limited English proficient (LEP), and 17.50 % were identified as exceptional children (EC). In comparison to 2018-19 district averages, Brogden Middle has a substantially higher proportion of economically disadvantaged students and LEP-and-EC-identified students.

**Enrollment, Average Attendance Rate, and Demographic Makeup**

	Total Enrollment	Attendance	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Multi Racial	ED	LEP	EC
<b>BMS 2017-18</b>	533	95.00	0.60	1.90	42.20	38.50	0.40	13.50	3.00	73.90	12.60	18.20
<b>BMS 2018-19</b>	516	93.50	0.40	3.10	35.70	42.80	0.40	14.90	2.70	74.20	18.00	17.50
<b>DPS 2018-19</b>	32356	94.00	0.20	2.20	43.40	31.70	0.10	18.90	3.50	62.30	15.50	12.90

Note: All data, with the exception of total enrollment, is listed as the percentage of total enrollment; Data sources: Enrollment data extracted from North Carolina Department of Public Instruction: PowerSchool (2018-2019); Attendance data extracted from NCDPI <http://www.ncpublicschools.org/fbs/accounting/data/>; Demographic data from Research and Accountability: Mergedemo Table (2018-2019)

**A) Instructional Programs:**

**Standardized Test Results: Mathematics (Grades 6-8)**

The NC School Report Card data revealed (NCDPI, September 2019) the percentage of 6th grade students who scored proficient or higher in math by grade level standards (levels 3, 4, and 5) was 44.7% in 2018-2019, a significant increase when compared to the results from 2017-2018, 24.7% (+20.0 percentage points). In 2018-2019, the percentage of students who were proficient in 6<sup>th</sup> grade math was less than the district average of 48.0%. The percentage of 7th grade students who scored proficient or higher in math by grade level standards (levels 3, 4, and 5) was 36.9% in 2018-2019, a significant increase when compared to the results from 2017-2018, 22.7% (+16.7 percentage points). In 2018-2019, the percentage of students who were proficient in 7<sup>th</sup> grade math was less than the district average of 45.7%. The percentage of 8th grade students who scored proficient or higher in math by grade level standards (levels 3, 4, and 5) was 32.7% in 2018-2019, a moderate increase when compared to the results from 2017-2018, 24.5% (+8.2 percentage points). In 2018-2019, the percentage of students who were proficient in 8<sup>th</sup> grade math was less than the district average of 43.9 %.

**Standardized Test Results: Reading (Grades 6-8)**

The NC School Report Card data indicated (NCDPI, September 2019) the percentage of 6th grade students who scored proficient or higher in reading by grade level standards (levels 3, 4, and 5) was 44.4% in 2018-

2019, a significant increase when compared to the results from 2017-2018, 33.5% (+10.9 percentage points). In 2018-2019, the percentage of students who were proficient in 6<sup>th</sup> grade reading was less than the district average of 51.8%. The percentage of 7<sup>th</sup> grade students who scored proficient or higher in reading by grade level standards (levels 3, 4, and 5) was 31.8% in 2018-2019, a slight increase when compared to the results from 2017-2018, 31.2% (+.6 percentage points). In 2018-2019, the percentage of students who were proficient in 7<sup>th</sup> grade reading was less than the district average of 49.4%. The percentage of 8<sup>th</sup> grade students who scored proficient or higher in reading by grade level standards (levels 3, 4, and 5) was 31.1% in 2018-2019, a slight decrease when compared to the results from 2017-2018, 34.6% (-3.5percentage points). In 2018-2019, the percentage of students who were proficient in 8<sup>th</sup> grade was less than the district average of 47.6 %.

### **Standardized Test Results: Science (Grade 8)**

The NC School Report Card data indicated (NCDPI, September 2019) the percentage of 8<sup>th</sup> grade students who scored proficient or higher in science by grade level standards (levels 3, 4, and 5) was 48.8% in 2018-2019, a moderate increase when compared to the results from 2017-2018, 40.3% (+8.5 percentage points). In 2018-2019, the percentage of students who were proficient in 8<sup>th</sup> grade science was less than the district average of 68.5%

#### **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? *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: *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): 2018-2019

How many total years of experience does the Principal being retained have as a Principal (NOT including experience as an Assistant Principal)? *Dr. Lanier has 1.5 years of experience as a principal.*

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

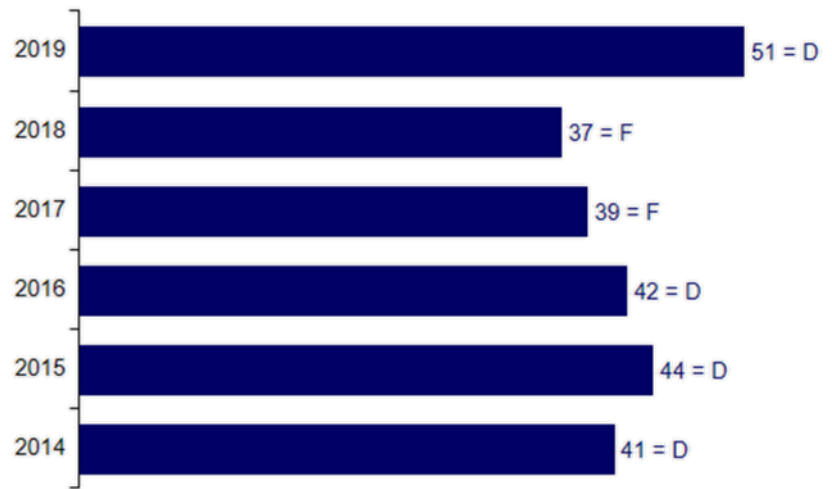
“Leadership is second only to teaching among in-school influences on student success and its impact is greatest in schools with the greatest needs...” (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). Therefore, it is essential to recruit and retain the highest quality leadership and build professional capital for both teachers and school leadership. This concept is exemplified by Dr. Sheldon Lanier who serves as the principal of Brodgen Middle School. He is an experience district administrator and champion of equity in education. He was a finalist for DPS Principal of the Year in 2019.

Dr. Lanier came to Durham Public Schools from Chapel Hill-Carrboro City Schools, where he has served as Director of Equity Leadership and AVID. He created and led his district's Equity Task Force to develop goals, action steps and measures of success to draft an equity plan for culturally responsive learning environments and increasing academic proficiency for students of color. He was also a member of the Family Success Alliance (Orange County) Advisory Council, where he helped develop community partnerships between his district and community stakeholders. Prior to working in Chapel Hill-Carrboro, Lanier was assistant principal of Leesville Road Middle School in Wake County. He began his career in education in 2001 as a middle school teacher in Wake's Durant Road Middle School.

In 2018, Dr. Lanier began his tenure as principal and the results of his leadership include an increase in the school performance grade from 37 (F) to 51 (D). In addition, NCDPI data reveals academic growth has also improved to a six year high under Dr. Lanier's leadership.

The 2019 district Teacher Working Condition Survey reported 95% of teachers believe they work in a safe school environment, up from 44% in 2016-2017 (51%). 100% of teachers agree the school leadership facilitates using data to improve student learning. 82% of teachers agree Brogden is a good place to work and grow professionally.

***Brogden Performance Grade Score History***



**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”:**

Durham Public Schools will support IPG by expanding the operational flexibility of Brogden’s principal for school transformation and to meet state and district academic performance goals. Therefore, the district has identified and initiated the following strategies needed to meet district improvement goals:

- Offer teacher recruitment and retention incentives to attract and retain highly effective teachers and school leaders; incentives may be aligned to SEL practices to ensure maximum eligibility
- Align curriculum and provide evidence-based supporting instructional materials to assist with quality instruction
- Transition to standards-based individual education plans
- Provide a tiered-system of support across all grades and schools through the formation of grade-level, department, school, and district data teams
- Identify a Leadership Coach to develop and implement a comprehensive principal leadership development program to enhance principal effectiveness
- Build teacher leadership and capacity through district and school level professional development, mentoring, and coaching
- Provide robust professional development offerings to align with the DPS Strategic Plan 2018-2023 and create a focus on: content knowledge, instructional leadership, targeted populations, school culture, and compliance
- Provide extended learning opportunities to accelerate the progress of targeted students
- Implement a comprehensive student support program to address school, family, and community needs
- Increase technology to support and enhance 21<sup>st</sup> teaching and learning opportunities and varied learning styles

**C) School Infrastructure:**

The mission of Brogden Middle School is to provide an environment where equity drives the redevelopment of our existing culture and our educational system to support positive outcomes for all students. Commitments based on the Brogden mission:

- All students, regardless of ability, should experience academic rigor, growth, and achievement and develop intellectual persistence.
- All students will receive necessary supports to ensure student growth and positive outcomes.
- All members of the Brogden community should value social responsibility and demonstrate personal and academic integrity on a consistent basis.

W. J. Brogden Middle School is committed to promoting the rights, welfare, and educational needs of all students by establishing protocols that equip all students with transferable skills, promote academic independence, equity, and excellence, foster social responsibility, and inspire a passion for learning.

In 2018, incoming 6th grade student readiness at Brogden was 23.4%, while 48% of the students entering 6th Grade across the state were proficient. 74.20% of Brogden’s students are economically disadvantaged while 44.3% of students across the state are economically disadvantaged.



## Brogden Middle School Demographics

	Total Enrollment	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Multi Racial	ED	LEP	EC
<b>BMS 2017-18</b>	533	0.60	1.90	42.20	38.50	0.40	13.50	3.00	73.93	12.60	18.20
<b>BMS 2018-19</b>	516	0.40	3.10	35.70	42.80	0.40	14.90	2.70	74.20	18.00	17.50
<b>DPS 2018-19</b>	32356	0.20	2.20	43.40	31.70	0.10	18.90	3.50	62.30	15.50	12.90

About a quarter of all teachers at Brogden have less than 3 years of teaching experience, similar to DPS in general:

<u>Brogden Middle</u>		<u>Durham Public Schools</u>		<u>State of North Carolina</u>	
0-3 Years	25.6%	0-3 Years	33.4%	0-3 Years	21.6%
4-10 Years	33.3%	4-10 Years	24.9%	4-10 Years	26.5%
10+ Years	41.0%	10+ Years	41.6%	10+ Years	51.9%

In 2018, staff turnover was 15.4%, which is above the state average of 14.5% but below the district average of 22.1%. Less than 12% of teachers at Brogden have earned a *distinguished* rating in any assessed category.

During the last NC Teacher Working Conditions Survey (2018), student conduct was a high concern, with only 8% agreeing that students follow rules of conduct. During 2018, The district-wide number was 55.4%.

This issue is also evident in school discipline data. Brogden's long term suspension rate is more than three times higher than the DPS average and more than four times greater than the state average. A focus on school climate as well as social-emotional learning will be a central emphasis in our IPG plan.

## Managing Student Conduct

**Q5.1** Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	48.0%
b. Students at this school follow rules of conduct.	8.0%
c. Policies and procedures about student conduct are clearly understood by the faculty.	46.8%
d. School administrators consistently enforce rules for student conduct.	36.2%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	48.0%
f. Teachers consistently enforce rules for student conduct.	43.7%
g. The faculty work in a school environment that is safe.	43.7%

	Long-term Suspensions	Expulsions	In-school Suspensions
Brogden Middle, Durham	578.45	1.89	2132.33
Durham Public Schools	183.40	1.96	292.97
State of North Carolina	138.86	0.44	156.19

Chronic absenteeism is also a challenge at Brogden. A student is defined as chronically absent when they are enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that the student has been enrolled at any school during a given school year. Student chronic absence refers to missing so much school, for any type of absence – excused, unexcused, disciplinary – that a student is at risk of falling behind. In 2018, DPS experienced a chronic absenteeism rate nearly half a percentage point above the state average. Brogden’s rate was nearly half a percent higher than DPS (.23% vs .19%) The 2019 data indicated 1,152 fewer days missed due to suspension in 2018-2019 compared to 2017-2018.

	<b>Chronic Absenteeism</b>
Brogden Middle, Durham	0.23%
Durham Public Schools	0.19%
State of North Carolina	0.15%

Based on the analyses of the data and the district’s focus on every child being proficient in reading and math by 8<sup>th</sup> grade, stakeholders agreed that the IPG grant will focus on the following areas:

- Job-embedded coaching and professional learning with an emphasis on classroom management and restorative practices
- School culture and climate, including social-emotional learning
- Summer programming focused on STEM enrichment with community partners
- Improving instructional engagement through the use of inquiry-based learning and effective use of technology in classrooms

**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):**

N/A

**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:**

Brogden recognizes the importance of family and community input for improving the school learning environment. The DPS Strategic Plan, Priority 4: Strengthen School, Family, and Community Engagement – Goal 4C states, “By 2023, every school will have a community partner that is committed to providing meaningful programs and services to meet the diverse needs of students.” Research indicates that partnerships with community partners build a network of relationships around the school. Stakeholders (parents, staff, faculty, school and district leadership) met in early September 2019 to review eligible partners, collaborate about options, and decide on the best partnership for the school community. A decision to partner with RTI was made in October 2019. School leadership and stakeholders believe the selected partnership with RTI will support Brogden in achieving both state and district academic goals, provide meaningful programs and services to the school community, and build increased capacity for family and community engagement (further described in question 10).

**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:**

The DPS Strategic Plan, Priority 3: Attract and Retain Outstanding Educators and Staff includes a focus on enhancing staff engagement with school decision making that will contribute to positive working conditions. Data from the most recent (2019) DPS Staff Working Conditions Survey as well as the current School Improvement Plan was used to help inform which partner would best match improvement priorities at Brogden. A stakeholder team including staff representation met with community and district leadership in early September 2019 to review eligible partners, collaborate about options, and decide on the best partnership for the school community. Stakeholders choose to partner with RTI in October 2019. RTI then worked with DPS administration and staff to craft the application and ensure the approach aligned to the needs of Brogden’s students, staff, and community.

**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) In partnership with Brogden, the district reviewed all materials provided by NCDPI related to IPG partner options. Specifically, DPS sought a partner who could support the school’s climate and social-emotional priorities. DPS also considered prior support experience with the district.

(b) When assessing quality of a partner, DPS values local experience and a proven track record of success. RTI is based in Durham and currently provides support to more than 52 North Carolina school districts, with a positive track record of work in Durham Public Schools. Every RTI engagement is customized based on the specific context and desired outcomes of the school or district. More than 80% of RTI’s school consulting team members are former licensed K–12 educators with experience leading classrooms, schools, and districts in North Carolina. One of the fundamental components of implementation success is based on support from “purveyors who know interventions from a practice point of view” (Fixsen et al., 2010).

RTI’s quality of support for schools is also differentiated by proximity and access to seminal experts in education research. RTI International is an independent, nonprofit research and technical assistance organization dedicated to improving the human condition by turning knowledge into practice. RTI was founded in 1958 in North Carolina and served as the founding catalyst for the internationally renowned Research Triangle Park. The Center for Education Services, who will be providing support, is embedded in RTI’s Education and Workforce Development division, which includes more than 250 staff members who provide research and technical assistance across the education continuum, from newborn screening to adult education. The ability to diagnose needs and then rapidly pair practitioner consultants with research experts facilitates a practical translation of evidence-based practices into school-level action.

- (c) To help ensure partner accountability, the following accountability steps will be followed:
1. Use monthly project checkpoints to align efforts and review support schedules
  2. Implement a mid-point calibration session each year to ensure adjustments to the plan are appropriately made
  3. Establish a shared document repository for efficiency in work
  4. Articulate specific goals of the relationship with the partner
  5. Expect participant session evaluation data for all professional learning provided by the partner
  6. Budget adequate funding to support relationships with partners for the duration of contract
  7. Negotiate a contract outlining roles and responsibilities of the partner as well as the district and relevant schools, as well as explicit and measurable outcomes, including interim indicators of growth
  8. Evaluate the external partner’s progress toward goals
  9. Provide consequences for failure, including termination or modification of contract

**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:**

DPS has a strong track record of successfully leveraging state grants to improve outcomes for students. During the last round of School Improvement Grants in 2016, DPS had five schools that were awarded funds to support transformation. Of those five, zero appear on the eligibility list for the 2019 IPG grant due to the gains made over recent years. We understand the conditions and support that is required for effective school growth and will leverage this institutional knowledge to support Brogden’s plan.

Brogden’s IPG approach focuses on developing sustainable human capital for school improvement. This approach will build upon the positive momentum that is already underway. By focusing on improvements to

climate and culture, integrating an inquiry-based learning approach, building capacity for change management, and engaging families in student learning, we will build capacity among the adults who enable student learning to happen each day. This translates to a focus on supporting the adults who enable learning to happen each day, including teachers, administrators, parents, and community members.

We believe these strategies, if implemented with fidelity, will promote a culture of mutual trust and respect needed to transform the school community, as well as increase family-school connections through ongoing conversations with stakeholders. Students will ultimately benefit from a community that promotes collaboration and a common purpose for ensuring that students achieve district and state achievement benchmarks.

Brogden is partnering with RTI International to develop and implement a comprehensive improvement plan. Like DPS, RTI believes that all children, regardless of circumstances, deserve access to a quality education that empowers them to thrive. Their support approach integrates four drivers of meaningful change in education: strengthening teaching and learning, developing leaders, improving operations through change management, and facilitating collaborative networks. Based on school improvement and implementation research these components reinforce educator capacity building and local sustainability (Duke 2006; Fixsen et al. 2010; Fullen 2006; Herman et al. 2008). RTI also brings highly qualified research expertise in social-emotional learning strategies. This support approach directly aligns to our assessed needs at Brogden.

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

With the help of RTI, we will focus on building the capacity of our staff to sustain improvements. At the core, this approach is based on educators being the catalyst for improving student achievement. Therefore, RTI will work directly with our staff and administrators to build capacity, self-efficacy, instructional practice, and organizational structures to enable student achievement. Once again, this model aligns well with our improvement priorities; specifically, the emphasis on developing human capital.

In partnership with RTI, we will begin by reviewing our existing school improvement plan and needs assessments (both local and NCDPI) to inform how we tune our plan of action to best match our goals. This effort will result in a data-based performance baseline, engagement of stakeholders (including students, teachers, and community members), and alignment of planning efforts to district, community, and state initiatives.

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

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



### Leadership

Communicating, inspiring, and removing barriers to success. Emphasizes *who* is driving the change.



### Momentum

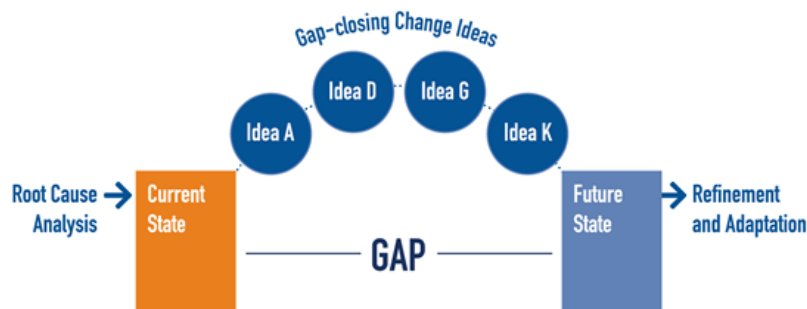
Cultivating the will for change while nurturing motivation to complete the effort. Emphasizes *what* is being accomplished.



### Organization

Setting the effort up for success, enabling and empowering those who are engaged. Emphasizes *how* the change is being accomplished.

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



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

Establishing buy-in among stakeholders will be essential to project success. Collaboratively engaging staff in the planning process from the beginning is one for ensuring shared input. Another tool we will use with RTI to assess our plans is an annual premortem process. The premortem process is a research-based technique adapted from health care that is used to manage risks with complex, high-risk, forward-looking projects (Klein, 2007; Johns Hopkins, 2016). The process includes a careful review of hypothetical causes of failure or challenge from the perspective of the future. Teams work to assess probable causes, prioritize concerns, and assess both the impact and likelihood of each cause. Finally, teams work to define specific mitigating adjustments that can be made in the project to avoid such outcomes. Research indicates many advantages afforded by the premortem process, including diminished groupthink (Serrat, 2012), diminished

fear of negative outcomes, and increased ability to correctly identify reasons for future outcomes by 30% (Mitchell, Russo, & Pennington, 1989).

*Additional detail regarding the planned implementation of research-based improvement strategies that extend beyond the planning period is included in our response to question 12.*

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

The Durham Public Schools Strategic plan serves as the catalyst for all initiatives throughout the district. The plan, covering 2018-2023, focuses on the following five goals:

1. Increase Academic Achievement
2. Provide a Safe School Environment that Supports the Whole Child
3. Attract and Retain Outstanding Educators and Staff
4. Strengthen School, Family, and Community Engagement
5. Ensure Fiscal and Operational Responsibility

Brogden's IPG approach must align to these objectives in order to remain consistent in how DPS directs resources, provides clarity, and aligns our community toward the task of empowering our students to take charge of their future.

Given the extraordinary needs of students in our lowest performing schools, it is essential to have a more flexible approach to the staffing and scheduling of teachers. To succeed, DPS must invest in teachers who can bring the desired instructional strategies and cultural competence to challenge and motivate students. In addition to the operational flexibilities provided to Brogden described in question I, DPS will also engage in the following support activities to ensure an effective launch and implementation:

- Support the adoption of a research-based cultural framework to support the social-emotional health and safety of students and staff
- Strengthen existing and create new and innovative partnerships to recruit and retain educators, with a particular focus on those of color from historically underrepresented groups and males, targeting schools where the gaps are most prevalent
- Support performance-based incentives for administrators and staff members, including possible SEL-oriented incentives to ensure maximum eligibility
- Enable cross-school collaboration within DPS to support sharing of promising practices
- Provide district level support through program reviews and touch points with the DPS federal programs office
- Provide DPS-wide Student Climate Survey data to develop school-specific strategies for improvement
- Support sustainability planning long before the IPG grant ends and deploy district resources to ensure continuity of efforts as dictated by the results data
- Strengthen day-to-day teacher practices through continual inquiry-based support cycles
- Provide flexibility for increased instructional time

Further modifications to practices and policies may be identified by the district and approved by the DPS Board of Education based upon finalization during the planning period.

**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:**

DPS receives Title I, Title II, and Title III funding. DPS will reallocate existing funds to sustain the elements of the program that positively impact student achievement.

Resource	Alignment
Title I, Part A	<ul style="list-style-type: none"> <li>- Contracted Professional Development</li> <li>- Literacy and Math Intervention Support</li> <li>- Additional Instructional Staff</li> <li>- Improving Reading Achievement</li> <li>- Improving Math Achievement</li> <li>- Improving Attendance</li> <li>- Improving Parental Involvement</li> <li>- Implementing Job-embedded Professional Development</li> <li>- Improving School Climate and Culture</li> </ul>
Title II, Part A	<ul style="list-style-type: none"> <li>- Salary for coaches to provide ongoing professional development and coaching</li> <li>- Teacher and leadership development (Modeling and Coaching)</li> </ul>
Title III, Part A	<ul style="list-style-type: none"> <li>- Sheltered Instruction and Observation Protocol</li> <li>- Bilingual Paraprofessional</li> </ul>
State and Local Funds	<ul style="list-style-type: none"> <li>- Staffing Support</li> <li>- Comprehensive Formative and Summative Data System</li> <li>- Continuous Learning Calendar Implementation</li> </ul>
Local, community, and business partners	<ul style="list-style-type: none"> <li>- Parent-Teacher Association</li> <li>- Title I Parent Advisory Council</li> <li>- Family Care Team</li> <li>- RTI International</li> </ul>

DPS also pursues supplemental grant funds from local and national sources to support programming. These funds may impact the Brogden improvement plan during the latter years of implementation.

**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:**

DPS will support the implementation of research-based school improvement strategies for Brogden Middle School at various levels throughout the district.

- *The Federal Programs and Professional Learning Office* will be responsible for providing oversight of continuous school improvement and working closely with other district departments (Human Resources, Finance, and Research and Accountability) for program implementation. Further, the School Improvement Grant Coordinator, will work closely with the school’s leadership team to provide technical assistance and support throughout the life of the grant.
- *School-based administrators and central office staff* will use the North Carolina Teacher, Teacher Leader Specialist, and Administration Evaluation Tool and student data to evaluate and monitor the progress of teachers and administrators. Additionally, feedback will be provided to create plans of action for professional development and continuous school improvement.

Students will be monitored utilizing data from formative, summative, and informal assessments. Students and parents will assess student progress by attending parent-student-teacher conferences, maintaining a PowerSchool account and student data notebooks. These strategies will create a home-to-school collaborative that allows parents/families to partner with the school and ensure that everyone participates in the student learning experience.

Following the annual School Improvement Plan review process, data will be reviewed on a monthly basis utilizing results from math, science, reading, attendance, and discipline to determine if the strategies that



were put into place are contributing to academic success. Further, teachers who consistently demonstrate continuous growth and increase student achievement will be eligible for DPS incentives.

**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:**

Brogden seeks to strengthen school, family, and community engagement by developing a plan to implement strategies aligned to Priority 4 of the District's Strategic Plan. The School Improvement Team will drive this work and monitor progress, as evidenced in the School Improvement Plan in NCStar by conducting an annual needs assessment, developing goal statements, identifying strategies to meet the goals, developing implementation plans, and using evaluation tools. Initiatives may include the following:

- **Parenting:** Assisting families with parenting and child-rearing skills, and assisting schools in understanding their families.
- **Communicating:** Developing effective communication from home-to-school and school-to-home.
- **Volunteering:** Creating ways that families can be involved in the school or school programs and effective methods of recruitment.
- **Learning at home:** Linking families with their children's curriculum through learning activities that can be done at home, as well as homework.
- **Decision-making:** Including families as decision makers, advocates, members of school councils, and committees.
- **Collaborating with the community:** Coordinating services in the community with family needs, and providing services to the community.

(a) To meaningfully engage parents and families and increase participation in school programming, Brogden will focus on establishing formal relationships and collaborative structures to build a culture of collaboration and shared decision-making. Strategies may include the following:

- Diversifying methods of two-way communication and monitoring their effectiveness (e.g. social media, school events, etc.)
- Increasing multilingual communications with all stakeholders
- Facilitating open dialogue with stakeholders about challenges and solutions
- Utilizing the Family Academy to offer meaningful family engagement trainings and activities
- Surveying parents and families regularly regarding parent/family participation in school programs
- Providing increased opportunities for input regarding school improvement

(b) Brogden will utilize the IPG to engage our community in partnerships. These partnerships will promote the sharing of information and resources that are helpful to students and families in support of our IPG goals. Community groups, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations can provide cultural, recreational, and extracurricular opportunities, as well as tutoring for students and enrichment for staff. A broad base of community involvement contributes to awareness and support for the activities and learning occurring in the school.

Community partnerships also help schools address family concerns. Because growing numbers of children come from households in which all the adults are employed outside the home, families may be looking to schools for assistance with child-care needs. Community organizations can provide child-care, after-school programs, assistance with homework, and parenting education programs. Often the challenging living conditions of families must be addressed before parents have the time or energy to devote to school concerns. Partnerships with community agencies can make health and social services, such as medical care and counseling, available to students and families through the school.

Parent and community involvement in school-based governance makes the school more accountable to the community. Therefore, Brogden is taking a collaborative approach to the development of a family-community

engagement initiative to form successful partnerships with families and community groups that seek to improve the educational achievement of all students. Community meetings will be conducted periodically throughout the school year (no less than 2 meetings per year) to discuss the IPG improvement approach, collect feedback, assess any new needs, and connect families/community agencies to provide needed social and community services. In addition, family surveys will be provided on an annual basis to determine the specific needs of the families served by the school, perceptions of the school climate/culture, and perceptions of the progress in improving the school.

DPS has a proven track record of providing parenting classes and connecting families to social supports through district-level events. These events will be expanded and focused on Brogden in this initiative. The district will train educators and school leadership on *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* (Mapp & Kutter, 2014) to effectively build partnerships between the school, families, and the community.

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

The primary focus of IPG is to develop the capacity of Brogden’s staff and ensure the sustainability of effective instructional and professional learning practices. The additional coaching that is included in the IPG plan will be provided in subsequent years through the use of available Title I, Title II and/or general funds at the end of the grant period. Professional development will continue as a normal component of the School Improvement Plan. The additional instructional time will be evaluated at the completion of the grant to determine continuity. Cohesion with district initiatives is often cited as a detractor from effective long-term reform implementation success (Hayes & Lillenstien, 2015). Our IPG work will also be integrated with existing DPS strategic initiatives, such as social-emotional learning implementation, and community engagement.

The requirements of IPG also support the strategic direction of DPS. With the community-wide efforts going into the implementation of the plan, accountability and progress updates to the stakeholders are required. Continuous instructional monitoring will take place on a day-to-day basis in the site as teachers closely monitor student progress. Conversations about data as well as school progress toward school goals will occur in PLCs, faculty meetings, and family/community meetings. Data walls and inquiry-driven PLCs will help to promote transparency. School Improvement Plans include strategies to create and establish various partnerships in the community, such as business partners and partnerships with service organizations. The district will continue to seek grant opportunities and other ways to secure funding to continue reform efforts upon completion of this 3.5-year funding cycle.

RTI’s support will also contribute to ongoing sustainability of improvement. RTI uses a gradual-release model to implant capacity based on the concept of “I do, we do, you do” starting early in the engagement so that, by the end, there is sufficient capacity to sustain improvement. The RTI team also knows that staff attrition is often a challenge in low performing schools (Henry et al., 2017). RTI’s team will also model specific techniques that are easily replicated across multiple settings and that may be applied to multiple challenges, including all facilitation materials. RTI professional learning is scaffolded to transition techniques to local practitioners who are in the optimal position to sustain the local high expectations for teaching and learning. One example of this type of scaffolding is the transition from small-group practice with lesson-tuning protocols to school-wide instructional rounds to district-wide peer school reviews. Notably, shared ownership is not delayed to a later phase of engagement; rather, it occurs immediately based on the co-planning efforts to reinforce buy-in based on authorship, not just ownership (Clark, 2010).

RTI’s support will use a cohort approach for professional learning efforts whenever possible to provide additional structure and resources to help Brogden staff sustain and reinforce gains. Cohort models of professional learning and skill development are effective because they give individuals ample opportunities

to build culture, community, and continuity in pursuit of collectively determined goals (Browne-Ferrigno & Muth, 2008). Cohort-model program delivery is also associated with a higher rate of student persistence (Reynolds & Hebert, 1998), student achievement, and stronger professional networks (Muth & Barnett, 2001). Education leadership scholars Browne-Ferrigno and Maughan (n.d.) add that cohort models may, over time, evolve into *communities of practice* (CoPs) that can “expand an individual’s opportunities for professional growth and career advancement through sharing of expert knowledge and development of collegial relationships.”

**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:**

Brogden will emphasize educational equity as we work toward our ultimate goal of developing professional human capital. Improved human capital, especially with a focus on inquiry, will allow Brogden to better engage and meet the needs of every student in the school. Educators will be better equipped to build relationships, teach to a high standard, and understand social emotional development of students and themselves. Our recent needs assessment has revealed several key takeaways that our IPG plan builds upon:

- Momentum for growth is underway under the direction of Dr. Lanier, after only one year, the academic growth gains achieved 2019 have already begun to reverse the 4-year trend of decline.
- Student discipline is currently a challenge, leading to a need for improved classroom management and reduced discipline incidents
- The social-emotional needs of our students outside of the classroom are having an impact on daily instruction (almost two-thirds of teachers on the 2018 NCTWCS stated that hunger is a problem for students at Brogden and leads to problems within the school.)
- DPS is prioritizing research-based cultural frameworks to support SEL
- Staff turnover has been a problem in the past, with turnover rates exceeding the state average
- Family engagement can be improved around student transitions for grade-to-grade and level-to-level
- Community engagement can be strengthened to support greater student engagement and interest with subject matter content; Brogden enjoys strong relationships with many local organizations

Our IPG approach focuses on developing sustainable human capital at Brogden. This approach will build upon the positive momentum that is already underway. By focusing on improvements to climate and culture, supporting beginning teachers, integrating an inquiry-based learning approach, building capacity for change management, and engaging families in student learning, we will build capacity among the adults who enable student learning to happen each day. This translates to a focus on supporting the adults who enable learning to happen each day, including teachers, administrators, parents, and community members. We believe these strategies, if implemented with fidelity, will promote a culture of mutual trust and respect needed to transform the school community, as well as increase family-school connections through ongoing conversations with stakeholders. Students will ultimately benefit from a community that promotes collaboration and a common purpose for ensuring that students achieve district and state achievement benchmarks.

To support local capacity for growth, Brogden will leverage IPG funding to add the following positions: 1.0 FTE IPG Manager, 1.0 FTE STEM instructional coach, 1.0 FTE mathematics instructional coach, and a 1.0 FTE literacy instructional coach. An outline of our approach is depicted below:

**Brogden’s Primary IPG Focus:**  
 Develop the professional human capital at Brogden, with an emphasis on inquiry-based instruction, to measurably improve outcomes for students, staff, and the Durham community

<b>Strategies that Support the Primary Focus:</b>			
<b>1</b> Improving climate and culture by integrating social - emotional learning (SEL) practices into every classroom	<b>2</b> Align instruction to a high-quality inquiry-based teaching and learning framework	<b>3</b> Build leadership capacity for effective and sustainable change management	<b>4</b> Engage families and the community to support student engagement and improve grade-to-grade and level-to-level transitions
<i>Measurable evidence: Reduce the total number of out of school suspensions and in-school suspensions. Reduce chronic absenteeism</i>	<i>Measurable evidence: Increase student proficiency in 6th through 8th grade mathematics, science, and reading. Observable use of inquiry practices in instruction</i>	<i>Measurable evidence: Reduce annual teacher resignations. Growth in observable use of change management concepts among leadership team and staff</i>	<i>Measurable evidence: Increase community engagement with Brogden based on annual survey results. Involvement of community members in annual school planning efforts</i>

The research-based rationale for our primary focus and each of the four strategies is further described below.

**Our Primary Focus: Developing Professional Human Capital**

To meet diverse student needs, we must first ensure that we have strong educators leading our school and classrooms. Our focus on human capital is intentional as it is directly aligned to priority three in Durham Public Schools’ strategic plan, “Attract and Retain Outstanding Educators and Staff.” Myung, Martinez, and Nordstrum (2012) outlined a teacher human capital framework centered around four core functions:

- *Acquire*: Get the right teachers in the right positions on time.
- *Develop*: Support professional growth in school-based learning communities.
- *Sustain*: Nurture, reward, and challenge high-performing teachers.
- *Evaluate*: Inform evidence-based personnel decisions.

Our IPG work at Brogden will first focus on *acquiring* staffing roles supported at the school through IPG, including a full-time IPG Manager who will operate at a senior level within the school. Then, we will shift our focus to *developing* and *sustaining* staff. We plan to send Brogden’s school leadership team to a summer course on school leadership at Harvard University and provide direct leadership coaching for principals as thought partners as they engage in the work of moving Brogden out of CSI status. Teachers will receive professional development through additional staffing roles provided by IPG, such as math, literacy, and STEM coaches. These coach-supported content areas not only align with developing and sustaining teachers, but they also connect to Durham Public Schools’ first strategic plan priority, to “Increase Academic Achievement.” These

coaches will reform professional learning communities of teachers to true communities of practice by analyzing student data and collaborating on lessons. Finally, we will move into the *evaluate* phase of the aforementioned framework, in which we will consider change management strategies and leadership development based on evidence we collect from our educators.

Managing performance is an essential component of developing human capital. Durham Public Schools utilizes the North Carolina Teacher Evaluation Instrument, the North Carolina School Executive Principal/Assistant Principal Evaluation Instrument, and the Education Value-Added Assessment System to determine teacher and school leadership effectiveness. Although these instruments are key for assessing teacher and leader effectiveness, the district is committed to developing highly effective teachers and leaders through ongoing performance management. The strategies listed below are designed to equip teachers and leaders with the tools they need to succeed. Additionally, these evidence-based strategies are aligned to each evaluation standard to enhance teaching and learning.

Formal observations and informal observations such as classroom walkthroughs are used to drive a cycle of continuous improvement by “focusing on the effects of instruction.” Brogden will use DPS instructional rubrics to guide the focus of classroom walkthroughs, including descriptive feedback and reflective evidence-based conversation highlighting progress toward quality instruction. Benefits of the classroom walkthrough rubrics include:

- Administrators become more familiar with the school’s curriculum and teachers’ instructional practices;
- Administrators can gauge the climate of the school;
- A team atmosphere is cultivated as teachers and administrators examine instruction, student motivation, and achievement;
- Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and building professional capacity;
- Teachers can easily recognize the strengths and weaknesses of their instruction and direct their efforts accordingly based on feedback; and
- The school’s culture and climate improve due to the increase in positive stakeholder accountability.

Walkthroughs also reinforce the concept of making instructional practice public, a concept further described in the description of *strategy 2: inquiry-based teaching and learning*.

School leaders are provided on-going coaching and feedback from district leaders (Principal Supervisors, Curriculum & Instruction, Professional Learning) for continuous improvement. For example, school principals leading low-performing schools are provided tiered-levels of support, including professional learning, to ensure quality progress toward school performance.

**1 Improving climate and culture by integrating social-emotional learning (SEL) practices into every classroom.** Durham Public Schools’ second strategic plan priority, to “Provide a Safe School Environment that Supports the Whole Child,” calls us to tackle issues of climate and culture within the Brogden community. With a new principal and many new staff members, Brogden has an opportunity to continue its great momentum in changing its culture and improving its climate for students.

Gruenert (2008) compares school culture to the school’s personality and school climate to the school’s attitude. Culture revolves around how staff set the mission and vision of a school, as well as how they define their beliefs or values. Additionally, culture is directly tied to how educators work cohesively with one another to set an example for students. School climate is focused on the students’ experiences, considering how the school affects students.

Research clearly demonstrates that aspects of school climate can have a profound impact on students’ experiences and outcomes including reduced absenteeism and suspension rates (Durlak et al., 2011), improved health and risk prevention (Jones, Greenberg, & Crowley, 2015), and increased engagement and academic outcomes (Yoder, 2014). Knowing the importance of how climate impacts students, Brogden must first address its culture. According to the North Carolina School Report Card, about a third of Brogden’s staff is comprised of beginning teachers (defined as three years or less of experience). Based on the most recent North Carolina Teacher Working Conditions Survey results (2018), over half of Brogden’s staff strongly disagreed or disagreed that there are feelings of mutual respect within the school. Given the changing school environment, it is imperative that Brogden cultivates a strong, cohesive school culture that can withstand turnover and built mutual respect for educators throughout the building.

A primary example of a way to shift culture is aligning the way educators at Brogden think about student discipline. The 2018 North Carolina Teacher Working Conditions Survey highlights that 64% of teachers strongly disagreed that students follow rules of conduct, with 56% of staff exhibiting a desire to have professional learning opportunities around classroom management. Much of the work to support improved school climate will focus on expanding staff awareness of and capacity to use *restorative practices*. Restorative practices are a non-punitive approach to handling conflict in the school setting. Common elements of restorative practices range from informal and affirmative practices, such as the use of affective statements to convey how the behaviors of others affect an individual’s feelings, to more formal practices, such as restorative conferences or mediation in response to serious incidents (USED, 2019). These practices have been demonstrated to reduce the overall use of suspensions and amount of learning time lost to suspensions and positively affect teachers’ perceptions of teaching and learning conditions (RAND, 2017).





Because we know that students of color are disproportionately impacted by disciplinary action in school (Okonofua, Walton, & Eberhardt, 2016), an emphasis on cognitive debiasing will be a central component of programming. Cognitive bias, and the discretionary decision-making that is often cut short as a result, can represent an invisible a root cause of educational inequity.

Social-emotional learning (SEL) engages staff in research-based practices to develop their competencies and build emotional intelligence to maximize growth for all students. Durham Public Schools has made it a priority across the district to implement research-based cultural frameworks to support social-emotional health for students. These emotional and instructional shifts require staff buy-in, a mindset of continued growth, and the knowledge, skills, and dispositions to strengthen equity, enhance positive relationships and adapt to changing student needs.

Brogden serves a significant student population who have experienced multiple adverse childhood experiences (ACEs). ACEs include but are not limited to abuse, neglect, and family/household challenges, all of which are strongly linked to behavioral risk factors and lifetime well-being (CDC, 2014). Our IPG work will engage teachers, principals, counselors, and school staff to improve skills and procedures to create safe climates that are particularly important for engaging a target population of students with multiple ACEs. Many teachers recognize

that SEL needs are important, but they struggle to find space in their classroom schedules to address these needs while also meeting academic standards. This tension associated with the importance of content delivery diminishes the attention given to nonacademic skill growth; however, academic outcomes cannot be isolated from emotional needs or behavior. A 2011 study found that students who received SEL instruction had more positive attitudes about school and improved their scores on standardized achievement tests by 11 percentile points (Durlak et al., 2011). Moreover, developing SEL skills in children has been demonstrated to predict adult outcomes—such as higher educational attainment, stronger employment outcomes, better mental health, and reduced criminal activity and substance use (Jones, Greenberg, & Crowley, 2015).

RTI will support SEL development through a four-part approach that emphasizes building strong relationships, self-awareness, social awareness, and responsible decision-making.

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

Our focus on social-emotional learning will include a two-year program of sequenced support for all staff members. This professional learning will be augmented with monthly job-embedded coaching provided by a combination of DPS coaches as well as RTI coaches.

## 2 Align instruction to a high-quality inquiry-based teaching and learning framework



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

Research has thoroughly supported the notion that teachers’ collective efficacy strongly and positively affects student achievement (Eells, 2011; Hattie, 2016). After conducting a synthesis of meta-analyses, Hattie concluded that “collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status” (Donohoo, Hattie, & Eells, 2018). Given the potential effect of collective efficacy on achievement for vulnerable student populations, this concept is regarded as a leading indicator for increased student achievement. Several studies have confirmed the conventional understanding that high-talent principals improve teacher efficacy and, therefore, student achievement (Quinn, 2002; Walker & Slear, 2011).

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

### RTI's High Quality Teaching and Learning Framework



Emphasis Area	What it Looks Like
<b>Student Agency and Efficacy</b>	Classroom activities instill a sense of ownership and efficacy in students, preparing them to be lifelong learners with the necessary skills to guide their own learning and thinking through college, careers, and life (Aguilar, 2013; Knight, 2007).
<b>Culture of Caring</b>	The classroom environment is safe, welcoming, and joyful, supporting students to be confident in themselves as they take risks and generate ideas. Each student is well-known by teacher and classmates and has a sense of belonging (Friedman & Farber, 1992; Hock 1988; Maslach and Leiter, 2016).

<b>Future- and Real-World Oriented</b>	Learning activities and resources are authentic, and outcomes include explicit instruction that prepares students to be global citizens in a future not yet imagined (Costa & Garmston; 2007; Hulleman & Harackiewicz, 2009).
<b>Intentional Design</b>	Standards-based instruction is designed to lead to intended outcomes for all students including curricular alignment, sequencing, use of data, and scaffolding instruction. Outcomes are clearly communicated with students in the classroom (Costa & Garmston, 2007; Knight, 2007).
<b>Learning Environment</b>	The classroom environment provides a safe space for all students to learn and take risks and instills in students a sense of confidence and belonging (Aguilar, 2013; Ting & Scisco, 2006).
<b>Public Practice</b>	Educators work together to continuously improve instruction through classroom observation, improvement strategies, and reflection through networks of peers. Instructional equity is created by centering inquiries on student learning and differentiated instruction for all students (Aguilar, 2013; City, Elmore, Fiarman, & Teitel, 2009; Danielson, 1996; Knight, 2007).

To translate these instructional concepts into effective teaching and learning we will use an Inquiry-Based Learning (IBL) method to reinforce pedagogical cohesion. IBL represents powerful strategies to make instruction more engaging for students by using real-world and relevant contexts to engage all students in sustained, inquiry-based learning. Making learning purposeful and meaningful for students can increase students' interest and can make them more likely to engage and succeed with learning rigorous content (Hulleman & Harackiewicz, 2009). Additionally, students feel motivated to participate in tasks that engage them in a collective endeavor and that they perceive as valuable (Quay, 2017). Learning occurs through the process of inquiry, during which students investigate, explore, and discover new learning to develop an informed response to a central driving question. According to one teacher in a study conducted by MIDA Learning Technologies (2016), "it was not about 'did they get the right answer, but it was about the process and how they did the work'" (Speziale et al., p. 37). This emphasis on process requires a shift in teacher thinking toward a student-centered, inquiry-driven approach that is supported through both professional learning sessions and ongoing coaching.

Inquiry-based approaches to teaching and learning can lead to an increase in overall student achievement and a decrease in the achievement gap between high-achieving and low-achieving students. Applebee, Langer, Nystrand, and Gamoran (2003) found that inquiry-based approaches to instruction led to academic gains by both high- and low-achieving students in middle and high school English Language Arts classrooms. Kahle, Meece, and Scantlebury (2000) found that an inquiry-based approach led to increased engagement among students as well as an increase in achievement scores of African American students and a narrowing of differences in achievement between male and female students. The IBL process used by RTI is described below.

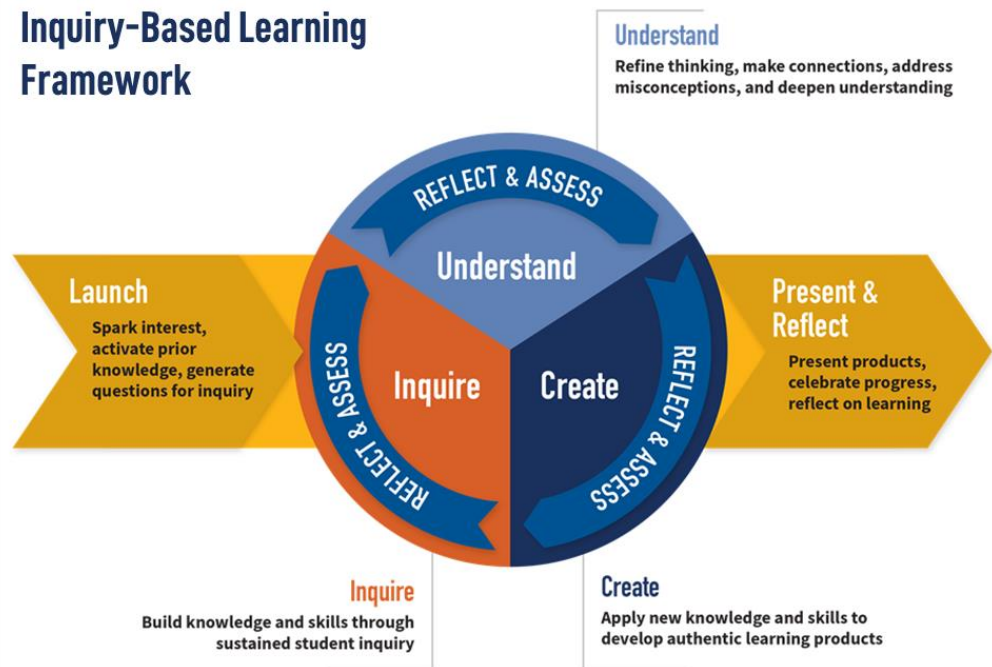
This instructional framework is undergirded by implementing a comprehensive professional development plan that includes job-embedded coaching and feedback. Teachers and school leaders are immersed in ongoing professional conversations and dialogue about the district's improvement initiatives. RTI will support our coaching approach by integrating three research-based approaches to coaching and professional learning facilitation. First, Dr. Jim Knight's seven principles of partnership promote teacher engagement with coaching,

identification of relevant and meaningful goals, and focus on student learning (2007). Second, Dr. Costa and Garmston's cognitive coaching model supports people in becoming more reflective and transforming mental models of how new situations are addressed based on changes in practice, beliefs, and dispositions (2006). Third, Elena Aguilar's transformational coaching practices provide perspectives for supporting recipients through inquiry, change management, systems thinking, understanding themselves as adult learners, influences of systemic oppression, emotional intelligence, and compassion (2013). This three-pronged approach to coaching is a non-evaluative model that aims to develop the practices, common language, and reflection techniques of educators to move proactively toward improved teacher and student outcomes. Site-based school support is concentrated on the quality and rigor of instruction in classrooms, self-efficacy of instructional staff, and SEL and relational supports that are often needed in communities in poverty.

Professional learning workshops introduce educators to new approaches and strategies, while job-embedded instructional coaching stimulates the self-reflection and self-analysis needed to improve or refine instructional effectiveness (Veenman & Denessen, 2001). While just 19% of teachers implemented a new practice in their classroom after attending a workshop that included modeling, practice, and feedback, 95% of teachers did so when coaching was added (Bush, 1984). Because coaching is essential for implementing new practices, it will be provided to staff operating at both the classroom as well as administrative level at Brogden. Our focus on high quality teaching and learning will include ongoing professional learning supported by RTI as well as coaching supported by three additional content-based instructional coaches (Math, Literacy, STEM).

At the student level, Brogden is also planning to offer an **extended school year** to provide individualized academic instruction, transition activities, and related services to students who require these services beyond the traditional school year. The extended year programming will last a total of at least four weeks. The IPG coach and content coaches will also work with these programs to ensure alignment of curriculum and student mastery of content.

## Inquiry-Based Learning Framework



This program will focus on the transition to middle school and prevent the loss of learning for at risk students by providing a head start on the upcoming year. The effort will be targeted towards students who have not demonstrated proficiency on state assessments. The four-week effort also provides opportunities for hands on STEM activities. One unique way this will be accomplished is by taking advantage of our proximity to our support partner, RTI.

Located in Durham near Research Triangle Park, Brogden has the opportunity to leverage RTI as a destination for **students at work**, in which students will go to RTI’s campus and tour research labs, learn about coding in the virtual reality lab, and engage with other STEM-related professionals doing research. These opportunities are not limited to students, but also to teaching staff. Brogden’s partnership with RTI will also allow teachers to delve into their content and provide relevant, rigorous instruction to their students. This effort is expected to occur in conjunction with summer programming for students and teachers. RTI and DPS have a history of successful campus visits for STEM engagement by students and staff. Photos are included here from a 2017 RTI lab visit by students from Rogers Herr Middle school in DPS.



These learning visits and associated professional learning also provide an avenue for improving the way technology is used in the classroom. When implemented properly, technology can produce significant gains in student achievement while also boosting engagement, especially for students who are most at risk (Darling-Hammond, Zielezinski, & Goldman, 2014). When students have the chance to actively use technology as a tool to explore, design, and collaborate, they “enable new kinds of deep, often transformational, learning experiences” (Lettvin, South, & Stevens, 2016). A key step in ensuring this type of learning occurs for students starts with educators knowing how to masterfully use technology in their classrooms. Brogden has an opportunity to leverage RTI as a destination for students *and* teachers to come learn in labs from experts in various STEM-related fields.

Additionally, Brogden is in the process of developing coding as a differentiated student pathway and already offers an elective focused on engineering and technology called Project Lead the Way (PLTW). Strengthening the educators who teach these courses can increase the number of students engaged in technology-related classes. Brogden will also continue to capitalize on technology as a driver for improvement by building relationships with local museums like Durham’s Museum of Life and Science to maximize engagement for students.

### **3 Build leadership capacity for effective change management**

Research suggests that principals play a critical role in what students are taught (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004), how well they are taught (Manna, 2015), and whether or not effective classroom instruction translates into an increase in student achievement (Grissom, Loeb, & Master, 2013). Further research suggests that effective school leaders are statistically more likely to retain teachers in

“disadvantaged schools” (Grissom & Loeb, 2011; Herman et al., 2016); teacher retention is fundamentally important for closing achievement gaps and increasing student outcomes.

Many studies have demonstrated relationships between effective school leadership and positive student achievement outcomes (e.g., Day et al., 2011; Heck & Halliger, 2009; Leithwood, Harris, & Hopkins, 2008; Louis, Dretzke, & Wahlstrom, 2010; Sebastian & Allensworth, 2012). School principals’ ability to develop and nurture collective efficacy among instructional staff is crucial to optimizing student achievement. Principals who are adept at problem solving in the field, facilitating continuous professional development, and creating a collaborative culture are well positioned to lead successful schools (Educational Testing Service, 2019). Leadership efficacy has been found to impact student achievement with significant effects noted for the proportion of students in schools reaching or exceeding the state’s proficiency level (Leithwood & Jantzi, 2008). According to a 2004 meta-analysis conducted by Waters, Marzano, and McNulty, “a one standard deviation difference in demonstrated leadership ability is associated with as much as a 19 percentile point increase in student achievement” (p. 5).

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

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

Our focus on improving capacity for change management will be driven by monthly facilitated leadership team work sessions as well as an executive coach for the principal. Summer staff planning and development retreats will also be facilitated by RTI.

#### **4 Engage families and the community to support student engagement and improve grade-to-grade and level-to-level transitions**

Families are an integral part of a child’s development (Dweck, 2006; Gadsden, Ford, & Breiner, 2016; Ing, 2014). Dr. Lanier has brought a sense of high expectations and positivity to Brogden Middle in his short time as principal and we hope to use the IPG to continue that momentum as we strengthen our family engagement strategy.

Schools that reach out to families to build strong relationships see positive impacts on students, including increased student outcomes (Wood, Bauman, Rudo, & Dimock, 2017). According to Wood et al. (2017), several studies demonstrate a positive link between student outcomes and the aspirations families have for their child’s academics growth. Working in tandem with Dr. Lanier’s high expectations for students, a family’s academic aspirations for their child can lead to students feeling that those aspirations can be attained. Further research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994; Ballen & Moles, 1994; Epstein, 1995). The benefits of parent and family involvement include higher test scores and grades, better attendance, more completion of homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education. When this partnership is extended to include the

larger community, the benefits are greater still. Perhaps most important is that when responsibility for learning is shared by the school, home, and community, children have more opportunities for meaningful learning. Students are able to see the connection between the curriculum in the school and the skills that are required in the real world.

Brogden seeks to promote a safe, healthy, orderly learning environment focused on character education, health & wellness, and positive behavior support, affording greater opportunities for all students to achieve high academic performance. This will be created by forming partnerships with families and the community in which school and home both share responsibility for learning.

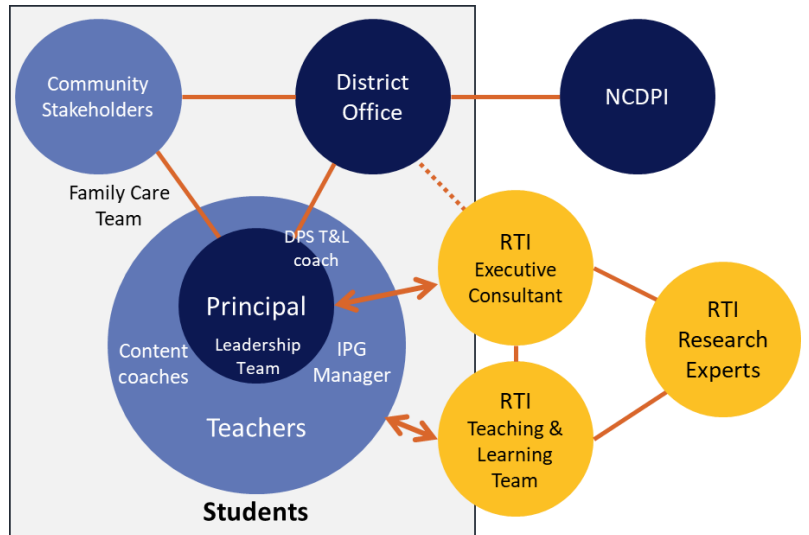
A partnership approach gives families and community members greater opportunities to determine options for school involvement, to participate in the wide range of involvement activities, and to assume key roles and responsibilities in school-improvement efforts, including participation in the school's decision-making processes. If a partnership is to succeed, it must be based on "mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities" (Ballen & Moles, 1994). Schools must be willing to involve parents, families, and the community at deeper levels and to support their participation. Specifically, family community meetings will be conducted periodically throughout the school year (no less than 2 meetings per year) to discuss the IPG approach, collect feedback, assess any new needs, and connect families/community agencies to provide needed social and community services. In addition, family surveys will be provided on an annual basis to determine the specific needs of the families served by the school, perceptions of the school climate/culture, and perceptions of the progress in improving the school. As described in question 10, Brogden will use IPG to expand upon the Family Care Team model currently in place.

One area of intentional focus will be family engagement during grade-to-grade and level-to-level transitions. We will use IPG to expand upon our exiting work on student transitions to better enable matriculation:

- 6th grade orientation allows incoming 6th graders and their parents the opportunities to become familiar with their potential teachers, expectations, and the school.
- Administration goes to speak to feeder elementary schools. Brogden also hosts tours for incoming families to explore the building, meet current students, and see classrooms and facilities.
- Recruiting efforts include inviting the whole community, as well as incoming Brogden 6th graders to each of our Title I Parent Engagement Events, as well as our Community Day, and other school functions.
- Incoming 7th and 8th graders will attend Open School Night, where they can pick up their schedule, meet their teachers, and familiarize themselves with their new grade level.
- For 8th graders transitioning to high school, we have a High School Night sponsored by the counselors of Brogden and the counselors of the high schools that our students could potentially attend.
- Our counselors also assist students with registering for their 9th grade courses. Case managers of Exceptional Children conduct transition meetings at the end of the year each year to ensure that students and parents are informed of how their IEP's will be implemented at the high school level.
- Development of a more comprehensive and student-centered summer bridge program.

### **Implementation Structure**

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



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

- a.) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,**
- b.) Measuring progress on the leading indicators as defined in the Assurances Section of this application:**

(a) Monitoring for achievement is embedded in the “work” at the district, school, and classroom levels. If we do not consistently monitor our progress toward the four district goals outlined below, then these goals become no more than simple statements (Marzano and Waters, 2009). Moreover, the lessons learned from previous grants (Anrig, 2015) indicate that empowering teachers to be stewards of their own classroom data with oversight from the school leadership provides them with the tools to enact true improvement in their classrooms and school.

A DPS platform for monitoring academic achievement and progress is used to track progress during the school year and provide a mechanism to predict student achievement against the district goals. Monitoring for excellence involves embedding daily practices and strategies that yield consistency in instruction, as well as the school and district culture. School Improvement Monitoring Measures (SIMM) are shared in various formats on a monthly basis to assist in monitoring and guiding improvement efforts during the school year using the improvement measures in *bite-size chunks* to gauge whether achievement is on track in each month, quarter, semester, and/or for the school year as a whole.

Some measures that will be monitored on an on-going basis as part of the platform will be reviewed for all schools and all levels, as listed in the Common Measures table below:

Common Measures for Each Level	When Updated
At-Risk Rating	Once a Year
Overall Rating	Monthly, Quarterly and Year-end

Short Term Suspensions	Monthly, Year-end
Benchmark Proficiency	Semester and Yearly or Mid-Year
Teacher Attendance	Monthly, Year-end
Grade Distribution % A, B, C	9 weeks, Semester and Year-end
Grade Distribution % F	9 weeks, Semester and Year-end
School Climate Surveys	Annually
School Improvement Monitoring	Quarterly
Evaluation Ratings	Semester

**(b) Annual Goals:**

- Increase student proficiency in reading, math, and science
- Provide ongoing, relevant, job-embedded professional development
- Increase family/community engagement
- Reduce the total number of out of school suspensions and in-school suspensions
- Reduce annual teacher resignations to less than 14%

School Year	Reading Proficiency	Math Proficiency	Science Proficiency	Composite
<b>Preliminary 2018-2019</b>	6 <sup>th</sup> – 44.4 % 7 <sup>th</sup> – 31.8 % 8 <sup>th</sup> – 31.1 %	6 <sup>th</sup> – 44.7 % 7 <sup>th</sup> – 36.9 % 8 <sup>th</sup> – 32.7 %	8 <sup>th</sup> – 48.8 %	38.7 %
<b>2019-2020</b>	6 <sup>th</sup> – 47.4 % 7 <sup>th</sup> – 34.8 % 8 <sup>th</sup> – 34.1 %	6 <sup>th</sup> – 47.7 % 7 <sup>th</sup> – 39.9 % 8 <sup>th</sup> – 35.7 %	8 <sup>th</sup> – 51.8 %	41.7 %
<b>2020-2021</b>	6 <sup>th</sup> – 50.4 % 7 <sup>th</sup> – 37.8 % 8 <sup>th</sup> – 37.1 %	6 <sup>th</sup> – 50.7 % 7 <sup>th</sup> – 42.9 % 8 <sup>th</sup> – 38.7 %	8 <sup>th</sup> – 54.8 %	44.7 %
<b>2021-2022</b>	6 <sup>th</sup> – 53.4 % 7 <sup>th</sup> – 40.8 % 8 <sup>th</sup> – 40.1 %	6 <sup>th</sup> – 53.7 % 7 <sup>th</sup> – 45.9 % 8 <sup>th</sup> – 41.7 %	8 <sup>th</sup> – 57.8 %	47.7 %
<b>2022-2023</b>	6 <sup>th</sup> – 56.4 % 7 <sup>th</sup> – 43.8 % 8 <sup>th</sup> – 43.1 %	6 <sup>th</sup> – 56.7 % 7 <sup>th</sup> – 48.9 % 8 <sup>th</sup> – 44.7 %	8 <sup>th</sup> – 60.8 %	50.7 %

**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):

Activity	Expected Timing	Outcome Leading to Successful Implementation
<b>IPG launch and organization</b> including facilitated planning sessions focused on project structure (roles and responsibilities), establish work teams, define communication cadence, scheduling (with an emphasis on minimizing time away from instruction), finalize job descriptions and post,	January - March	Project plan established to guide IPG implementation. Organizational structure created to support organizational goals and achieve the key factors for success



establish data collection procedures, introduce support team from RTI International		
<b>Recruit and Hire</b> IPG Manager for immediate start, STEM, Math, and Literacy coach hires for a summer start	February - May	Coaches are hired, trained, and begin work in support of the IPG planning phase
<b>Establish and refine vision</b> across our key IPG elements with input from stakeholders: <ul style="list-style-type: none"> <li>• Climate, culture, and SEL</li> <li>• High quality instruction</li> <li>• Change management</li> <li>• Community and family engagement</li> </ul> Complete a facilitated change management diagnosis to identify barriers and strategies that best match the situation	February - March	Clear vision and change management diagnosis are completed. Action input is gained related to the specific activities and strategies we will implement
<b>Engage in a facilitated root cause analysis process</b> around key issues for Brogden with leadership, staff, district, and community teams. Plot root causes with addressability and match planning strategies. Leverage information from DPS and NDCPI needs analyses	March - June	Assessment of underlying cause of challenges to better target support activity
<b>Clarify the action hypothesis</b> for Brogden using a driver diagram method (why we believe it will work and what it will take to drive success). Review and map existing initiatives to ensure connections are made to reinforce priorities across DPS	February - March	Hypothesis for improvement is prepared and refined. Visual representation of change actions is prepared
<b>Define and institutionalize measurable goals</b> for success (short term) aligned to the vision and action hypothesis of Brogden. Define any outstanding needs regarding data analysis and prepare process for baseline assessments as needed. Establish communication plan around use of incentives to reinforce goals	February - March	Realistic goals and milestones are established. Baseline determined for each dimension of the plan. Incentive structure determined
<b>Engage community and staff in planning</b> efforts through structured engagement opportunities. Establish opportunities for ongoing external engagement in the IPG growth process.	March - April	Structure established for regular input from critical stakeholders
<b>Prepare a customized blueprint for success</b> that forms a cohesive plan for improvement that uses each of the described activities during the planning phase. This includes a comprehensive plan for professional development and support aligned to the unique planning outcomes for Brogden	March - June	Completed comprehensive plan to guide the IPG efforts of Brogden. Plan for modifying Instructional Master Schedule id embedded as needed, including teacher collaborative planning
<b>Participate in Harvard School Turnaround training to refine plan</b> Five-day institute. <i>During this five-day institute,</i>	May - June	Tune our plan for improvement, build leadership skills, and establish

<p><i>you will work with a cohort of fellow turnaround leaders to analyze and refine your school's turnaround plan and develop the skills you'll need for successful implementation. For your culminating project, you will develop a theory of action for your school and gain valuable feedback from peers and faculty. Applications due in May</i></p>		<p>a shared language among administrative staff</p>
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**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):

Activity	Expected Timing	Outcome
<p><b>Staff leadership retreat</b>, including a review of data, onboarding of new staff members, and preparation for plan implementation. May include networking opportunities for collaboration with other DPS IPG schools</p>	<p>July - August</p>	<p>Staff alignment, level setting, and review of implementation plan</p>
<p><b>Summer enrichment for staff and students at RTI's research campus.</b> Student inclusion based on those involved in the extended learning effort and potentially transitioning 6<sup>th</sup> / 8<sup>th</sup> graders</p>	<p>July – August</p>	<p>Engage staff in students in hands-on, real world learning opportunities</p>
<p><b>Monthly facilitated leadership team work sessions with RTI</b>, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision</p>	<p>August - June</p>	<p>Develop leadership team acumen with core change management principles such as project management, cultivating urgency, and aligning initiatives. Improve staff facility to use data as a mechanism to inform continuous adaptation and improvement</p>
<p><b>Engage in structured SEL professional learning</b> with staff. This includes co-facilitation by RTI and Brogden staff to ensure transferability of content for future sustainability. This year will focus on adult SEL, cognitive debiasing, relationships, and integrating SEL into academics (includes 7 half-day faculty workshops and job embedded support)</p>	<p>September - June</p>	<p>Improve staff capacity for SEL practices through a staged process. Build capacity of local coaches, counselor, and administration to continue to deliver support</p>
<p><b>Receive targeted, job embedded professional learning focused on instructional staff.</b> Also includes supplemental coaching from RTI as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Focused on our key IPG elements with input from stakeholders: inquiry-based learning; high quality</p>	<p>February - April</p>	<p>Enhance locally sustainable practices that support high-quality teaching and learning and efficient operations. Emphasis on inquiry-based learning and effective use of classroom technology</p>

instructional practices; change management. Includes flexible monthly support on-site from RTI		
<b>Train and develop instructional coaches</b> at Brogden with RTI support. Support will be aligned to DPS district model	September - June	Enhance locally sustainable practices that support high-quality teaching and learning
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
<b>Refine blueprint</b> during summer planning period, including development of implementation schedule for 2021-2022 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan.	June	Revised blueprint prepared to guide 2021-2022 year

## 2021–2022 (Full Implementation Year):

Activity	Expected Timing	Outcome
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation. May include networking opportunities for collaboration with other DPS IPG schools	July - August	Staff alignment, level setting, and review of implementation plan
<b>Summer enrichment for staff and students at RTI's research campus.</b> Student inclusion based on those involved in the extended learning effort and potentially transitioning 6 <sup>th</sup> / 8 <sup>th</sup> graders	July – August	Engage staff in students in hands-on, real world learning opportunities
<b>Receive targeted, job embedded professional learning focused on instructional staff.</b> Also includes supplemental coaching from RTI as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Focused on our key IPG elements with input from stakeholders: inquiry-based learning; high quality instructional practices; change management. Includes flexibly monthly support on-site by RTI	July-August	Enhance locally sustainable practices that support high-quality teaching and learning and efficient operations. Emphasis on inquiry-based learning and effective use of classroom technology
<b>Sustainability planning</b> through a gradual release and co-led support from RTI to ensure capacity of local staff has been effectively established to sustain practices	January - June	Identify progress towards sustaining practices without a third-party support partner
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment	January	Mid-point adjustments made to continuously adapt the approach to the

based on emerging variables. This is also a time to revisit the original action hypothesis and assess needed tuning		context. Review and update the overarching project plan
<b>Refine blueprint</b> during summer planning period, including development of implementation schedule for 2022-2023 year. Reassess progress towards identified goals.	June	Revised blueprint prepared to guide 2022-2023 year
<b>2022–2023 (Sustainability Year):</b>		
<b>Activity</b>	<b>Expected Timing</b>	<b>Outcome</b>
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation. Prioritize areas for final year focus. May include networking opportunities for collaboration with other DPS IPG schools	July - August	Prioritize areas for final year focus and ensure a clear plan is in place for growth
<b>Summer enrichment for staff and students at RTI’s research campus.</b> Student inclusion based on those involved in the extended learning effort and potentially transitioning 6 <sup>th</sup> / 8 <sup>th</sup> graders	July – August	Engage staff in students in hands-on, real world learning opportunities
<b>Receive targeted, job embedded professional learning focused on instructional staff.</b> Also includes supplemental coaching from RTI as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Focused on our key IPG elements with input from stakeholders: inquiry-based learning; high quality instructional practices; change management. Includes flexibly monthly support on-site from RTI	July-August	Enhance locally sustainable practices that support high-quality teaching and learning and efficient operations. Emphasis on inquiry-based learning and effective use of classroom technology
<b>Sustainability planning</b> during final year of implementation to ensure structures and processes will endure beyond IPG term. Includes monthly leadership team meetings to prioritize focus areas for continued support in the final year. RTI has begun a gradual release to ensure capacity of local staff has been effectively established	July - December	Use data from prior years to build a final sustainability plan with reduced support from external partners
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context

<p><b>Final review</b> of implementation effort during summer planning period. This will also include development of implementation schedule for 2023-2024 year. Reassess progress towards identified goals.</p>	<p>June</p>	<p>Revised blueprint prepared to guide 2023-2024 year led exclusively by sustained efforts of the school</p>
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**(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.*

<b>SCHOOL (PROPOSED) BUDGET</b>				
<b>Year 1 2019-20 (Planning)</b>	<b>Year 2 2020-21 (Full Implementation)</b>	<b>Year 3 2021-2022 (Full Implementation)</b>	<b>Year 4 2022-2023 (Sustainability)</b>	<b>Four - Year Total</b>
IPG Manager: \$38,235 (.4FTE)	IPG Manager: \$95,588	IPG Manager: \$95,588	IPG Manager: \$57,353 (.6 FTE)	<b>\$286,763</b>
STEM Coach: \$0	STEM Coach: \$89,215	STEM Coach: \$89,215	STEM Coach: \$44,608 (.5FTE)	<b>\$223,038</b>
Literacy Coach: \$0	Literacy Coach: \$89,215	Literacy Coach: \$89,215	Literacy Coach: \$44,608 (.5FTE)	<b>\$223,038</b>
Mathematics Coach: \$0	Mathematics Coach: \$89,215	Mathematics Coach: \$89,215	Mathematics Coach \$44,608 (.5FTE)	<b>\$223,038</b>

Harvard Turnaround Leadership Course \$20,700	N/A	N/A	N/A	<b>\$20,700</b>
RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials) \$54,000	RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials) \$89,000	RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials) \$89,000	RTI Partnership Costs (fully inclusive of all RTI labor, travel, materials) \$66,000	<b>\$298,000</b>
Supplies \$10,000	Supplies \$10,000	Supplies \$10,000	Supplies \$10,000	<b>\$40,000</b>
Technology upgrades \$40,000	Technology upgrades \$5,000	N/A	N/A	<b>\$45,000</b>
Semi-annual family engagement events \$5,000	Semi-annual family engagement events \$8,000	Semi-annual family engagement events \$8,000	Semi-annual family engagement events \$8,000	<b>\$29,000</b>
Conference/workshops \$0	Conference/workshops \$10,000	Conference/workshops \$10,000	Conference/workshops \$0	<b>\$20,000</b>
Incentives for staff \$10,000	Incentives for staff \$17,500	Incentives for staff \$17,500	Incentives for staff \$17,500	<b>\$62,500</b>
Summer experience \$0	Summer experience \$45,000	Summer experience \$45,000	Summer experience \$45,000	<b>\$135,000</b>
Budget offset by PRC105 (\$0)	Budget offset by PRC105 (\$50,000)	Budget offset by PRC105 (\$50,000)	Budget offset by PRC105 (\$50,000)	<b>(\$150,000)</b>
<b>\$177,935</b>	<b>\$497,733</b>	<b>\$492,733</b>	<b>\$287,675</b>	<b>\$1,456,075</b>

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:** IPG manager hired immediately assuming a .4 FTE in year one. Additional coaches hired in year two. Salary assumptions are inclusive of DPS retirement and FICA costs. Harvard Leadership Course costs (\$3,675 per person x 4 people + travel). Technology upgrades heaviest in year one based on assumption of upgrades to 100 devices. Budget for staff incentives included based on limited tuition reimbursement and bonuses driven by the IPG plan. Assumptions for semi-annual family engagement events are included assuming two per year (food, engagement costs). Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal. We understand that this is a grant, RTI will partner with the district to begin sustainability of effective practices, including staffing, beginning with inception of the grant. We understand that all budget figures are subject to revision based on the final grant award.

Justification for 2020-21 (Full Implementation) budget:

**Response:** IPG manager assumed at 1.0 FTE. Three coaches hired in year two at 1.0 FTE; salary assumptions are inclusive of DPS retirement and FICA costs. Summer programming expected to begin in the summer. Beginning in year two, DPS will leverage \$50,000 from PRC105 funds to offset the total IPG program budget. Budget for staff incentives included based on limited tuition reimbursement and bonuses driven by the IPG plan. Assumptions for semi-annual family engagement events are included assuming two

*per year (food, engagement costs). Assumption of budget for limited conference participation based on priorities. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal. We understand that all budget figures are subject to revision based on the final grant award.*

Justification for 2021-22 (Full Implementation) budget:

**Response:** *IPG manager assumed at 1.0 FTE. Three coaches assumed at 1.0 FTE; salary assumptions are inclusive of DPS retirement and FICA costs. Summer programming expected to begin in the summer. DPS will leverage \$50,000 from PRC105 funds to offset the total IPG program budget. Budget for staff incentives included based on limited tuition reimbursement and bonuses driven by the IPG plan. Assumptions for semi-annual family engagement events are included assuming two per year (food, engagement costs). Assumption of budget for limited conference participation based on priorities. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal. We understand that all budget figures are subject to revision based on the final grant award.*

Justification for 2022-23 (Sustainability) budget:

**Response:** *IPG manager assumed at .5 FTE in final sustainability year. Three coaches assumed at .5 FTE; salary assumptions are inclusive of DPS retirement and FICA costs. Summer programming expected to begin in the summer. DPS will leverage \$50,000 from PRC105 funds to offset the total IPG program budget. Additional district funding may be allocated to support in the sustainability year depending on the success of the effort. Budget for staff incentives included based on limited tuition reimbursement and bonuses driven by the IPG plan. Assumptions for semi-annual family engagement events are included assuming two per year (food, engagement costs). Assumption of budget for limited conference participation based on priorities. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal. We understand that all budget figures are subject to revision based on the final grant award.*

**(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.

Data Point	Year	20 <sup>th</sup> Day	40 <sup>th</sup> Day	60 <sup>th</sup> Day	80 <sup>th</sup> Day	100 <sup>th</sup> Day	120 <sup>th</sup> Day	140 <sup>th</sup> Day	160 <sup>th</sup> Day	180 <sup>th</sup> Day	Final	
<b>ISS (Incident Count)</b>	2018 – 19	21	46	61	30	41	68	46	37	30	<b>380</b>	
	2019 – 20	20	51									
	<i>Average</i>	20.5	48.5									
	2020 – 21											
	2021 – 22											
<b>OSS (Incident Count)</b>	2018 – 19	7	21	45	61	77	126	149	168	245	<b>129</b>	
	2019 – 20	17	49									
	<i>Average</i>	12	35									
	2020 – 21											
	2021 – 22											
<b>Student Attendance %</b>	2018 – 19	95.7	94.9	94.2	92.2	93.5	91.9	93.3	92.9	93.3	<b>93.5</b>	
	2019 – 20	94.2	92.8									
	<i>Average</i>	95.0	93.9									
	2020 – 21											
	2021 – 22											
<b>Certified Attendance %</b>	2018 – 19	96.4	96.1	94.5	95.1	95.0	96.8	96.4	95.3	97.7	<b>95.9</b>	
	2019 – 20	95.6	91.0									
	<i>Average</i>	96.0	93.6									
	2020 – 21											
	2021 – 22											
<b>Math 6 (GLP / CCR %)</b>	2018 – 19	44.7/30.2	<b>Math 7 (GLP/CCR %)</b>	2018 – 19	36.9/27.3	<b>Math 8 (GLP/CCR %)</b>	2018 – 19	32.7/16.4	<b>NC Math I (GLP/CCR %)</b>	2018 – 19	N/A	
	2019 – 20			2019 – 20			2019 – 20			2019 – 20		
	<i>Average</i>			<i>Average</i>			<i>Average</i>			<i>Average</i>		
	2020 – 21			2020 – 21			2020 – 21			2020 – 21		
	2021 – 22			2021 – 22			2021 – 22			2021 – 22		
<b>Math Composite (GLP / CCR %)</b>	2018 – 19	38.1/24.6	<b>Reading 6 (GLP/CCR %)</b>	2018 – 19	44.4/35.0	<b>Reading 7 (GLP/CCR %)</b>	2018 – 19	31.8/28.4	2018 – 19 = Pre-Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1 - Full Implementation Year 2021 – 22 = Year 2 – Full Implementation Year 2022 – 23 = Year 3 – Sustainability Year			
	2019 – 20			2019 – 20			2019 – 20					
	<i>Average</i>			<i>Average</i>			<i>Average</i>					
	2020 – 21			2020 – 21			2020 – 21					
	2021 – 22			2021 – 22			2021 – 22					
<b>Reading 8 (GLP / CCR %)</b>	2018 – 19	31.1/20.1	<b>Reading Composite (GLP/CCR %)</b>	2018 – 19	35.8/27.8	<b>Data Point Goals</b>			2020-21	2021-22	2022-23	+ / -
	2019 – 20			2019 – 20		<b>ISS Incident #</b>			358	347	336	
	<i>Average</i>			<i>Average</i>		<b>OSS Incident #</b>			121	117	113	
	2020 – 21			2020 – 21		<b>Student Attendance %</b>			95.0	95.0	95.0	
	2021 – 22			2021 – 22		<b>Certified Attendance %</b>			96.0	96.0	96.0	
<b>Science 8 (GLP / CCR %)</b>	2018 – 19	48.8/37.8	<b>Total Composite (GLP/CCR %)</b>	2018 – 19	38.7/28.0	<b>Math GLP / CCR %</b>			44.1/30.6	47.1/33.6	50.1/36.6	
	2019 – 20			2019 – 20		<b>NC Math I GLP / CCR %</b>			N/A	N/A	N/A	
	<i>Average</i>			<i>Average</i>		<b>Reading GLP / CCR %</b>			41.8/33.8	44.8/36.8	47.8/39.8	
	2020 – 21			2020 – 21		<b>Science GLP / CCR %</b>			54.8/43.8	57.8/47.8	60.8/50.8	
	2021 – 22			2021 – 22		<b>Total Composite GLP / CCR %</b>			44.7/34.0	47.7/37.0	50.7/40.0	
2022 – 23		2022 – 23										