

## IPG Application:

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

**ENTITY:** Guilford County Schools

**ENTITY Code:** 410

**SCHOOL:** Otis L. Hairston Sr., Middle School **NCDPI SCHOOL #:** 410-402

**IPG Entity Contact Name:** Jocelyn B. Becoats

**IPG Entity Contact Title:** Executive Director Federal Programs

**IPG Entity Contact Phone:** 336-370-8360

**IPG Entity Contact Email:** becoatj@gcsnc.com

**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:**


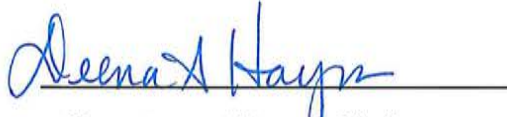
**(By checking each box)** the Entity is making the following Assurances if awarded an Innovative Partnership Grant (no point value awarded; however, any application without each assurance box checked will not be reviewed beyond this point in the application, nor considered for the Innovative Partnership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

**Dr. Sharon L. Contreras****11/12/2019****Name of Superintendent****Signature of Superintendent****Date Signed****Deena Hayes****11/12/2019****Name of Board Chair****Signature of Board Chair****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.



**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*:
Otis L. Hairston Middle School	6-8	Public	410-402	RTI International

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

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

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

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



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

A comprehensive needs assessment was conducted in June 2019 at Hairston Middle School (HMS) by stakeholders, which include a parent advocate, teachers, staff, district and school leadership. Many of our students have challenges academically, behaviorally, socially and emotionally that interfere with their ability to be successful in school. The future vision for Hairston is based upon the needs analysis to be carried out with the success of retrieving the IPG. The school will be utilizing the multimedia platform with strategic implementation of project-based and social emotional learning (SEL). The use of multimedia will increase engagement among the students while project-based lessons enhance academic growth and SEL improves student awareness and accountability of their behaviors.

Otis L. Hairston, Sr. Middle School is a traditional grades 6-8 campus that serves an estimated 710 students in the Guilford County Public School System. The following table illustrates the enrollment, student disability rate, students eligible for free or reduced lunch, attendance rate and demographic information.

<b>School Profile</b>		
<b>School Name:</b> Otis Hairston Middle School		
	<b>Number</b>	<b>Percentage of Student Population</b>
<b>Number of Students Enrolled</b>	710	100%
<b>Number of General Education Students</b>	567	80%
<b>Number of Students with Disabilities (EC)</b>	143	20%
<b>Number of Academically and Intellectually Gifted Students (AIG)</b>	49	7%
<b>Number of Limited English Proficient Students (LEP)</b>	88	12%
<b>Students Eligible for Free or Reduced-price Lunch (EDS)</b>	710	100%
<b>If 100% of your students receive Free or Reduced-Price Lunch, please check the box representing why and include the name of the program.</b> <input type="checkbox"/> All students qualify for Free or Reduced-Price Lunch <input checked="" type="checkbox"/> All students receive Free lunch through a school or district-wide program CEP		
<b>Attendance Rate</b>	710	94%
<b>Promotion Rate</b>	710	100%
<b>Dropout Rate</b>	4	.005%
<b>Suspensions</b>	16 students 47 incidents	11.8%, 7%
<b>Ethnic Make-up of Students:</b>		
• Black	506	71%
• White	16	2%

• Asian	16	2%
• Hispanic	146	21%
• American Indian	7	1%
• Multi-racial	17	2%

<b>Number of Assistant Principals</b>	3
<b>Number of Classroom Teachers</b>	50
<b>Number of Teacher Assistants</b>	6

*Data source: NCDPI Comprehensive Needs Assessment*

The current population comprises 20% of students with disabilities in conjunction with 12% of limited English proficient students. One hundred percent of the student population receive free lunch through a district-wide program. The moderate to chronic absences attendance rate is 19% with 17% of those students labeled as Exceptional Children (EC). That absence rate has decreased from 30% in 2018-19 to 19% in 2019-20. The daily attendance rate has also increased 2.5% between the 2018-19 and 2019-20 school year. The overall ethnic breakdown of Hairston is, 92% Black and Hispanic students (71% and 21% respectively).

Some of the programs/interventions include International Baccalaureate (IB) and Opportunity Culture. The Opportunity Culture program includes three Multi-classroom Leaders (site-based, content specific coaches in the areas of Math, Science, and ELA) and two Extended Impact Teachers (teachers with high EVAAS data and effective instruction are entrusted with larger classes for wider reach). In addition, there is a Reading Impact program that assists with increasing reading achievement levels for students.

Despite the above programs and interventions along with the school's best efforts to become a leader in academic success, some of the barriers currently presented are that majority of our staff members have between zero and three years of experience, low parent involvement and the school is in a food desert community that is still recovering from a natural disaster two years ago. There are strong gang affiliations in the community and an overall lack of accessible schoolwide technology in classrooms.

a) Instructional Programs:

A school self-assessment was conducted in June 2019 that included stakeholders such as parent advocates, teachers, staff, district and school leadership.

**Response:** Click or tap here to enter text. According to the school self-assessment, the school administration demonstrates high expectations and has developed, implemented and frequently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study. One area of need is maximizing the use of instructional time in classrooms. Classrooms inconsistently utilize instructional time. Therefore, learning opportunities are not optimized which reflects a lack of high expectations and diminished quality of work from students. Hairston will leverage multimedia and technology to improve instructional design and provide opportunities for students to engage in rigorous, relevant core curriculum that prepares them to compete in the global community as well as a need for teachers to frequently integrate student use of technology resources into classroom instruction across the curriculum.

b) School Leadership: Corresponding to the self-assessment data, the school maintains a process for periodically reviewing the school's vision and mission to drive decisions. The leaders also utilize

appropriate data to evaluate program effectiveness to inform and prioritize action plans. Areas of need involves facilitating a process for monitoring, revising, and implementing the School Improvement Plan with primary responsibilities shared with the School Improvement Team. The school also needs to develop a comprehensive plan for building a school culture and climate conducive to learning for both staff and students. Areas of improvement includes a plan to build a sense of efficacy, empowerment, and collaboration for most staff. School-wide we need to improve communicating the need for change so that it is mostly understandable and transparent. Leadership must increase their visibility by conducting formal and informal classroom visits with a process for providing developmental feedback to teachers.

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

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

**Response:** Retain the current Principal

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

**Response:** Click or tap here to enter text.

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

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

**Response:** 2019-2020SY

Click or tap here to enter text.

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

**Response:** 1 year

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

**Response:** The district has decided to retain the current principal to ensure a smooth transition with implementing a new program. The district has provided the new principal with a New Leaders coach, who will assist in advising and counseling transformational changes within the school.

The school met growth this year with several improvements that are aligned with the New Leader's model. At the end of the 2018, the school's performance grade was a F with a performance grade score of 37. Its EVAAS growth index was -2.24. Currently, the school has a performance grade of D with a score of 43 and an EVAAS growth index of 1.32, increasing the EVAAS Growth Status to MET GROWTH. The current principal has increased family/community involvement and communications with all stakeholders within the



last 3 months. The school has shown growth with its awareness of the importance of best practices through effective teaching and learning.

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

**Response:** Click or tap here to enter text.

**Teacher Observation Flexibility** – Restart schools may choose to do the same abbreviated teacher observation process (standards one, four, and six) for beginning teachers (BTs) one to three after completing at least one full observation at the beginning of the year. Staff with performance concerns or who may already be on a plan must continue to receive the full teacher observation.

**Licensure flexibility** – Licensure flexibility – Restart schools have flexibility in hiring staff that may not meet all the appropriate licensure requirements upon the conditions that, 1) the candidate provides evidence of effective academic outcomes with students and 2) licensure requirements are met within a year of the initial hire date.

**Teacher Incentives** – Restart schools may choose to provide teacher incentives utilizing CSI and/or restart funds. An incentive of \$3,000 can be given to teachers that have exceeded expected growth in their content area and/or grade level. Restart schools may also choose to provide a recruitment incentive of \$3,000 to recruit high performing teachers.

**Calendar Flexibility** - Restart schools have operational flexibility in planning their academic and staff calendars. Students must still attend the required 185 days or 1025 hours, but schools have the option to apply flexibilities to the other aspects of calendar law. This includes but is not limited to alternate start and end dates, additional time for staff planning and or workdays, and or alternate daily start and end times.

c) School Infrastructure:

**Response:** A technology evaluation will be conducted from District Technology and Audio-Visual Services to determine and order all the technology needs. We will need mobile hot spots, AP access points and additional data drops added to our building. As well as sound proofing a room for production. We will need ceiling mounted projectors, and installation of high definition televisions. Hairston Middle School was built in 2002 and is currently 17 years old. According to the general conversations of multiple stakeholders there is a concern about the need to upgrade Hairston’s facilities in comparison to schools within the district that were built around the same timeframe. Since the school was erected, the only upgrade that it has had was to outfit the support needed for the one-to-one technology initiative where mobile hotspots were added. Today, 65% of the original televisions work in the classrooms and there are interactive whiteboards in 60% of the classrooms. Currently, the interactive whiteboards are only used to project notes for students to copy or to model instruction. Additionally, students use the laptops primarily for web quests and basic online research activities. Therefore, technology resources are not used effectively nor efficiently in order to create a learning environment that promotes global learning, enhanced 21<sup>st</sup> century project-based learning (PBL) and students’ current skill set of incorporating multimedia into the curriculum.

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

**Response:**

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

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

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

**Response:** Click or tap here to enter text.

*(2) Name of the proposed Entity’s contact:*

**Response:** Click or tap here to enter text.

*(3) Position of contact:*

**Response:** Click or tap here to enter text.

*(4) Telephone number of contact:*

**Response:** Click or tap here to enter text.

*(5) Email address of contact:*

**Response:** Click or tap here to enter text.

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

**Response:** Click or tap here to enter text.

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

**(a) Response:** Click or tap here to enter text.

**(b) Response:** Click or tap here to enter text.

**(c) Response:** Click or tap here to enter text.

**(d) Response:** Click or tap here to enter text.

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

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

**Response:** The old African proverb, “It takes a village to raise a child” certainly rings true for the families and communities in which we serve here at Hairston. Special consideration and priority have been given to ensure the school was inclusive when presenting the future vision. The school conducted a survey entitled “Imagining a New Hairston” at our Parent Conference/ Title I Parent night asking parents what innovative 21<sup>st</sup> century programs they would like to see that could benefit our students and provide a skill set for a more successful future and positive community involvement. Parents confirmed that increasing the school’s use of multimedia technology would boost student interest and produce higher student engagement for learning. In order to do this, we needed to select a partner that could support us in transforming teaching and learning using multimedia and technology through a culture of high-quality and PBL.

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

**Response:**

The leadership at Hairston Middle understands the importance of staff “buy in” and how critically important it is for all employee voices to be heard and recognized. For change management to occur within the school walls, each employee must know that their opinion will be considered and valued. The school conducted a survey using Microsoft Office forms, entitled “Imagining a New Hairston,” asking the staff to submit innovative ideas. Staff confirmed the need for multimedia technology as an avenue for improvement. The Instructional Leadership Team (ILT) vetted the nine potential partners and discussed which partners could better serve our needs based on the program that we decided upon. We chose four from the nine and then the School Based Leadership Team helped to narrow it down to two. An IPG planning committee was formed, comprised of the school principal, instructional coach, school counselor and ELA multi-classroom leader (MCL). The IPG Planning committee e-mailed and called the listed contact person of the partners for a personalized conversation to determine compatibility. Following these communications, the team collaborated and decided the final partnership selection would be RTI International.

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



**(a) Response:** Click or tap here to enter text.

The district met with the school and presented nine potential partners, outlining that if there was an existing partner already in place at the school that they could not be included. The principal then read over all the partnerships and chose an IPG planning committee to work to vet through and research the partners. The planning committee then presented the partners to the ILT and there was discussion of advantages and disadvantages to each. The ILT then chose four partners and prepared a presentation for the School Based Leadership Team. Once contacted, the planning committee held in-depth conversations of responsibility, visibility and availability. The IPG planning committee narrowed it down to two partners and decided on the final one.

**(b) Response:**

**RTI Experience and Quality Local Experience:** RTI is based in North Carolina and currently provides support to more than 52 North Carolina school districts. RTI supports schools and districts with integrated methods of staff development that blend knowledge acquisition with hands-on application. Every engagement is customized based on the specific context and desired outcomes of the school or district. The result is a tailored support profile that enables Hairston to best match staff experiences, skills and resources to the needs of each project. To date, more than 90% of school and district clients choose to continue their relationship with RTI after the initial engagement.

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

**Research-Driven:** RTI’s support of schools is differentiated by proximity and access to seminal experts in education research. The Center for Education Services (CES), who will be providing support, is embedded in RTI’s Education and Workforce Development division. This division contains 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-backed practices into school-level action.

**Sustainability Emphasis:** The objective of providing CSI support is to position schools for sustained and improved student achievement. RTI uses a gradual-release model to establish competence based on the concept of “I do, we do, you do” starting early in the engagement so that, by the end, there is enough expertise to sustain improvement. We know that staff attrition is often a challenge in low performing schools (Henry, et al 2017). To help avoid turnaround being dependent on individual heroes, RTI will purposefully engage district-level staff in support and approach every engagement. 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.

**(c) Response:** Click or tap here to enter text.

The school will create an accountability team that will consist of the school coach, the instructional coach, the principal, a counselor and the grade-level appointees to hold regularly scheduled correspondence with the partners to ensure proper implementation of all stakeholders and action steps.

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

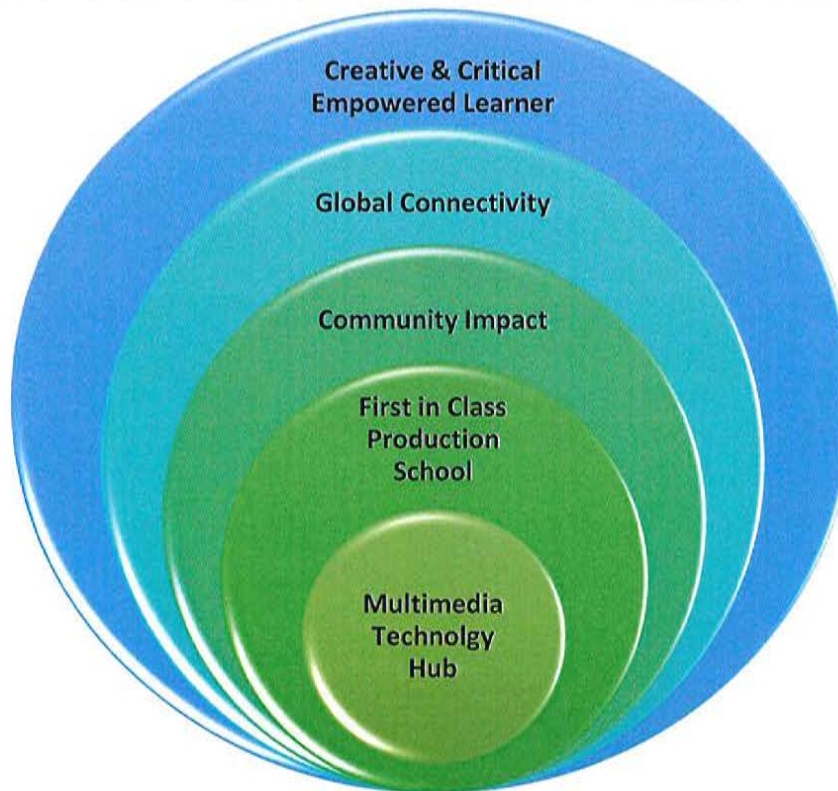
**Response:**

**Our Vision for Hairston:**

In 2019, the world is literally only a click away. Technological advancements have changed everything from communication to the flow of traffic. Middle school aged learners are most impressionable and are drawn to the use of technology. Many have a limited view of technology that only incorporate social media platforms and are shaped by the advantages and disadvantages of it. Many students feel like life is happening to them, instead of learning how to make it work for them. Unbeknownst to them, there is a world of careers and prospects that multimedia creates to transform daily life. Hairston Middle School is a community of learners with untapped potential due in large part to a lack of exposure and access to opportunities that will equip them to close the achievement gap, compete with their peers and become community leaders with voices of impact. In efforts to close these gaps and increase student performance, confidence and impact, HMS proposes to transform the school into a project-based learning atmosphere using multimedia as its realistic tool for production. This will require major changes to the school's infrastructure, instructional design and delivery and overall school culture. Transformation at the schoolwide level will require strategic and scaffolded implementation to be both successful and sustainable. The goal is that HMS will become an academic production "company" that will demonstrate learning using 21<sup>st</sup> century media in collaboration with traditional products. These include but aren't limited to blogs, vlogs, infographics, graphic design for fliers, audio/visual student led announcements, music production, mini films, advertisements, podcasts, YouTube Channel development, photography and virtual reality. Annually, HMS will display a student created production from throughout the year in an Emmy style show. In efforts to develop global minded and aware students, HMS also will create international connections with students, schools and companies to build and breed relationships and deeper empathy. HMS will bring various community bodies to the school that will show how multimedia is integrated into college and career readiness and its connection to diverse content areas. Students will also be given opportunities to take out of class learning experiences to multimedia-based encounters; for example, Tyler Perry's Production Company, North Carolina School of the Arts, Universal Studios, local weather stations and colleges with multimedia degrees, etc.

Hairston Middle School will become a multimedia technology hub that will result in the school being a first in class production school. Students will become critical and creative thinkers that ultimately create solutions to the problems that they see in their community. Authentic multimedia assessments of learning will demonstrate students' ability to use multimedia for global connectivity and local community impact. Multimedia and technology will generate high student interest and engagement and increase their overall academic performance.





To establish Hairston as a multimedia technology hub, students will explore the use of media in a variety of ways:

- **Visual Media** such as production studio, green room
- **Print Media** such as advertising, photography, graphic design
- **Audio Media** such as podcasts, music recording
- **Digital Media** such as animation, gaming, social media

In year one of implementation, a Hairston student can expect to receive quality instruction delivered through the latest technological formats from their teachers. Then students will take that instruction using multimedia mobile carts (that would include tablets with software, video cameras, microphones, etc.) and produce products that allow them to critically and creatively demonstrate mastery of their learning. To further equip HMS students with multimedia skills, Hairston will have an elective course offering, housed in a full multimedia lab serviced by a multimedia specialist. In this elective course, students will delve deeper into the intricacies of the ever-expanding area, with a focus on using the skills and technology to create positive community impact and global connectivity. Students will experience peer generated announcements and broadcasts, a stronger student based whole school presence on social media, an enhanced yearbook and concise communication of information from teachers and parents. In year two of implementation, students and teachers will have the opportunity to produce more complex learning products in the schoolwide, fully equipped multimedia lab (separate from the elective course lab). Operating much like stationary computer labs, classes will schedule time to utilize the advanced space to complete on-task, standard aligned artifacts. Through the mobile carts and the multimedia lab, all content areas and all students will have the access and the responsibility of representing the acquisition of curriculum using these tools. In year three and beyond, the Hairston Middle school culture will reflect cutting edge technological platforms to produce engaging instruction, rigorous learning and authentic assessments that give students voice and choice in their learning. Teachers can expect to be trained in inquiry-based instructional practices through the usage of software and hardware tools and equipment that will liven instruction, engage the learner with the content and transfer ownership of learning to the student. Parents and community members can expect to be integrated into the multimedia experience through regularly scheduled showcases, demonstration nights, partnerships, various



opportunities and events. Students, teachers and parents can also anticipate annual experiences that provide career and college readiness connections to real world multimedia implementation.

### **Reaching our Vision: Purposeful Planning for Multimedia Technology**

Hairston Middle School is partnering with RTI International to develop and implement a comprehensive improvement plan based on the vision above. RTI believes that all children, regardless of circumstances, deserve access to a quality education that empowers them to thrive. RTI's approach to school-based technical assistance is grounded in the prevailing belief that context is fundamental to effective support. The context and culture within classrooms, schools, districts, the local community and the broader state all contribute to the success of school reform. These layers of environmental relationships reinforce the notion that school reform should not be undertaken in isolation—peer and district connections are essential (Meyers & Smylie 2017). Therefore, support is never delivered without first engaging in planning conversations with school and district leadership. The approach is not based on a one-size-fits-all model, but is customized based on the situation, strengths, and desired outcomes.

In partnership with RTI, our process for school support will begin with a review of recent needs assessments and school-level data to inform how we co-design a plan of action that best matches our needs and the vision we have for Hairston. 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. Efforts then shift into 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.

We will then shift 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 if the change occurred? We then diagnose the type of change desired and match it with the best-aligned change strategies. As part of a broader change management effort, Hairston will work with RTI to conduct an annual premortem process as part of the annual planning adjustment phase of the project. 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).

### **Components of the Vision:**

#### **Authentic Assessments: Multimedia Products for Global Readiness for a Technology-based Future**

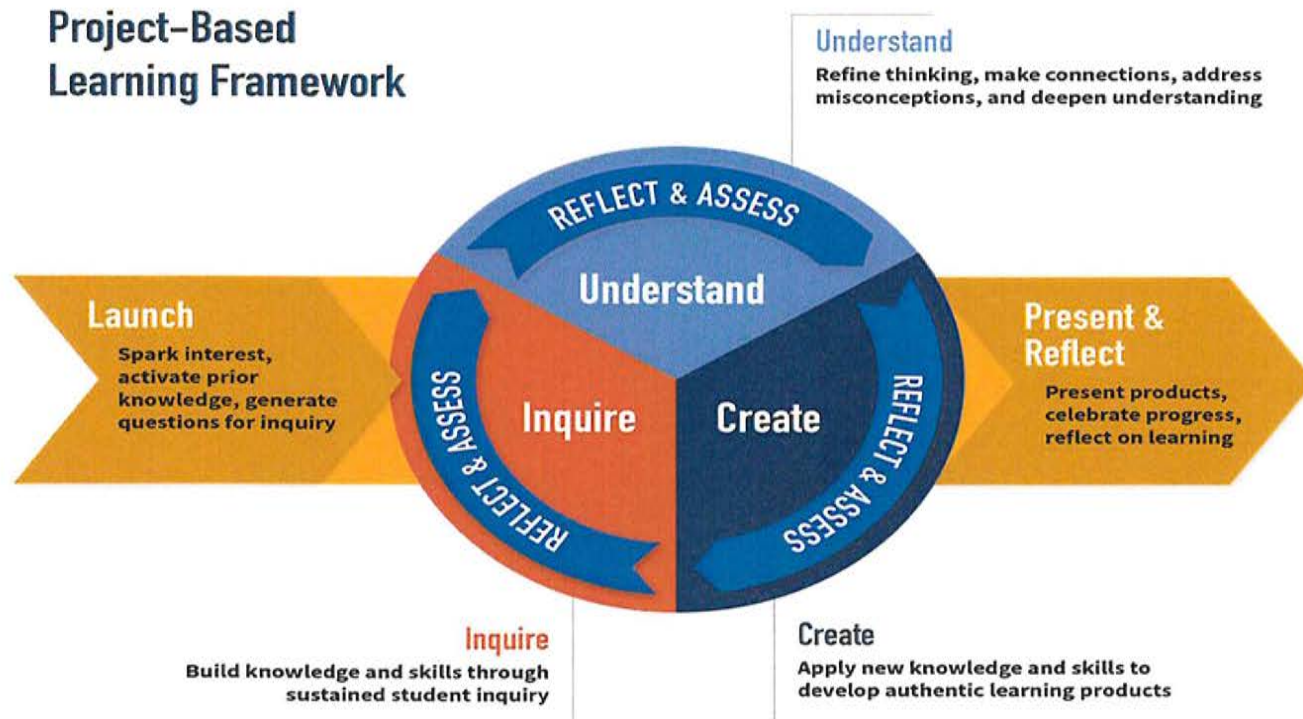
When students use technology in transformative ways, creativity is fostered, project-based learning becomes more personalized and student outcomes increase (Gallop, 2019). Assessment systems that focus on higher order thinking skills, problem solving, investigation and analysis (some of the key real-world skills that are present in creating multimedia products) can drive improvements in teaching and curriculum coverage preparing students for their futures (Torrance, 2009). Authentic assessment can also stimulate a “deep study” approach leading to greater understanding and skill development, increasing students’ motivation to learn as tasks are relevant and useful to current technologies (Gulickers, 2006).

### Building a Multimedia Technology Hub through Project-based Learning

Project-based learning (PBL), is an approach to learning that uses real-world and relevant contexts to engage all students in sustained, inquiry-based learning. Beginning with a driving question to frame the unit, PBL promotes inquiry and critical thought by requiring students to define problems, formulate relevant questions, analyze and evaluate information, create and refine products, present and defend their work to a public audience. The PBL approach provides the opportunity for all students not only to learn content, but also to turn that content knowledge into relevant, real-world applications that engage them in action-oriented work.

RTI's Project-Based Learning Framework:

### Project-Based Learning Framework



### Support Multimedia Technology Use and Instructional Practices by Developing Instructional Coaches

RTI will provide instructional coach development as a professional learning experience designed to develop instructional coaches in schools and districts for the purpose of enhancing locally sustainable practices that support high-quality teaching and learning. Coaches will develop a deep understanding of the purpose and role of instructional coaching; characteristics of effective instructional coaches, components that make for meaningful coaching conversations and how to use a research-based, non-evaluative coaching model. The emphasis of instructional coach development is to build the capacity of teachers to use best practices through research-based teaching strategies and to promote teacher collaboration and student outcome discussions. Resources provided will include, blended individualized assistance, group professional learning and administrator support. Instructional coach development addresses the need for improving instructional practices in teaching and learning in classrooms, empowering teacher leaders, scaling coaching practices in districts, sustaining innovation efforts and building networks of effective instructional coaches.

### Strategic Rollout: Cohort-based Approach

RTI's support will use a cohort approach for professional learning efforts whenever possible to provide additional structure and resources to help Hairston 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 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” (n.d.).

### **Sustaining Multimedia and Technology Practices: Instructional Rounds**

Deliberately named ‘instructional’ rounds, the practice is a disciplined way for educators to work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). The practice combines three common elements of improvement: classroom observation, an improvement strategy and a network of educators. This three-part process encourages discourse about student learning based on objective data, student work products and offers the host teacher the opportunity to reflect on the lesson, the focus question and to consider what could be continued or revised in the future. Thus, educators engage in a process of discussion and collaboration to learn with and from each other with the purpose of benefiting students.

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

### **School Climate and Culture: Support for the Whole Learner**

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

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

Because we know that students of color are disproportionately impacted by disciplinary action in school, an emphasis on cognitive debiasing is a central component of programming (Okonofua, Walton, & Eberhardt, 2016). Cognitive bias, and the discretionary decision-making that is often cut short as a result, can represent an invisible root cause of educational inequity. This effort will feature professional learning, designed in conjunction with clinical psychologists, to support educators to understand and overcome the influence of cognitive bias in order to improve interactions and relationships in schools.

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



**Leading a Multimedia Technology Change Initiative: Change Management**

One sustainability-focused component of RTI's support will center around building leadership capacity for effective change management. 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). Notable to Hairston, 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. 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, Hairston 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

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

**Response:** GCS district leadership has taken and will continue to act to provide adequate resources and support to each CSI school. First, this applicant school is currently a Restart school and through this designation has supports that include but are not limited to flexibility in teacher observations, licensure, multiplication/cursive writing, KEA assessments, teacher incentives, and academic planning calendar.

Second, this applicant school is part of a district-wide implementation of the LEA's first comprehensive, integrated, high-quality ELA and math curricula. Placing high-quality resources consistently across content areas and grade spans is a strategic priority to ensure students gain foundational skills to be successful. It is also essential for teachers to draw from excellent lessons and references contained in the materials that are aligned to standards. The goal is for every GCS student to have access to challenging lessons with on-grade assignments and engaging activities. In addition, the district has entered into partnerships with technical assistance providers to coach teachers in the skillful use of these resources and to share professional learning with principals, curriculum facilitators and school support officers in providing instructional leadership to teachers. The district has invested in a tiered coaching system for curriculum implementation that prioritizes new and lateral-entry teachers. Schools, including this applicant school, with higher numbers of these inexperienced teachers are allocated additional days of job-embedded coaching. The Offices of Federal Programs and Restart, which work closely already with this applicant school, will guide integration of the school's research-based innovation in tandem with these other instructional initiatives. As we note in

Question 9, the district has mapped a framework for regular meetings with the schools and technical assistance partners.

Third, to ensure implementation readiness on Day 1, the district's Federal Program office and Office of Restart will meet with the school and selected Partner before the first day of the school year to also look at how the research-based innovation meshes with any other programming in the school. Additionally, the Federal Programs and Restart Office teams will convene monthly reviews during the planning period, and quarterly thereafter, of grant budget implementation timelines, required data and expenditures. The goal will be to ensure that IPG improvements are implemented with fidelity, issues are addressed quickly, and funds are expended on time and in concert with Restart and Title I Funds. These reviews will be attended by the school coach, principal, School Support Officer (SSO), Federal Programs Executive Director and the Director of Restart Programming.

Fourth, the district's Parent Academy will work with this applicant schools to promote family engagement to understand and support this research-based innovation. Examples include but are not limited to the following: family nights with dinner and hands-on programs that allow parents and family members to experience new equipment and learning firsthand; opportunities to connect with representatives from GCS magnet and CTE academy programs that students could move into after leaving this applicant school; or career and college nights with representatives from industry, community college and local universities.

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

**Response:** Hairston Middle School currently receives Title I, Comprehensive Support and Improvement, and Restart federal funds. It also receives local and state allocated funds. For the 2019-20 school year, Hairston Middle School will use these funds for the following resources:

Title I	<ul style="list-style-type: none"> <li>• Staff Development and Workshop expenses</li> <li>• Additional Salaried Positions to assist with instructional strategies and student support</li> <li>• 2 Multi-Classroom Leader used to coach other teachers in a content area               <ul style="list-style-type: none"> <li>○ 1 Math Impact Teacher used to improve Math Achievement</li> <li>○ 1 Instructional Coach used to coach teachers who are not receiving MCL support</li> <li>○ 2 Teacher Assistant used to assist the Extended Impact Teacher in the classroom</li> </ul> </li> <li>• Parent Involvement/Youth Development Coordinator used to implement Restorative Practices with students and teachers</li> <li>• Differential pay for Multi-classroom Leaders and Extended Impact Teachers</li> <li>• Funding to support Parent and Family Engagement events</li> </ul>
Comprehensive Support and Improvement	<ul style="list-style-type: none"> <li>• Staff Development and Workshop expenses</li> <li>• Assist with contracted services to provide instructional experiences outside of the classroom to students</li> <li>• Provide instructional supplies for classroom teachers</li> <li>• Funding for educational memberships</li> <li>• Funding to support Parent and Family Engagement events</li> </ul>

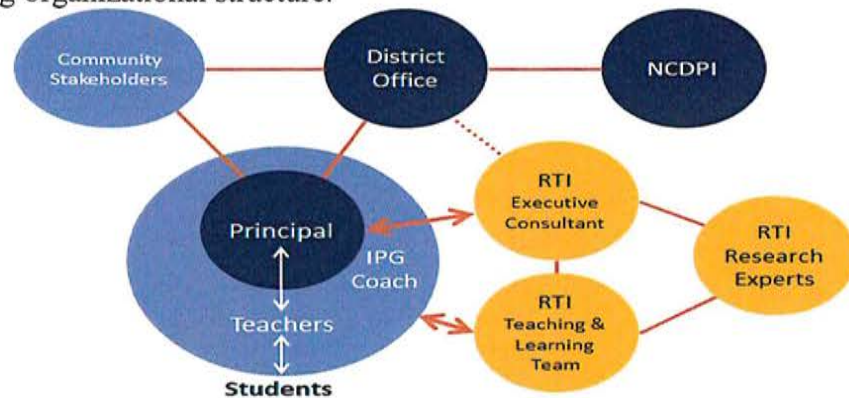
		<ul style="list-style-type: none"> <li>• Funding to provide substitute teachers for teachers who are receiving professional development</li> <li>• Funding for supplementing pay for extended employment agreements to teachers for extra duties outside of their contract</li> </ul>
	Restart	<ul style="list-style-type: none"> <li>• 1 Multi-Classroom Leader used to coach other teachers in a content area</li> <li>• Differential pay for Multi-classroom Leaders</li> <li>• Funding to support Parent/Community Engagement events</li> <li>• Provide instructional supplies or educational resources</li> </ul>
	Local and State Allocated Funds	<ul style="list-style-type: none"> <li>• Staffing support</li> <li>• Daily school operational needs</li> <li>• School maintenance needs</li> <li>• Additional expenditures to operate the school</li> </ul>
	Continuing and recently adopted community partnerships	<ul style="list-style-type: none"> <li>• Hope Community Christian Church</li> <li>• New Jerusalem Cathedral</li> <li>• Eta Chapter of Phi Beta Sigma Fraternity, Inc</li> <li>• Greensboro Alumnae Chapter of Delta Sigma Theta Sorority, Inc.</li> <li>• Out of the Garden</li> <li>• Weaver Foundation</li> <li>• Gate City Chapter of North Carolina A&amp;T State University</li> <li>• The Purpose House</li> <li>• East Market Seventh Day Adventist</li> <li>• Backpack Beginnings</li> <li>• Community in Schools</li> <li>• Adopt a Grandparent</li> <li>• Snack Rack</li> </ul>

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

**Response:** Guilford County Schools will provide effective oversight and support for the school's implementation of research-based school improvements through specialized training, regularly scheduled budget and expenditure reviews and ongoing communications. The Executive Director of Federal Programs and the Director of Restart Programming will coordinate these activities. 1.) Training - Upon hiring, school coaches will participate in district-led training in budget and spending processes led by Financial Services and Federal Programs team. 2.) Team Reviews - Federal Programs and Restart Office teams will convene monthly reviews during the planning period, and quarterly thereafter, of grant budget implementation timelines, required data and expenditures. The goal will be to ensure that IPG improvements are implemented with fidelity, issues are addressed quickly, and funds are expended on time and in concert with Restart and Title I Funds. These reviews will be attended by the school coach, principal, School Support Officer (SSO), Federal Programs Executive Director and the Director of Restart Programming. 3) Communications - Updates from these IPG implementation meetings will be shared with the Chief Academic Officer (CAO) through project specific meetings as appropriate. The CAO will share quarterly updates with the Superintendent. The Board of Education will receive an annual progress report on the participating schools' work during a regularly scheduled Board business meeting. Further, the Federal Programs and Restart Offices will act as a communications liaison between the school coaches, principals, SSOs, and DPI as needed to ensure grant implementers are up to date on deadlines, changes, and other factors during the term of the grant.



Effective implementation begins with a thoughtful management approach. In tandem with our partner, we will use the following organizational structure.



This approach positions school leaders to be the empowered interface with the district and the community, further reinforcing sustainable implementation practices.

### **Coach Training and Support:**

To ensure that PBL and SEL are implemented effectively at the classroom level, our required, full-time coach will be trained and supported by RTI coaching staff. RTI will provide coach development training for our coach to ensure that s/he utilizes best practices to ensure that teachers buy-in to new instructional practices and develop a growth mindset and attitude of continuous improvement. Additionally, our coach will, in turn, be coached by RTI's coaching staff. Coaching supports will not only model best coaching practices but will also engage our full-time coach in his/her own cycle of continuous improvement and growth.

### **Leadership Coaching:**

Effective implementation of new practices requires effective leadership. RTI will provide both professional learning and leadership coaching to principals and assistant principals. Professional Learning will emphasize how to lead teachers in implementation of new instructional practices.

## **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:**

Research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994; Ballen & Moles, 1994, Epstein 1995). The advantages of family and community involvement include higher attendance, academic performance, positive attitudes and behaviors. Parent and community involvement increase the accountability of the school. The School seeks to increase meaningful engagement of both family and community through the following means:

**(a) Response:** Hairston seeks to meaningfully engage parents through quarterly showcases. These showcases will be a display of student led PBL multimedia products that represent mastery of content. It will provide a platform of dialogue for teachers to discuss with families the next instructional focus in the upcoming units, and the provision of tools to proactively help students increase in success. Parents will be given the opportunity to manipulate the multimedia tools used by the students. Hairston will also host Jaguar Parent Pack sessions bi-annually on Saturdays to teach, model and help families embrace and employ SEL and PBL strategies in the home. HMS will actively promote the district activities and opportunities provided through Guilford County Parent Academy to promote healthy relationships amongst stakeholders. Hairston will also be intentional to increase two-way communication with parents using surveys, polls, townhall meetings and comment cards via the school website, email correspondence, and physical locations in the

front office for feedback. Additionally, HMS will create opportunities for families to be involved in the school and school programs through effective methods of recruitment. Families will be afforded occasions to advocate and lend voice to decision making through committees and councils.

**(b) Response:** Hairston seeks to develop partnerships with community organizations and agencies that will help build teacher-parent capacity. These partnerships promote the sharing of information and resources that are helpful to students, families and educators. Community groups, cultural organizations, businesses, religious groups, volunteer organizations can enrich the learning environment through cultural, recreational, academic and extracurricular opportunities. Selected organizations that provide services that are aligned to the thematic curricular units will be established to provide real world connections and encounters with the content. Other organizations will be selected to help reinforce the SEL curriculum and provide additional supports for students experiencing trauma. In line with the goal of using PBL to promote global readiness, Hairston seeks to establish international liaisons to increase the exposure and access for Hairston students to actively interaction and create international connections and relationships.

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

**Response:** .

**Building Staff Capacity as a Sustainable Practice**

The objective of providing enhanced IPG support to Hairston is to position the school for sustained and improved student achievement. The level of support in school turnaround efforts is generally not sustainable as a long-term strategy, therefore a thoughtful sustainability plan is essential and typically executed over multiple years (Meyers 2017). In support of this plan, 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 enough capacity to sustain improvement. The RTI team also knows that staff attrition is often a challenge in low performing schools (Henry, et al 2017). To help avoid turnaround being dependent on individual heroes, RTI will purposefully engage district-level staff in support and approach every engagement. RTI’s team will also model specific techniques that are easily replicated across diverse settings and that may be applied to multiple challenges. 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 (TED 2010)

**One-Time Costs for Multimedia Infrastructure**

Outfitting the school as a multimedia technology hub will require many one-time costs i.e. mobile laptop carts, graphic design software, design of a multimedia lab classroom, mobile hotspots, cameras, audio recording equipment etc. will all be purchased through IPG funds. Replenishment and maintenance of technology after 2022-23 can be absorbed in Restart and priority funds for an annual allotment not to exceed 20,000 for technology/ multimedia upgrades and maintenance.

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

**Response:** Hairston will implement two major research strategies to transform the school into a multimedia hub. Strategy one: project-based learning- will enhance teaching and learning practices throughout the building. Strategy two: social emotional learning- will enhance the overall school culture and climate to make change management effective and efficient.



**Project Based Learning (PBL):** RTI uses five core characteristics to guide their PBL approach and support successful outcomes. This PBL approach emphasizes embedding a common language and instructional strategy among teaching staff. Support includes:

- (a) a needs assessment for each context around pedagogical shifts to create
- (b) conditions to help cultivate a culture of PBL instruction that leads to
- (c) the design of PBL units by teachers that give both teacher and students ownership in appropriate places of the project and
- (d) support teachers with early implementation so that they may experience some degree of success.



In a 2019 evaluation of RTI's PBL support across a school district, 96% of teachers implemented essential components of high-quality PBL and >80% implemented all components. Moreover, 81% of teachers reported implementing more rigorous lessons, and 95% of students reported that teachers held them to high expectations (SERVE, 2019).

In another example, a recent (February 2019) RTI analysis of pre- and post-evaluations of a four-part inquiry-based learning (IBL) professional learning program in Winston-Salem/Forsyth County Schools (NC) indicated 41% growth in educator "confidence in understanding of IBL" and 40% growth in "confidence in using a backwards design process to develop IBL lessons and units." This kind of deliberate, cohort-based growth in teacher efficacy provides one of the strongest known links between adult educator practice and student achievement in terms of effect size (Hattie, 2012).

PBL is not just about the project because much of the learning in PBL 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. Through this process of inquiry and discovery, students learn to work collaboratively through multiple iterations of their PBL products. They learn to evaluate themselves and others, solve problems and refine their work. 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.

Support for inquiry-based teaching and learning must encompass several different elements: understanding what is meant by inquiry-based teaching and learning and knowing the advantages supported by research and evidence; understanding the change process that occurs when teachers are learning to teach through inquiry



and students are learning to learn through inquiry so that all of their concerns can be anticipated and support can be tailored to meet their evolving needs; and providing a coordinated support system that maximizes the staff's opportunity to grow and succeed in teaching through inquiry (National Research Council, 2000).

PBL and IBL represent powerful strategies to make instruction more engaging for students. 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).

### **Multimedia Technology as a Method of High-Quality Teaching and Learning**

Quality teaching and learning is at the center of student growth. RTI will support Hairston 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, RTI will develop instructional capacity at Hairston focused on six interrelated areas of high-quality teaching and learning: Student Agency and Efficacy, Culture of Caring, Future- and Real-World Oriented, Intentional Design, Learning Environment and Public Practice.

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

<b>Student Agency and Efficacy</b>	<b>Culture of Caring</b>	<b>Future- and Real-World Oriented</b>	<b>Intentional Design</b>	<b>Learning Environment</b>	<b>Public Practice</b>
<b>Emphasis area</b>	<b>What it Looks Like</b>				
<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. (Knight, 2007; Aguilar, 2013)				

<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 (Maslach and Leiter, 2016; Hock 1988; Friedman & Farber, 1992).
<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 (Knight, 2007; Costa & Garmston; 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 observations, improvement strategies and reflection through networks of peers. Instructional equity by is created by centering inquiries on student learning and differentiated instruction for all students (Danielson, 1996; Knight, 2007; Aguilar, 2013; City, Elmore, Fiarman, & Teitel, 2009).

### **Supporting PBL Implementation: Instructional Coaching and Professional Learning**

To support high quality teaching and learning, RTI integrates 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.'s 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, 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 Hairston.



CES team members are certified as Critical Friends Group coaches by the National School Reform Faculty. When supporting educators through reflection and shared problem solving, RTI strives to serve as a guide rather than presenter or trainer. This requires an intentional cultivation of safety in interactions. Feeling safe leads to trust, and trust leads to vulnerability such that authentic problems can be addressed. Using protocols ensures that equity of voice is established, no matter who participates (NSRF 2019).

As part of the IPG effort, RTI will support Hairston with co-led professional learning. These efforts will be guided by the following nine design tenets (Bill & Melinda Gates Foundation 2014; Darling-Hammond 2005; Learning Forward 2016):

**Active Engagement and Reflection:** Professional learning is experiential in nature; participants move, read, write, think, discuss, and reflect on experience to develop knowledge and skills.

**Practical Resources:** Participants receive tools and resources that can be immediately used in classroom, school, and district contexts

**Research-Informed:** Professional learning is connected to a research-base that supports learning strategies, content, and targeted outcomes

**Collaboration:** Participants engage in purposeful collaboration to share ideas, address problems of practice, build expertise and develop networks of support

**Professionalism:** Facilitators are well prepared and well versed in implementation strategies; teachers are treated as professionals who bring valuable experience to the learning

**Customized and Responsive to Context:** Professional learning is co-planned with school and district personnel to ensure contextual relevance and use of appropriate data

**Alignment to the Big Picture:** Professional learning is deliberately connected to goals and curriculum; coherence with school/district goals and practices is prioritized

**Growth-Focused Evaluation:** Professional learning includes opportunities for personal and team reflection while embedded evaluation contributes to continuous tailoring and improvement

**Sustained Learning:** Support following professional learning is purposeful, ranging from virtual check-ins to job-embedded coaching, to support educator needs and capacity building

SEL engages staff in research-based practices to develop their competencies and build emotional intelligence to maximize growth for all students. These emotional and instructional shifts require staff buy-in, a mindset of continued growth, and the knowledge, skills, and dispositions to strengthen equity, enhance positive relationships and adapt to changing student needs.

Many teachers recognize that SEL needs are important, but they also struggle with finding the time and space to address these needs. Meeting curricular standards and nonacademic skill growth often receives little attention in classrooms. However, academic outcomes cannot be isolated from emotional needs or behavior. A 2011 study found that students who received SEL instruction had more positive attitudes about school and improved their scores on standardized achievement tests by 11 percentage points (Durlak et al., 2011). Moreover, developing SEL skills in children has been demonstrated to predict adult outcomes—such as higher educational attainment, stronger employment outcomes, better mental health, and reduced criminal activity and substance use (Jones, Greenberg, & Crowley, 2015).



Integrating SEL with instructional practices allows teachers to address SEL while also teaching their content. In his research, Yoder (2014) identified 10 research-based practices—including cooperative learning, classroom discussion, self-reflection, self-assessment, responsibility and choice—that also address SEL skills. Professional learning and coaching in the implementation years of the grant will emphasize integration of SEL into the daily work of the classroom.

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

### **Promoting Adult SEL: Cognitive Debiasing and Relationships**

This SEL series will build faculty understanding of the role that cognitive bias, authentic relationships and individual and collective action have in promoting safe learning environments. Additionally, participants will have a toolbox of strategies designed to combat cognitive bias and build authentic relationships with students and colleagues. During this series, participants engage in hands-on activities, focused discussions, dilemma analysis, problem-solving and goal setting for classroom implementation of strategies designed to promote authentic relationships and high expectations.

### **Integrating SEL and Academics – A Focus on Core Instruction**

Integrating social emotional learning into academics should not be a burden but as an opportunity to strengthen students' knowledge, skills and dispositions. During this series participants will take advantage of this opportunity by exploring strategies for integration during the planning and implementation process. Focus will be on integrating skills in self-management, self-awareness, and responsible decision making while establishing classroom cultures that build authentic relationships and growth mindsets. During this workshop series, participants will complete self-assessments, learn and practice pedagogical techniques that strengthen core instruction, revise and design high quality lesson plans and refine their practices for integrating SEL into content instruction.

### **Trauma Sensitive and Resilient Schools**

Trauma-sensitive schools understand trauma and its impact on schools and communities. This series is designed to raise awareness, promote resiliency and provide schools with strategies for practices and policies to build a trauma-sensitive environment. Participants will engage in interactive activities designed to create a safe and supportive environment such as individual reflection, scenario discussions, and group dialogue.

### **Advancing Equity in Social and Emotional Learning**

Advancing equity through social and emotional learning is the pursuit towards building a culture of equity where students and educators despite race, ethnicity, class, gender and ability are held to high expectations and are provided with high support to experience and provide high-quality educational experiences. This series is designed to explore how to establish a culture of equity through investigation and understanding of mindsets, policies, practices and data. Participants should expect to engage in individual and whole group reflection, policy and data analysis, equity conversations and activities, as well as, active homework sessions between workshops.

### **Leading a Multimedia Technological School: Leadership Development**

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

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).

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

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

**(a) Response:** Federal Programs and Restart Office teams will convene monthly reviews during the planning period, and quarterly thereafter, of grant budget implementation timelines, required data, and expenditures. The goal will be to ensure that IPG improvements are implemented with fidelity, issues are addressed quickly, and funds are expended on time and in concert with Restart and Title I Funds. These reviews will be attended by the school coach, principal, School Support Officer (SSO), Federal Programs Executive Director and the Director of Restart Programming. Updates from these IPG implementation meetings will be shared with the Chief Academic Officer through project specific meetings as appropriate. The CAO will share quarterly updates with the Superintendent. The Board of Education will receive an annual progress report on the participating schools' work during a regularly scheduled Board business meeting. Further, the Federal Programs and Restart Offices will act as a communications liaison between the school coaches, principals, SSOs, and DPI as needed to ensure grant implementers are up to date on deadlines, changes, and other factors during the term of the grant.

**(b) Response:**

Guilford County Schools will use the following assessment tools to assist in measuring progress of Hairston Middle School: 1. School Improvement Plan will identify and outline school-based needs and how they intend on address the needs. 2. The North Carolina School Report Card will provide information about the school and district level data included in this report are such data points as the student performance and academic growth. GCS will also monitor the alignment to the district's Strategic Plan goals with the school's goals.

We believe that by implementing The Hairston Multi-media Hub into our school, the chronic absenteeism rate and the drop-out rate would drastically decrease, and the student attendance rate will increase. The changing in these rates directly correlate to the school's environment becoming more engaging and student friendly. Students would want to come to school to be a part of the end results. If executed with fidelity the negative behaviors within classrooms that lead to in- and out of school suspension will decrease because the quality of task within the instructional time would be more attractive to all the different levels of students.

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

January – June 2020 (Planning Year):

**Response:** Click or tap here to enter text. *The following activity schedule is anticipated for the January to June 2020 time frame:*

Activity	Expected Timing	Outcome
<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 IPG coach job description and post, establish data collection procedures, introduce support team from RTI International	January - March	Project plan established to guide IPG implementation
<b>Establish and refine vision</b> across key IPG elements with input from stakeholders: <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Leadership</li> <li>• Climate and Culture</li> <li>• Community</li> <li>• Change Management</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
<b>Clarify the action hypothesis</b> for Hairston (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	February - March	Hypothesis for improvement is prepared



<b>Define and institutionalize measurable goals</b> for success (short term) aligned to the vision and action hypothesis of Hairston. Define any outstanding needs regarding data analysis and prepare process for baseline assessments as needed.	February - March	Realistic goals and milestones are established. Baseline determined.
<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>Engage in a facilitated root cause analysis process</b> around key issues for Hairston with leadership, staff, district, and community teams. Plot root causes with addressability and match planning strategies	March - June	Assessment of underlying cause of challenges to better target support activity
<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 Hairston.	March - June	Completed comprehensive plan to guide the IPG efforts of Hairston.
<b>Prepare for Multimedia outfitting</b> by mapping out logistics for necessary infrastructure changes, equipment needed, spacing and training necessary to kick off a successful start and implementation of a new platform and curriculum.	March- June	Completed plans in place to outfit production studio. Staff cohort I members will be identified as the first to be trained to use the multimedia production studio.

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

2020–2021 (Full Implementation Year):

**Response:** Click or tap here to enter text.

<b>Change Levers</b>	<b>Activity</b>
<i>Multimedia Technology Outfitting</i>	<ul style="list-style-type: none"> <li>• Outfit a production room/multimedia classroom in the summer to offer a multimedia class beginning in the 2020-21 school year</li> <li>• Production room/ multimedia class offering for magnet IB students and CTE/STEM teacher recommended students</li> <li>• PD offerings to multimedia cohort I staff members regarding curriculum and in-classroom mobile lab implementation</li> <li>• Technology department working on smaller production lab infrastructure</li> </ul>

	<ul style="list-style-type: none"> <li>• Smaller production room set-up and outfitting (open classroom for all staff to access equipment and technology/ class by class sign up) <ul style="list-style-type: none"> <li>◦ Smaller production equipment set-up and purchasing</li> </ul> </li> <li>• Multimedia specialist to coordinate schoolwide multimedia/industry visit explorations.</li> <li>• Select cohort II staff members</li> </ul>
<i>Leadership</i>	<ul style="list-style-type: none"> <li>• Staff leadership retreat, including a review of data, onboarding of new staff members, and preparation for plan implementation</li> <li>• Series of leadership sessions focused on monitoring, feedback, data check points, troubleshooting and adjustments to implementation.</li> <li>• Series of workshops on strategies and tools for data analysis and continuous improvement</li> <li>• Individual leadership coaching support for principal</li> <li>• Midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning</li> <li>• Refine blueprint during summer planning period, including development of implementation schedule for 2021-2022 year. Reassess progress towards identified goals.</li> </ul>
<i>High Quality Teaching and Learning</i>	<ul style="list-style-type: none"> <li>• Support for a Multimedia Teacher Cohort (Cohort I) that is selected by the school and hyperdeveloped in multimedia, technology and PBL strategies <ul style="list-style-type: none"> <li>◦ Learning Retreat/Industry site visits <ul style="list-style-type: none"> <li>▪ greater Triad/Triangle area</li> <li>▪ examples of multimedia and technology use in real-world applications</li> <li>▪ authentic PBL project planning</li> </ul> </li> <li>◦ Series of workshops and job-embedded coaching to support implementation of PBL practices that infuses multimedia and technology</li> </ul> </li> <li>• Support for whole staff: <ul style="list-style-type: none"> <li>◦ Series of workshops for full staff on foundational student engagement strategies e.g. questioning, collaboration, student talk etc. and the use of multimedia and technology as a medium for rigorous instruction</li> <li>◦ Job-embedded coaching during PLCs to infuse strategies into lesson plan design</li> </ul> </li> <li>• Support for School-based Coach <ul style="list-style-type: none"> <li>◦ Side-by-side coaching with RTI for Cohort I</li> <li>◦ Series of consultation sessions on coaching and supporting teams to use technology and multimedia applications</li> </ul> </li> </ul>
<i>Culture and Climate</i>	<ul style="list-style-type: none"> <li>• Series of workshops (infused with student engagement workshops when possible)) on the components and strategies of SEL</li> <li>• Cohort I teachers host a Multimedia Exposition for internal staff to showcase students use of multimedia in learning</li> <li>• Support staff through coaching and PLCs to implement student engagement strategies that use multimedia and technology</li> <li>• Student Multimedia/Industry Visits for students enrolled in the multimedia class</li> </ul>
2021–2022 (Full Implementation Year):	

**Response:** Click or tap here to enter text.

<b><i>Change Levers</i></b>	<b><i>Activity</i></b>
<i>Multimedia Technology Outfitting</i>	<ul style="list-style-type: none"> <li>• Production room/ multimedia class expanded to include a 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade offering</li> <li>• Continuous improvement and PD trainings for cohort I staff members to enhance use of multimedia curriculum</li> <li>• PD offerings to multimedia cohort II and III staff members regarding curriculum and in-classroom mobile lab implementation</li> <li>• Smaller production room completed and available for schoolwide usage</li> <li>• Multimedia specialist to coordinate schoolwide multimedia/industry visit explorations.</li> <li>• Select cohort IV staff members (cohort IV will capture the remaining staff at Hairston so that all staff will be trained in multimedia)</li> </ul>
<i>Leadership</i>	<ul style="list-style-type: none"> <li>• Staff leadership retreat, including a review of data, onboarding of new staff members, and preparation for plan implementation</li> <li>• Series of design meetings focused on monitoring, feedback, data check points, troubleshooting and adjustments to implementation.</li> <li>• Individual leadership coaching support for principal</li> <li>• Midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning</li> <li>• Refine blueprint during summer planning period, including development of implementation schedule for 2022-2023 year. Reassess progress towards identified goals.</li> </ul>
<i>High Quality Teaching and Learning</i>	<ul style="list-style-type: none"> <li>• Support for Multimedia Teacher Cohorts               <ul style="list-style-type: none"> <li>○ Cohort II to begin in the fall and a select a 3<sup>rd</sup> teacher cohort to begin in the Spring</li> <li>○ Learning Retreat/Industry site visits for Cohort I and II in the summer</li> <li>○ Series of workshops and job-embedded coaching for Cohort I, II and III, differentiated to support their level of Multimedia, technology and PBL implementation</li> </ul> </li> <li>• Support for whole staff:               <ul style="list-style-type: none"> <li>○ Series of content-specific workshops to deepen staff's capacity to implement multimedia, technology, student engagement and SEL strategies into their content area</li> <li>○ Job-embedded coaching during PLCs to infuse strategies into lesson, units and projects</li> </ul> </li> <li>• Support for School-based Coach               <ul style="list-style-type: none"> <li>○ Side-by-side coaching with RTI for Cohorts I, II and III</li> <li>○ Series of consultation sessions focused on coaching individuals to use technology and multimedia applications</li> </ul> </li> </ul>
<i>Culture and Climate</i>	<ul style="list-style-type: none"> <li>• Series of workshops on trauma sensitive practices</li> </ul>



- Prepare Cohort I and potentially Cohort II to host instructional rounds for the school
- Cohort I and II hosts a Multimedia Exposition for families and community members to showcase students use of multimedia in learning
- Support staff through coaching and PLCs to implement student engagement strategies that use multimedia and technology
- Student Multimedia/Industry Visits for students enrolled in the multimedia class

2022–2023 (Sustainability Year):

**Response:** Click or tap here to enter text.

<i><b>Change Levers</b></i>	<i><b>Activity</b></i>
<i>Multimedia Technology Outfitting</i>	<ul style="list-style-type: none"> <li>• Differentiated PD trainings for cohort I – III staff members to enhance use of multimedia curriculum</li> <li>• PD offerings to multimedia cohort IV staff members regarding curriculum and in-classroom mobile lab implementation</li> <li>• Sustainability review for maintenance of both production labs</li> <li>• Multimedia specialist to coordinate schoolwide multimedia/industry visit explorations.</li> </ul>
<i>Leadership</i>	<ul style="list-style-type: none"> <li>• Series of design meetings focused on monitoring, feedback, data check points and sustainability of practices.</li> <li>• Individual leadership coaching support for principal</li> <li>• Sustainability planning during final year of implementation to ensure structures and processes will endure beyond IPG term. RTI has begun a gradual release to ensure capacity of local staff has been effectively established</li> <li>• Midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning</li> <li>• Final review of implementation effort. This will also include development of implementation schedule for 2023-2024 year. Reassess progress towards identified goals.</li> </ul>
<i>High Quality Teaching and Learning</i>	<ul style="list-style-type: none"> <li>• Support for Multimedia Teacher Cohorts               <ul style="list-style-type: none"> <li>○ Cohort IV (final teacher cohort) to begin in the fall (cohorts now encompass full staff)</li> <li>○ Learning Retreat/Industry site visits for Cohort III and IV in the summer</li> </ul> </li> <li>• Support for whole staff:               <ul style="list-style-type: none"> <li>○ Series of workshops for Cohort I, II and III and IV, differentiated to support their level of multimedia, technology and PBL knowledge and expertise</li> <li>○ Series of content-specific workshops to deepen staff's capacity to implement multimedia, technology, student engagement and SEL strategies into their content area</li> </ul> </li> </ul>

<i>Culture and Climate</i>	<ul style="list-style-type: none"> <li>○ Job-embedded coaching for all cohorts, (differentiated based on cohort and individual need) to implement multimedia, technology, student engagement and SEL strategies into daily instruction</li> <li>● Support for School-based Coach           <ul style="list-style-type: none"> <li>○ Side-by-side coaching with RTI for Cohorts III and IV               <ul style="list-style-type: none"> <li>▪ Gradual release model: School coach is coaching Cohort I and II solo</li> </ul> </li> <li>○ Series of consultation sessions focused on coaching for individual growth and sustainable coaching practices</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Series of workshops on trauma sensitive practices and community resilience</li> <li>● School-wide instructional rounds</li> <li>● School hosts a Multimedia Exposition for families and community members to showcase students use of multimedia in learning</li> <li>● Support staff through coaching and PLCs to implement PBL strategies that use multimedia and technology</li> <li>● Student Multimedia/Industry Visits for students enrolled in the multimedia class</li> </ul>

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

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

Note: An Entity's budget should not exceed:

2019 – 2020 (Planning): \$200,000  
 2020 – 2021 (Full Implementation): \$500,000  
 2021 – 2022 (Full Implementation): \$500,000  
 2022 – 2023 (Sustainability): \$300,000

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

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

**Example: Entity Response for (3.5) Years**

<b>SCHOOL (SAMPLE) 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>
\$146,000	\$475,000	\$480,000	\$295,000	\$1,396,000

**SCHOOL (PROPOSED) BUDGET**

<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>
\$200,000	\$500,000	\$500,000	\$300,000	<b>\$1,500,000</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:** Click or tap here to enter text.

<b>Projected expense</b>	<b>Initiative area</b>	<b>Additional information</b>
130,000	Capital Outlay, Infrastructure modifications, technology	This will be the largest use of funds to outfit the multimedia lab/classroom and five mobile multimedia carts for whole school use.
35,000	RTI	Leadership development and facilitated, structured planning
2,000	Focused Saturday Planning Sessions	IPG planning committee of four will meet four Saturdays for six hours to facilitate planning without interruptions from other school-based responsibilities.
20,000	Personnel stipends for Planning committee for the month of June	Planning committee (of original four, plus newly hired multimedia educator) will work through June to plan and ensure smooth implementation for upcoming year one.
10,000	Summer Cohort training	Using the cohort model for a cohort of 20 will receive a five-day training on multimedia, PBL, SEL and other partner research-based strategies.
1,000	Instructional supplies	Supplies for summer training

Justification for 2020-21 (Full Implementation) budget:

**Response:** Click or tap here to enter text.

<b>Projected expense</b>	<b>Initiative area</b>	<b>Additional information</b>
125,000	RTI	Professional learning, job-embedded coaching, leadership and consulting services
80,000	IPG school coach	Salary and benefits for full-time employee



65,000	Media Specialist educator	Salary and benefits for full-time employee
20,000	Principal Supplement	Incentive for Principal to remain at the school through 2023
52,000	Capital Outlay, Technology	Outfit the 2 <sup>nd</sup> multimedia lab that will be open to full school use
12,500	Summer Training for Cohort II	Using the cohort model, a cohort of 25 will receive a five-day training on multimedia, PBL, SEL and other partner research-based strategies
1,000	Instructional Supplies	For Summer II training
106,500	Student experiences	Projected expense for provide all students with an outside learning experience- may be a combination of fieldtrips, speakers, local industry.
5,500	Parent/Community Engagement	Estimated expense for quarterly showcases and annual production exhibition
6,000	Learning Retreat/Industry site visits	Stipends for Cohort for multi-day visit (over the summer) to business/industries specializing in multi-media
6,500	School-wide training	Stipend for whole staff for 1-day training on new initiatives
10,000	Print/Marketing	Supplies, print media, fliers, magnet fair updated information, etc.
10,000	Extended Employment Agreements	Provide additional trainings and/or instruction times for select staff

Justification for 2021-22 (Full Implementation) budget:

**Response:** Click or tap here to enter text.

Projected expense	Initiative area	Additional information
125,000	RTI	Professional learning, job-embedded coaching, leadership and consulting services
80,000	IPG school coach	Salary and benefits for full-time employee
65,000	Media Specialist educator	Salary and benefits for full-time employee
20,000	Principal Supplement	Incentive for Principal to remain at the school through 2023
40,000	Capital Outlay, Technology	Updates, maintenance, additional multimedia cart and VR hardware
25,500	Summer Training for Cohort III-IV	Using the cohort model, two cohorts of 25 each will receive a five-day training on multimedia, PBL, SEL and other partner research-based strategies

2,000	Instructional Supplies	For Summer III training
100,000	Student experiences	Projected expense for provide all students with an outside learning experience- may be a combination of fieldtrips, speakers, local industry.
5,000	Parent/Community Engagement	Estimated expense for quarterly showcases and annual production exhibition
15,000	Learning Retreat/Industry site visits	Stipends for Cohort II-IV for a multi-day visit
6,500	School-wide training	Stipend for whole staff for 1-day training on new initiatives
6,000	Print/Marketing	Supplies, print media, fliers, magnet fair updated information, etc.
10,000	Extended Employment Agreements	Provide additional trainings and/or instruction times for select staff

Justification for 2022-23 (Sustainability) budget:

**Response:** Click or tap here to enter text.

Projected expense	Initiative area	Additional information
95,000	RTI	Professional learning, job-embedded coaching, leadership and consulting services
80,000	IPG school coach	Salary and benefits for full-time employee
65,000	Media Specialist educator	Salary and benefits for full-time employee
20,000	Principal Supplement	Incentive for Principal to remain at the school through 2023
10,000	Capital Outlay, Technology	Software/hardware updates/maintenance
22,000	Student experiences	HMS contribution to outside school experience- may be a combination of fieldtrips, speakers, local industry.
2,000	Parent/Community Engagement	Estimated expense for quarterly showcases and annual production exhibition
6,000	School-wide training	Stipend for whole staff for 1-day training on new initiatives

**(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.





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

(GLP / CCR %)	2020 - 21	(GLP / CCR %)	2020 - 21	Total Composite GLP / CCR %	38.0/23.1	42.8/26.1	49.2/30.1	
	2021 - 22		2021 - 22					
	2022 - 23		2022 - 23					