

IPG Application:

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

ENTITY: Guilford County Schools

ENTITY Code: 410

SCHOOL: Jackson Middle School

NCDPI SCHOOL #: 410-415

IPG Entity Contact Name: Jocelyn Becoats

IPG Entity Contact Title: Executive Director Federal
and Special 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,¹ which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school² visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

Eligibility:

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

Special Provisions:

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

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

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

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

All IPG questions / correspondence should be directed to:

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

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

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

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

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

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

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

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

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

☒ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach's time and services will be at the IPG awarded school. *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*

☒ Not reassign the IPG Principal during the 2 years of "full implementation": (2020-2021 and 2021-2022) unless for reasons of demotion, retirement, or resignation.

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

Dr. Sharon Contreras




11/12/19

Name of Superintendent

Signature of Superintendent

Date Signed

Ms. Deena Hayes



11/12/19

Name of Board Chair

Signature of Board Chair

Date Signed

For State Use Only

Date Received: Click or tap to enter a date.

Received by: Click or tap here to enter text.

Grant Awarded: Click or tap here to enter text.

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

APPLICATION NARRATIVE:

• 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*:
Jackson Middle School	6-8	Traditional	410-415	Ed Direction

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

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

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

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

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

a) Instructional Programs:

Response:

It is our vision at Jackson Middle School to become a professional learning community, upholding a standard of excellence by fostering academic and social growth through creativity, caring, collaboration, and reflection. In continual pursuit of the vision, we, the staff of Jackson Middle School, will provide an inviting climate for students to learn the academic, behavior, and social skills required to be successful. While we have begun to do this work through the implementation of Opportunity Culture through Public Impact, math instructional programs such as Open Up Math, Math’s Vision Project, National Training Network, and literacy initiatives such as ARC (American Reading Company). There is still much work to be done to help our school reach our vision.

To continue in our vision of creativity and innovation our school would like to implement a Robotics and Coding Explorations Program (RACE). The implementation of the RACE Program will include opportunities for students to take encore classes in robotics and coding, design and modeling, app creation, and computer science. The school will use and implement the Project Lead the Way Curriculum and will get teachers trained in Project Lead the Way for these courses. Jackson Middle School proposes leveraging part of the IPG grant budget to introduce **Project Lead the Way (PLTW)**. According to pltw.org, PLTW Launch program supports grades 6-8 with inspiring, educating, and empowering students to be designers and innovators. Aligned with core standards, PTLW supplements science with design thinking, project-based learning opportunities, and equivalent activities to bring learning to life.

Additionally, the school will integrate this curriculum into core instruction. Students will be afforded the opportunity to compete in robotics, coding, and technology competitions once they have mastered the content. Currently in sixth grade students do not have an opportunity to take a variety of encore classes, they are limited to taking one per semester. Through this program and grant sixth grade students as well as all students will have an opportunity to not only take a variety of encore classes, but they will have an opportunity to experience innovation through technology and STEM integration. Students entering the sixth grade will take an exploratory approach to their encore classes, affording them the opportunity to explore all courses under the RACE program. This explorations approach will help them determine a pathway of interest to guide their course selections for their last two years in middle school.

Jackson’s RACE Program will also help increase student engagement, technological skills, and math abilities. These areas have historically been challenging for students at Jackson Middle School and have been identified as opportunities for improvement through needs assessments and school performance appraisals. The school has not met growth in sixth grade math or reading the past two years, and the proficiency has consistently remained below 32% in math the past three years. While on the other hand the school has consistently seen growth in eighth grade Science, largely because of the Opportunity Culture integration of Extended Impact teachers. Through the implementation of Open Up Math resources, the students are learning math through a discovery approach, which will complement the Project Lead the Way curriculum.

Our school district has focused on increasing student participation in Computer Science education and STEM education for all students, and especially for students who have previously been

underrepresented. We know that students have a high interest in these areas as evidence by their previous participation in our technology clubs and competitions. Jackson Middle School has a chapter of the Technology Student Association (TSA). TSA is a national organization of students engaged in science, technology, engineering, and mathematics (STEM). Jackson's after-school club attracts many students because of its hands-on activities and real-world applications. It also helps students build their analytical and problem-solving skills. This club exposes students to a different way of thinking and approaching content. This club also allows students to compete on a state (regional) and national level against other school technology teams. The school will continue to participate in the TSA competitions.

Jackson's proposed RACE program directly correlates with Guilford County Schools current Computer Science initiatives. The Computer Science districtwide initiative came to the forefront after Superintendent Contreras convened a Blue-Ribbon Task Force to research K-12 coursework alignment, industry talent gaps, and workforce needs. From this panel's recommendations, the district created a CTE 5-Year Workplan that includes integrating Computer Science and computational thinking across K-12. This plan was approved by the Board of Education in early 2019, to accelerate and deepen access to computer science education across K-12. Guilford County Schools launched two signature Career and Technology Education academies in computer and information science this year at Northeast High and Kearns Academy. Through participation in the RACE program at Jackson Middle School students will qualify academically based on their experience with the robust and rigorous curriculum they would have been exposed to in middle school, for enrollment in these advanced magnet academies if they desire to apply.

Not only will students be equipped with skills and knowledge entering their freshmen year in high school, but successful students will also be afforded opportunities to support their future endeavors. Project Lead the Way students have exclusive access to a variety of recognition opportunities including scholarships/apprenticeships, preferred admission at colleges and universities, internships, industry connections, and other avenues to highlight their achievements.

Jackson Middle School is in Greensboro, North Carolina in Guilford County School District. Jackson serves 471 students with 36 teachers in grades 6-8; 46.9% of the student population is Black, 36.3% are Hispanic/Latino, 6% are Asian, 2.7% are White, 5% of the student population identify with two or more ethnicities, 1% are Pacific Islander, and 1% are Indian. Students classified as economically disadvantaged comprises 67% of the student body and only approximately 20% of the student body come to Jackson Middle School at the appropriate level of academic readiness as identified by the state of North Carolina.

Students who are classified as English Language Learners (ELL) or Limited English Proficient (LEP) make up 18.3% of Jackson Middle School population, and another 17.5% of the student population is classified as Exceptional Children. Jackson Middle School serves a higher population of students in these two sub-groups compared to other schools in the district and state of North Carolina. This year we have begun the process of implementing Multi-Tiered Systems of Support (MTSS). Guilford County Schools hired a Director of MTSS to support schools with the training and implementation.

Jackson Middle School has 26.3% of the overall student population that is chronically absent from school, of which 31.2% of those student absences is due to out-of-school suspensions. Student discipline has increased within the last three years, which could be attributed to the lack of student engagement in core instruction and/or low expectations of children as outlined in the AdvancED accreditation recommendations for school improvement. The school had 266 office referrals during the 2018-2019 school year, of which 232 of those resulted in out-of-school suspensions. Due to this consistent influx in disciplinary infractions, the school relaunched the Positive Behavior Intervention and Support (PBIS) team. This team meets once a month to evaluate discipline data, trends, and

opportunities for improvement.

Jackson Middle School students come from Foust, Hunter, Murphey, Peck, and Wiley Elementary Schools. Of which, four of the five feeder schools are currently classified as Low Performing Schools under the state of North Carolina guidelines, and three of those falls under the Target Improvement Support category as designated by the state of North Carolina. Hunter Elementary however is the exception, it is the only feeder school not under any state performance and improvement mandates.

Jackson Middle School serves a high needs student population and is classified as a Title I school based on the Community Eligibility Provision data of 108.50% (using the 1.6 multiplier). Jackson Middle School is also classified as a state Restart School as of 2017-2018 school year. Unfortunately, Jackson Middle School is also challenged with being the middle school with the highest mobility rate in the district as of the 2018-2019 data, at 16.5%.

Jackson was identified for Comprehensive Support and Improvement – Low Performing school because of overall proficiency scores at 40% (compared to an average of 57% in Guilford County Schools and 60% statewide). End-of-grade proficiency scores are indicated in Figure 1 comparing Jackson Middle to Guilford County School District and the North Carolina statewide average.

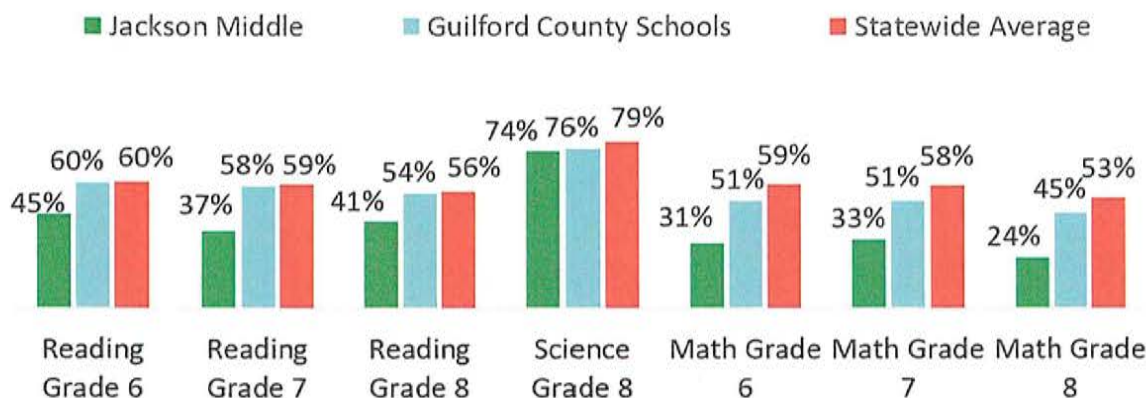


Figure 1. End-of-grade proficiency scores from 2018-2019 on statewide summative assessments in reading, math, and science 8 comparing Jackson to district and statewide averages.

Average class sizes are 25 across grades 6-8 with a low of 18 students in seventh grade and a high of 41 students in eighth grade, due to the integration of the Opportunity Culture. These averages are consistent with Guilford County Schools ($M=24$) and the state of North Carolina average ($M=23$).

Jackson is in the second year as an **Opportunity Culture** school. The school design team consisting of the principal, teacher leaders, academic coaches, restructured the school master schedule to extend the reach of excellent teachers and leaders to strengthen core instruction. The focal point in Opportunity Culture is job-embedded learning as teachers cultivate their instructional practices and leadership capabilities. Jackson has a team of teachers and administrators who are implementing a multi-classroom leadership structure to support meaningful instructional and leadership practices. The Opportunity Culture team has additional time during the day to plan, engage in coaching, and collaborate. This includes two Assistant Principals, one who is in the second full year at Jackson, and a second who is new to the school this year. There are 4 Extended Impact teachers in the school who were selected based on performance data in past years in which they exceeded growth expectations.

Jackson Middle School teacher experience during the 17-18 school year consisted of: 25% of Jackson teachers had less than 3 years of experience, 28% of the faculty had 4-10 years of experience, and 47% of the faculty had 10 or more years of experience. Twenty percent of Jackson teachers have

advanced degrees. Teacher effectiveness for the 17-18 school year is broken down in Figure 2.

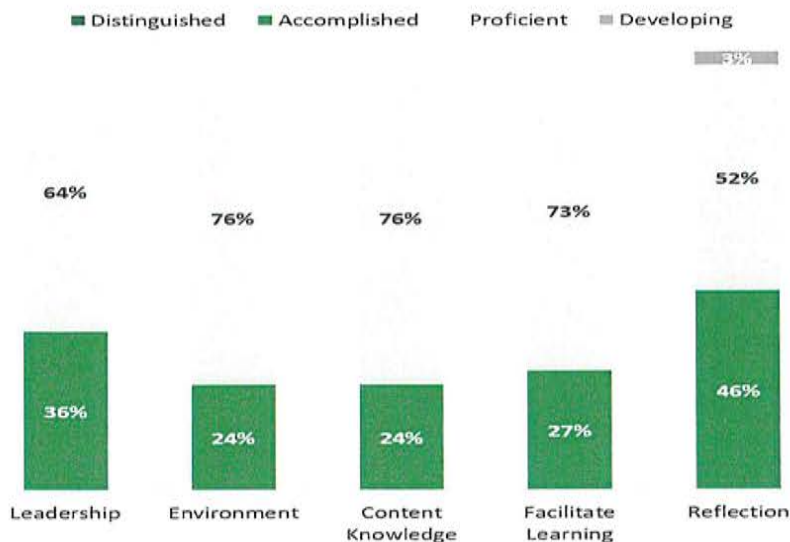


Figure 2. Teacher effectiveness as indicated on ncreportcards.ondemand.sas.com.

Jackson Middle School is a traditional neighborhood middle school, serving the inner-city Greensboro area. The students from Jackson Middle School primarily feed into Ben L. Smith High School. It is the goal if awarded funding through the IPG grant to position the students to obtain technical skills in the areas of coding, robotics, application development, and computer science which would set them apart from other middle school students in Guilford County Schools. It is the goal of the school to support the students in successfully gaining acceptance into some of the district magnet programs in which they haven't typically been afforded the opportunity of accepted into, or to prepare them to qualify for advanced/accelerated programs of study in their traditional high school.

Jackson Middle School also prioritizes social and emotional learning opportunities for the student body in accordance with the Guilford County Schools' Social and Emotional Learning framework. The districts framework entails a holistic approach to meet the needs of all learners.



Figure 3. Social and emotional learning framework designated by Guilford County Schools

To understand Jackson's assets and opportunities, the school will partner with Ed Direction to review and analyze the comprehensive needs assessment that was conducted in November 2019 by the North Carolina Department of Public Instruction and feedback from the AdvancED Performance

Accreditation and Engagement Review during the Planning Year- to be completed between January-June 2020. Also, during this time Ed Direction, the school-based leadership team, and Public Impact will convene meetings to discuss how the two partnerships will co-exist within the collaborative work of improving the school. Public Impact is currently working with Jackson Middle School through Restart flexibilities to implement the Opportunity Culture model.

Following the review of the assessment reports/findings, the accreditation reports/findings, ED Directions will conduct some school visits for observational purposes and collect necessary data to determine the school implementation ability for Project Lead the Way. Multiple meetings consisting of the school leadership team, Public Impact, and district level representative will take place during the planning year to ensure an effective launch of Jackson Middle Schools RACE Program. The project team consisting of Ed Direction, Public Impact, the school leadership team; will engage in a reflective process to identify priorities. This will include a comprehensive root case analysis around the findings which will be used by the team to determine both long-term and short-term goals. Long-term goals will be developed to achieve by the end of the Sustainability Year 2022-2023 and short-term priorities to address each quarter or semester during the Full Implementation and Sustainability Years.

- b) School Leadership: Principal Katrinka Brown (Principal), Yajaira Owens (Assistant Principal), Corey English (Assistant Principal), Deanna Odom (Counselor), Cherie Foxx (Exceptional Children), Dawn Lineberry (6th Grade Math), Tammy McNeil (7th Grade Language Arts), Keisha Brown (8th Grade Science), Mecia Moore (Language Arts Multi-Classroom Leader), Nicole Shamberger (Math Multi-Classroom Leader)

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: If the Entity is awarded an Innovative Partnership Grant for Cohort I, it is the Entity's intention to retain Principal Brown.

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: Not Applicable

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: 2015-16SY

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

Response: 2019-2020SY marks the start of Principal Brown's fifth year working as Principal with

Guilford County Schools in North Carolina and at Jackson Middle School.

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

Response:

Ms. Brown was selected to be the principal of Jackson Middle School because of her strong instructional, management, communication, organizational, and people skills. When she first became the principal of Jackson Middle School, the school was struggling in the areas of culture and climate, facility conditions, and overall student performance and achievement. Under Ms. Brown's leadership, the school has made significant improvements in these areas as evidenced by observations, reports, and feedback. Ms. Brown is the right leader for Jackson Middle School. She has also introduced Opportunity Culture to the school to bolster meaningful and high impact instructional practices schoolwide. Under her leadership the school implemented an Opportunity Culture framework which has yielded high gains in student achievement. This model also supports the school recruitment of highly qualified teacher leaders through incentives for extending their reach to more students in the classroom; as well as provides one-on-one coaching of all teachers within the school. These teacher leaders, referred to as Extended Impact Teachers and Multi-Classroom Leaders, also help facilitate instructional planning, model instruction, and provide coaching support to other teachers within the school to help improve teaching, learning, and overall student performance and achievement. Principal Brown distributes leadership through her instructional leadership team. The two assistant principals and principal each serve a grade level.

During the 2018-2019 school year Jackson Middle School 'Met' overall school growth, 'Met' growth in reading and math. Additionally, the school experienced significant increases in proficiency in 6th and 8th grade reading, 8th grade science, and 6th and 7th grade math. The school also saw improvement in overall 6-8 reading and math. Last school year the school performance grade in math improved a letter grade going from an 'F' (26%) to a 'D' (40%), and the school's overall performance grade improved from an 'F' (37%) to a 'D' (47%). The school also 'Met' expected growth in all subgroups for the overall school performance grade. During the 2017-2018 school year the school did not meet growth largely because of the implementation of a new math curriculum, Open Up math. The school was asked to pilot the new curriculum prior to many of the other schools in the district, and the school experienced implementation problems and dips in performance. During the 2016-2017 school year the school 'Exceeded' EVAAS growth.

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:

1.) Teacher Observation Flexibility- Restart schools may choose to do the same abbreviated teacher observation process (standards one, four, and six) for BT's 1-3 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 observations.

2.) Licensure flexibility- Licensure flexibility- Licensure flexibility- Restart schools have flexibility in hiring staff that may not meet all of 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.

3) KEA flexibility- Restart schools will have the flexibility to choose how/ if they would like to implement KEW assessments.

4) Multiplication/Cursive flexibility- Restart schools may have flexibility in when they teach cursive and multiplication tables, but it still must be taught. If a school decides that they want to differ from the state pacing, then a plan must be submitted outlining how and when this would be done and approved by both the Teaching and Learning department in addition to the SSO.

5) Class Size flexibility- Restart schools do not need to adhere to k-2 class size limitations.

6) Teacher Incentives- Restart schools may choose to provide teacher incentives 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.

7) Calendar Flexibility- Restart school have operational flexibility in planning their academic and staff calendars. Student 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:

Jackson Middle School is an older facility that is comprised of five buildings. Each building house either a grade level with various content areas, encore classes, administrative office, cafeteria and gym areas. The facility was originally designed as a junior high school. The facility though it is well maintained has areas that needs updates and improvements, such as HVAC and roofing concerns. In terms of the technology infrastructure, the school has an adequate number of laptops, data drops, desktop computers, ceiling mounted projectors, document cameras, clickers, and calculators. Much of this has been added while Ms. Brown has been the principal at the school. The school leadership team and principal Brown evaluated the school's technological needs during the 2015-2016 school year and developed a plan to increase the student technology usage and overall school functionality. Jackson Middle School currently has enough laptop/tablet devices to allow computer access to every student in every class (one-to-one). Technology has been incorporated school wide to support differentiation and help fill in foundational gaps for students. Jackson Middle School has full wireless capabilities and access points in every building of the school.

Currently the school has a Technology, Business, and Life Skills teachers and lab facilities funded through our Career and Technical Education Department. If Jackson Middle School is awarded the IPG grant, we will add an additional Technology teacher during the 2020-2021 school year. Additionally, the school will create an additional technology lab during the planning year to ensure all students have access to this new program offering. In order to create an additional technology lab, the school will have to get electrical drops and wiring update in the selected rooms. Computer workstations, and desktop computers will be purchased during the planning year in preparation for Jackson RACE launch during the 2020-2021 school year. The school will work with the district Career and Technical Education department and repurpose Title I, CSI, and Restart funding to ensure sustainability for Project RACE following the conclusion of the IPG grant.

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: Not Applicable

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

Response: Not Applicable

(3) Position of contact:

Response: Not Applicable

(4) Telephone number of contacts:

Response: Not Applicable

(5) Email address of contact:

Response: Not Applicable

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

Response: Not Applicable

(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: Not Applicable

(b) Response: Not Applicable

(c) Response: Not Applicable

(d) Response: Not Applicable

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:

Jackson Middle School received feedback regarding the current instructional program from stakeholders involved in focus groups for both AdvancedED and NCDPI Comprehensive Needs Assessments. This feedback was a critical discussion as the leadership team evaluated the nine vetted partners. The school-based leadership team which is comprised of all stake holders to include parents, teachers, and instructional leadership team members; reviewed and discussed the potential partners and decided that Ed Direction was the ideal company to support the school’s vision. Additionally, the school included an information session for parents and students during the November Curriculum Night, and allowed an opportunity for questions, input and feedback from parents/students. Those in attendance were very supportive and enthusiastic about the opportunity, as there is a genuine vested interest from the stake holders to see the success of the students and school. Many were delighted in the thought of seeing something new and innovative happening for the students at Jackson Middle School. Many of the parent stakeholders are former students of the school and supported the idea of the addition of a program and partnership that would increase student engagement and participation with the core curriculum.

If awarded the grant the school will provide additional opportunities for the school community to learn about the grant and partnership: to include but not limited to RACE Days which will allow parents the opportunity to visit during normal instructional time, surveys will be administered to gain feedback quarterly regarding the RACE program to all stakeholders, student led conferences will be held to allow students to display their academic progress. Monthly leadership team meetings will continue to be held including the parent representatives. Stakeholder involvement will continue to be a priority for the duration of the grant.

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 school utilized the school-based leadership team which is comprised of all stake holders to include parents, teachers, and the instructional leadership team. The team consisted of the following members present during the selection process: 6th grade Math teacher, 7th grade Language Arts teacher, 8th grade Science teacher, Exceptional Children's department chair, school Counselor, Media Specialist, school Math and Language Arts coaches, once parent, two assistant principals, and the principal. The team reviewed information about the nine vetted partners and their approach to school improvement and narrowed the interest down to three partners. Each team member took the three partnership options back to their respective grade levels for input and feedback. The principal, assistant principals, and a member from Public Impact met with the two partners that received the highest interest. Through those meetings the team was able to explain the vision of the RACE project and gain insight into how each partner would support the school in moving forward with the initiative and guide the school towards overall school improvement. Additionally, it was important to understand from the selected partners how their work and approach to school improvement would complement the school's current partnership with Public Impact and improve core instruction and outcomes for students.

Ed Direction was the most appealing option as they displayed a holistic comprehensive research-based approach to school improvement. Ed Direction provides services to enable significant student growth. Their well-proven theory of action Figure 4 below is based on evidence-based principles of improvement. The first appealing component of this theory model for Jackson Middle School staff was the Technical Capacity, which is supporting teachers in implementing proven practices (Impact of Strategies). Feedback from district level Instructional Leadership walks has consistently reported the need for high-yield instructional strategies school-wide. Ed Direction utilizes two research-based approaches to address this need: Visible Learning (Hattie, J.) and Student-Centered Leadership (Robinson, V.). Additionally, the school is also very interested in Ed Directions Rapid Improvement Cycle (Lear & Do, Measure, and Adapt) which is based on improvement science. This cycle guides improvement through school and systemwide improvement planning, instructional planning and delivery, collaborative coaching, professional learning, leadership coaching, effective collaborative practices, and transparent teacher practices.

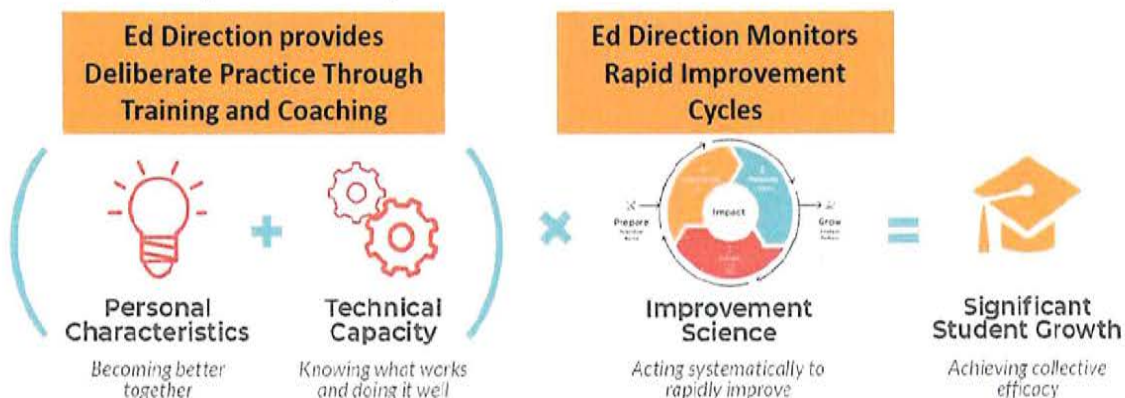


Figure 4. Ed Direction theory of action based on evidence-based principles of improvement

Jackson's leadership team decided that Ed Direction has the ability to support the school vision in implementation of the RACE Program, enhance and support school improvement efforts, and support the implementation of the new instructional program through Project Lead the Way.

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

(a) Response:

School leadership reviewed available information about potential IPG partners and narrowed the partner list down to a few options. Ed Direction stood out to the Jackson Middle School team because of its focus on coaching and professional learning tied to evidence-based instruction, their demonstrated knowledge and previous work with programs implementation like RACE, and their willingness to support the school in the IPG application process. Jackson also narrowed their decision down to a partner who has proven success in working with programs like and including Project Lead the Way. The school utilized input from all stakeholder groups in screening potential partners. School-based leadership team meetings, parent curriculum night, and collaborative meetings among the school and prospective partners; were all helpful in selecting this partnership. The school was able to determine which provider would be able to support Project RACE at Jackson Middle School and carry out the school vision.

Ed Direction is a comprehensive service provider, comprised of a team of former teachers, instructional coaches, school psychologists, principals, district administrators, superintendents, university instructors, and state department of education specialists from around the country with deep experience serving diverse student populations in urban and suburban districts across the country. Ed Direction's team has extensive experience serving as independent experts for Comprehensive Support and Improvement schools nationally and has developed robust evidence-based approaches to needs assessments and root cause analysis, evidence-based instruction, professional learning, and coaching. Based on similar work Ed Direction has done with organizations such as the North Dakota Department of Public Instruction, the Illinois State Board of Education, the Wyoming Department of Public Instruction, the Utah State Board of Education and more, Ed Direction's team can act not only as a premier needs assessment and root cause analysis administrator, but also as the comprehensive provider with the capacity to deliver on all service requests while actively engaging Jackson Middle School staff and community. Ed Direction's approach includes deliberate practice with feedback for teachers and school leaders through on-site observation, remote observation with their partner GoReact, and progress monitoring through their proprietary software EdThrive. Ed Direction also has several case studies with student and community similarities on key indicators (e.g. special education qualification rates, English Learners, economic conditions, ethnic backgrounds, and community composition – rural, urban and everything in between).

(b) Response:

Jackson Middle will prioritize the IPG Partnership as a focal point in its school improvement efforts. All priorities and actions taken by the school team will link back to the priorities identified in the school improvement plan. Regular leadership coaching will be provided to Principal Brown and her team giving them the opportunity to cultivate their practices, also providing Principal Brown with a space to check in on overall progress of the plan with Ed Direction. Principal Brown will be able to discuss any challenges that come with the implementation of the new initiatives with the Ed Direction coach or the on-site IPG coach. Ed Direction's coaching staff are transparent individuals. They will work collaboratively with the principal and school during the hiring process and provide regular timely information about their efforts. Ed Direction will utilize coaching logs, share weekly correspondence with school leaders, and timely correspondence with the teachers they coach. They collect meaningful data tied to instruction and collaboration that can be utilized for oversight in the partnership as well as information to structure action planning.

Jackson Middle School elected the partnership with Ed Direction based on feedback from stakeholders and a collaborative meeting held between the school administration, Public Impact, and Ed Directions team following a review of data provided by the organization of school transformation success stories. Similar meetings were held with other providers prior to the school deciding on the partnership with Ed Direction. Ed Direction has worked to improve student outcomes at some of the lowest performing schools nationally since its inception. Ed Direction's team has supported transformation of low-performing schools in both multi-school and single-school projects across the country. Past Ed Direction partners have been diverse, including inner-city and rural schools, charter and traditional public schools, and schools serving minority populations.

The most current involvement supporting Comprehensive Support and Improvement efforts have been in the states of Utah and North Dakota. Ed Direction's team served as turnaround experts for 15 out of 25 schools in Utah School Turnaround and currently serve as the preferred provider for North Dakota's state CSI services which began in the Spring of 2018. In Utah, at the end of a three-year engagement, 72% of Ed Direction partner schools met Turnaround exit criteria by improving by at least one letter grade, and 20% received an extension by achieving at least 50% of the growth needed to meet exit criteria. Bonneville Elementary, a partner school of Ed Direction in Ogden City District whose student body is 100% economically disadvantaged, increased in average proficiency from 13% in 2015 to 41% in 2017. Of which, the school's success has been the subject of national policy discussions, articles, and education podcasts. Preliminary gains in North Dakota indicate student performance increased by 3% on average in ELA and 7% on average in math due to the partnership with Ed Direction.

Data from Utah's School Turnaround Cohort 1

From 2015-2018, the Ed Direction team partnered with 15 schools participating in Utah's School Turnaround and Leadership Development Act. In 2015, after Turnaround schools considered each vendor as a potential partner, 15 of the 26 schools chose to work with Ed Direction. During the collaborative work of Ed Direction and those partnering schools, the schools went through an annual cycle to assess their progress, develop school improvement plans, and then implemented the plans with depth through on-site professional learning and collaborative coaching. After partnering with Ed Direction for the 3-year project, that cohort of 15 schools increased raw proficiency from 18 to 26 in ELA and from 17 to 22 in math, as depicted in Figure 5. That constitutes an average of a 34% percent increase in proficiency in math and 42% percent increase in proficiency in ELA over the course of the three-year period. That's 35.8% more proficiency growth than the statewide average, as depicted in Figure 5 found below. Twelve of the fifteen schools advanced from turnaround status at the end of the three-year engagement. Of the three schools that did not exit turnaround status, one was closed due to funding issues, one was closed by its district, and the third continues to chip away at the work, likely to exit turnaround status this year.

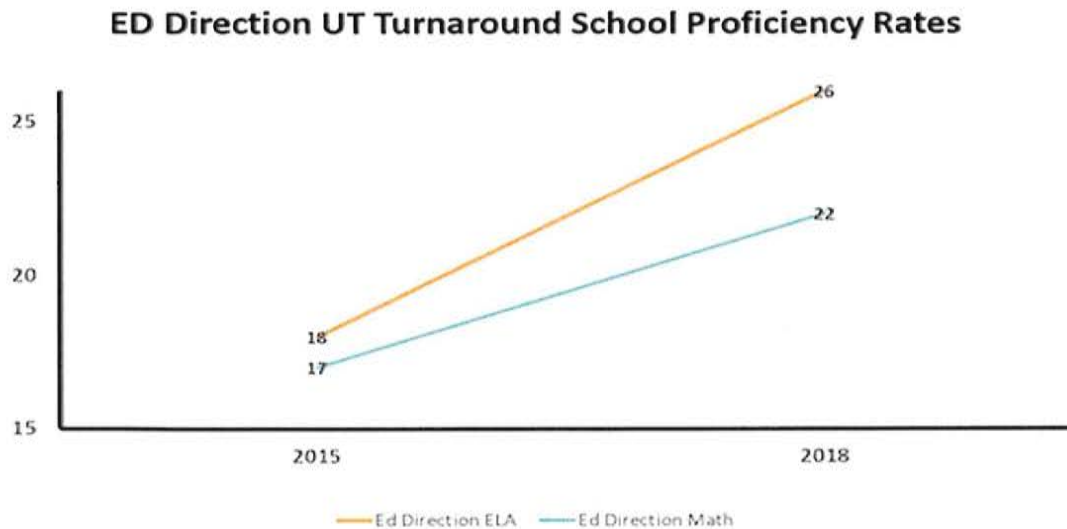


Figure 5. Proficiency Rates of Ed Direction’s Partners in the UT Turnaround Project from 2014-2018

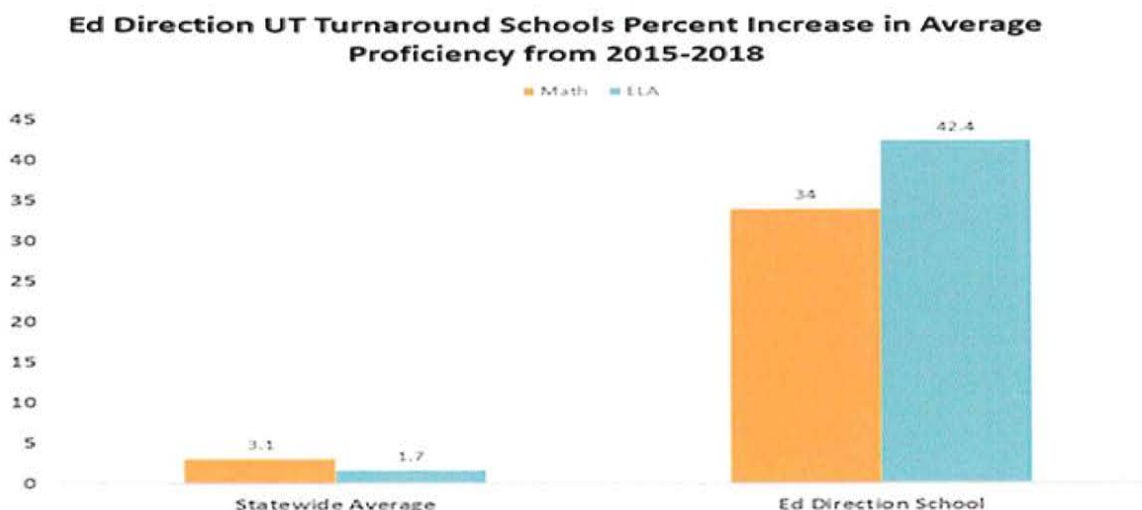


Figure 6. Percent Increase in Proficiency of Ed Direction Turnaround Partners Compared to Statewide Average

(c) Response:

Though the ultimate measure of improved student outcomes comes in summative student performance assessment data, Jackson Middle School in collaboration with Ed Direction will identify multiple formal and informal accountability performance targets with measurable outcomes. The school will use multiple data points to assess the effectiveness of the partnership with Ed Directions such as:

- Completion of indicators through the Indistar system
- District benchmark/interim assessment data analysis
- Common Formative Assessment (CFA) data
- Communication/coaching logs
- Weekly meetings with school leadership will be held in order to discuss progress, next steps, etc..
- Use of the data tracking logs

- Increase in student's daily attendance
- Student participation log
- Increase in parental involvement
- Feedback from surveys

Jackson Middle School will solicit the support and guidance of the Director of Restart and the Executive Director of Federal Programs in the ongoing monitoring of Ed Direction's collaboration with the school in order to set goals linked to the school improvement plans and will determine appropriate means of progress monitoring which will consist of but is not limited to, team reflections and a review of leading indicators.

The school will review the implementation plans with Ed Direction and consider actions the school coach can take to support improvement when opportunities are identified. Ed Direction will also be required to provide quarterly reports on progress to Jackson Middle School and appropriate district leaders, as well as state-identified partners supporting Jackson.

Ed Direction is known for their process of including leading and lagging measures to use as proof points in the implementation of school transformation plans. The Rapid Improvement Cycle is structured to ensure that plans always include a prioritization of high leverage strategies, professional learning and side-by-side practice, measurement of leading indicators (e.g. implementation data), and adjustments at regular intervals.

Jackson Middle School will also work collaboratively with Ed Direction on the development of 90-day plans. Ed Direction will work with the school to narrow the focus protocols to ensure that every 30-days the level of implementation and measurable effects on adult and student indicators are reviewed and shared with the school leadership team.

This proposal is focused on developing the talent at Jackson Middle School through professional learning and coaching. Ed Direction structures all professional services around the model of gradual release of responsibility because research shows this strategy promotes mastery for both young students and adult learners. Ed Direction's team implements protocols and practice exercises to help district leaders, administrators, and teachers build proficiency in acquired skills that are often new and sometimes intimidating.

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:

Jackson Middle School currently has implemented several strategies to drive school improvement. At the conclusion of each school year, the school leadership team reviews school performance data to identify strengths, trends, etc. This information is then used to create the schools master schedule for the following school year. The school-based leadership team also utilizes the Indistar system to drive improvements, through assessing performance indicators each year and identifying appropriate priority areas of focus. This team meets by-weekly to evaluate progress on indicators selected, and appropriate next action steps. Jackson Middle School currently receives coaching support through: New Leaders (leadership coaching support), Public Impact-Opportunity Culture, math instructional coaching to support the implementation of Open Up Math the National Training Network and to support the implementation of the new Math I- Math's Vision Project, and coaching support for the literacy initiative through the American Reading Company (ARC). Additionally, the school also receives coaching support from Public Impact regarding Opportunity Culture. The multi-classroom leaders are centered in work utilizing the Get Better Faster scope and sequence. The district has also

supported the school in work surrounding Social and Emotional Learning, and Multi-Tiered Systems of Support. Jackson Middle School staff is extremely dedicated to improving outcomes for the students we serve.

If awarded the IPG grant, Jackson Middle School will work in concert with Ed Direction to create and implement a plan consistent with the research-based school improvement strategies and interventions Ed Direction offers tied to instruction, collaboration, and coaching. Through analysis & planning, professional development, and coaching, Ed Direction builds capacity across four domains aligned with North Carolina's four key aspects of school improvement. See Figure 7 below showing the language crosswalk between North Carolina's four key aspects and Ed Direction's four domains:

North Carolina's Four Key Aspects of School Improvement	Ed Direction's Four Domains of School Improvement
Leadership for School Improvement	Focused and Coherent Leadership
Developing Teachers and Staff	Intentional Teaching
Transforming Instruction to Accelerate Student Engagement and Learning	Collaboration
Creating a Positive and Safe School Environment	Inclusive Culture

Figure 7. Crosswalk between North Carolina's four key aspects and Ed Direction's four domains

Ed Direction's team will use available findings from the NC Department of Public Instructions needs assessment and additional feedback from AdvancED appraisal and equivalent data to create an individualized and actionable plan for school improvement that includes both annual long-term school improvement planning and short-term 30-, 60-, or 90-day planning. Most often plans are written in 90-Day increments to promote coherence from week-to-week, month-to-month and year-to-year. Within each plan there will be two to three priorities related to instruction, collaboration, or leadership. At the end of each 90-day cycle, Ed Direction's coaches will engage the School Based Leadership Team in a reflection on progress to establish the next plan.

Ed Direction leverages a Formula for Success to support durable school improvement in schools. The full formula is articulated in Figure 8.

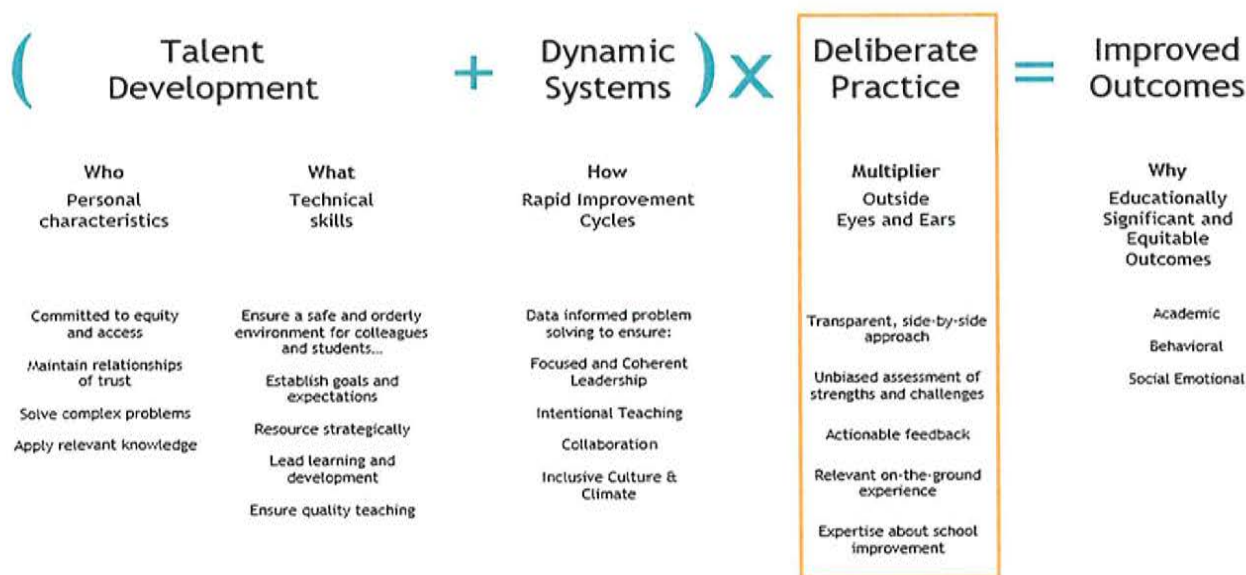


Figure 8. Ed Direction Formula for Success

In order to improve equitable student outcomes that are educationally significant when considering student performance, behavior, social, and emotional learning, effective educators cultivate individual talent while also creating meaningful systems in schools. Ed Direction's team pulls from the extensive research of Dr. Viviane Robinson (2011) who advocates for analyzing school leadership through five evidence-based effects on student learning and three mechanisms for action that promote improvement. Ed Direction's team also pulls findings from UNC at Chapel Hill's National Implementation Research Network and Stanford's Design Thinking School, building upon the concept of continuous improvement cycles to create dynamic systems for instruction, data-driven collaboration, impactful leadership, and both an inclusive and a healthy school culture and climate.

Ed Direction's team employs this model, coupled with a protocol that has been tested in hundreds of schools across the country and proven to result in manageable and continuous improvement—a Rapid Improvement Cycle, shown in Figure 9.

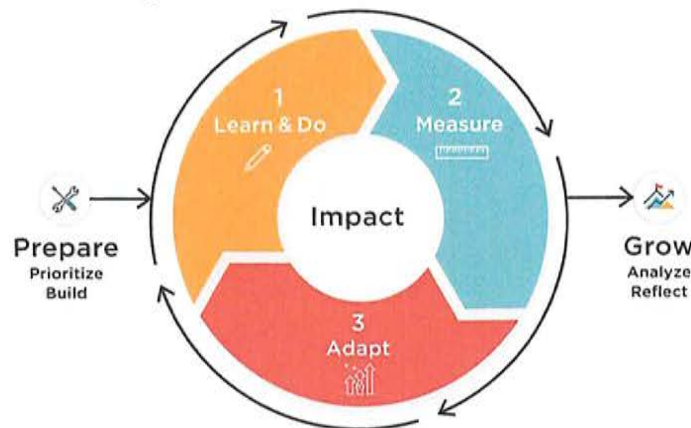


Figure 9. Rapid Improvement Cycle

The Rapid Improvement Cycle fuses data-based decision making with educator collaboration to form an iterative process in which educators find solutions to complex problems of practice. Throughout Ed Direction's cycle, educators engage in an iterative process together in which they identify common challenges, analyze relevant data, and test solutions (Kaufman, Grimm & Miller, 2012). The Rapid Improvement Cycle can be used at every level of the school system and in multiple venues including in coaching, professional learning, teacher training, school improvement planning, and instructional planning.

During the planning year, Jackson Middle School leadership team, Ed Direction's team, and Public Impact will collectively utilize the findings and feedback from the state comprehensive needs assessment, AdvancedED performance appraisals, conduct a root cause analysis, as well as evaluate the existing priority plans such as: school improvement/Indistar plan, Title I, CSI, and Restart plans to select the best evidence-based strategies to address teachers' and leaders' needs. School leaders and Ed Direction will curate a plan to include a blend of on-site and virtual professional learning, coaching, reflection, and planning for teachers, leaders, teacher teams, and leadership teams.

While the approach to school improvement work will be fueled in part by the findings articulated above, Jackson Middle School will partner with Ed Direction to:

- Coordinate improvement efforts including relationships with all external partners (e.g. Public Impact, NTN, MVP, ARC, New Leaders, and Project Lead the Way) to ensure clear, coherent, and effective implementation of the priorities identified.

- Develop the capacity of on-site personnel charged with the role of coaching teachers.
 - Jackson Middle School currently employs 2 full-time multi-classroom leaders, serving in their second year as coaches in the school. Prior to the 2018-2019 school year both were effective classroom teachers, however the administrative team has identified implementation depth and scale as an ongoing challenge.
 - Ed Direction’s highly skilled Improvement Coaches have a track record of success developing the capacity of local personnel, including coaches. This may include but may not be limited to co-observation and feedback loops for classroom management and instruction or effective communication with parents.
 - Ed Direction’s team will work with the school to create a unified approach to ensure coherence in the work of improving Jackson Middle School. Ed Direction will work with Jackson coaches’ and administrators’ through a gradual release approach of support over the duration of the grant. The cadence of engagement with Ed Direction’s team will be significant, ensuring daily support to existing coaches.
 - Through consistent coaching, Ed Direction will develop the capacity of existing personnel in collaboration with the school elected on-site coach.
 - Ed Direction’s team includes content and grade-level/developmental level experts.
 - Ed Direction has developed effective protocols for coaching relatively new educators and protocols for those who may need a boost because they have been in the profession for a while and are tired.
 - Ed Direction also has protocols that will assist the school in developing stronger teacher-to-teacher learning structures through their Transparent Teacher Practices
 - Ed Direction will also support the school by helping to increase the existing coaches’ repertoire of evidence-based strategies that will increase the impact each will have at the school. Ed Direction will serve as a strategic partner to maximize student outcomes through strategic planning, data analysis, and related support of decisions including but not limited to, exploring the possible restructure of the schools Opportunity Culture Extended Impact Teacher implementation.
 - Ensure the ownership of school transformation is rooted within the faculty who have made a strong investment in our school community.
- Ensure that identified teachers and teams are engaged in coaching cycles every week at an equivalent of at least 40 hours of service from Ed Direction weekly. Prioritizing supports for school-based coaches and beginning teachers, particularly those teachers who have pursued alternative pathways to education, consulting with veteran teachers, and targeting grade levels or departments with the lowest data.
- Partnership with Ed Direction will include coaching for Principal Brown, by an experienced leadership coach with a background in middle school transformation. This leadership coaching will include a regular cadence to provide thought partnership, on-demand support for problem solving as needed, and regular touch points through the school improvement process to extend the personal and technical abilities of the school administrative team.
- Ed Direction will support the school with professional learning to support the implementation of priorities established during the Planning Year through the Full Implementation years, through customized professional protocols and learning tasks, including implementation of Project Lead the Way and related supports such as a back to school booster for teachers, mid-year recalibration, and self-directed micro-credentials and badges.

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 take action 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:

Jackson Middle School receives local, state, and Federal funds. Jackson is classified as a Title I school based on the Community Eligibility Provision data of 108.50% (using the 1.6 multiplier). The school received \$224,882.30 in Title I funds during the 2019-2020 school year. Additional funds were allocated for parental involvement. Currently Title I funds are used as follows:

- 2 Teachers position, to reduce class sizes
- 1.5 Youth Development coordinators, to include Communities in Schools Coordinator, and Youth Development coordinator with a focus on Positive Behavior Intervention and Support
- Day time tutors (English Language Arts and Math)
- Parent Communication (Printing and Binding)
- Instructional Supplies
- Library Books
- Field Trip transportation costs (exposure to college/universities through semester tours)
- Computer software licensures for remediation/enrichment programs

Jackson was identified for Comprehensive Support and Improvement – Low Performing school because of overall proficiency scores at 40% (compared to an average of 57% in Guilford County Schools and 60% statewide). The school received funding in the amount of \$215,225.57 during the 2019-2020 school year. Currently CSI funds are used as follows:

- Teacher assistant, to support Extended Impact teachers
- Translator/Interpreter
- Bonus pay for Opportunity Culture staff
- Field Trips for students
- Instructional Supplies
- Computer Hardware

Additionally, Jackson Middle School is classified as a Restart school which also provides the school with additional funding and school flexibilities. The school has used that funding for professional development this past school year for instructional coaching and support.

In order to sustain Project RACE at Jackson Middle School at the conclusion of the IPG grant, the school will re-purpose all federal funding. Through the implementation of Project RACE, the school will be responsible for maintaining the following expenses at the conclusion of the grant:

- Project Lead the Way (Technology Education teacher)
- Replenish supplies/materials that will be funded through the grant as consumables to enhance students' hands on learning experiences
- Project Lead the Way Curriculum Resources and digital access subscription and school license renewal
- Maintenance on lab equipment (collaboration with district CTE department)
- Replacement of computers/hardware as needed
- Additional Vex robots over the years
- Continued marketing and communication resources for the RACE program
- Summer planning and/or professional learning stipends as needed
- Professional development as needed for Project Lead the Way

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 process 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 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, SSO's, and DPI as needed to ensure grant implementers are up to date on deadlines, changes, and other factors during the term of the grant.

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

(a) Response:

Family engagement is an important factor in building strong home-school-community relationships and developing support systems to enhance the quality of life for families. Guilford Parent Academy offers support for family members caring for children and young people in Guilford County. Aligned with the Guilford County Schools Strategic Plan 2018-22 goals, Guilford Parent Academy works to bridge the gaps for student success by engaging parents and involving them in their children's education. Striving to give parents the tools needed to assist their children, Guilford Parent Academy hosts parent workshop sessions. With a mission to provide resources for parents and families, Guilford Parent Academy also partners with organizations to help families holistically with assistance designed to cultivate better life outcomes. Jackson Middle School will partner with the Guilford County Parent Academy to host events geared to building community around the new RACE program and understanding of Project Lead the Way.

Additional parent information sessions will be held at the school and in the community to ensure parents have an opportunity to learn about Jackson Middle School RACE program, and how this program will benefit their students. Student led conferences will be held frequently to allow students the opportunity to showcase their learning. Parents will have opportunities to experience the program first hand through the lens of their students during bi-weekly Race Monday's. Jackson will adopt a bi-weekly school visitation schedule like Guilford County Schools Magnet Monday's, which is a day that

parents can visit during the instructional day to walk student schedules with them and learn more about programs happening within the school. Although Jackson Middle School is not a magnet school, we will use the process the district has adopted to allow access and exposure for our student parents.

(b) Response:

Jackson's proposed RACE program directly correlates with Guilford County Schools current Computer Science initiatives. School leadership will work with the district Computer Science planning team to give insight on how the work at the middle school level is progressing through our partnership with Ed Direction and the IPG grant. Jackson Middle School will host bi-monthly RACE workshops, which will be primarily student led. These events will be hosted in collaboration with the staff to allow outside community members, corporate sponsors/partners to visit our school and showcase our student talents and expertise through the RACE program.

Jackson Middle School principal has also been involved in conversation with North Carolina Agricultural and Technical State University College of Science and Technology, regarding some collaboration between Jackson Middle School students and staff, and the students and staff of the university. Discussions have evolved around on and off campus opportunities for Jackson Middle school students to engage with science, technology, and mathematics.

Additionally, through Project Lead the Way students could be afforded opportunities to participate in apprenticeship opportunities. These opportunities help extend career and technical education beyond the classroom and empower students to gain real-world industry experience. Project Lead the Way welcomes partners to engage in immersive student experiences. Project Lead the Way serves as a resource to help connect and educate partners about the possibilities with these programs, which introduce students to high-demand job opportunities; link employers to Project Lead the Way schools, students, and business partners.

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

Response:

It is the goal of Jackson Middle School to build a program that will create a school culture centered around hands-on learning and data driven decision making. Through deliberate focus on individuals and systems the work during the IPG Partnership will lead to durable change that becomes a part of the Jackson Middle School fabric. Project Lead the Way will continue to be embedded into core instruction to support student engagement with rigorous content. Unfortunately, Jackson Middle Schools demographics and district lines haven't changed over the past decade hence the school anticipates continuing to receive Title I funding to support Jackson Middle School RACE Program.

The RACE program strongly promotes college and career readiness and fits nicely within the districts goal of increasing student participation in Computer Science education and STEM education. Through the IPG grant, Jackson Middle School will be progressive in supporting the districts CTE 5-Year Workplan that includes integrating Computer Science and computational thinking across K-12. Although the district has received some feedback and suggestions surrounding next steps in their Computer Science initiatives, the progress to the middle and elementary levels will take time. Jackson Middle School believes through the IPG grant and repurposing of federal funds that we can achieve the level of implementation that will merit recognition on the district and state level.

Beginning in 2023-2024, Jackson Middle School will continue to improve student outcomes by

focusing on the right evidence-based practices and collaborate with Ed Direction on an as needed basis. The school may still utilize the support of Ed Direction through electronic collaboration utilizing the platforms in figure. 10 below. Ancillary supports with Project Lead the Way will bolster student engagement as well.

Figure 10 includes 3 technological supports that Jackson Middle School will use to maintain the needed scaffolding for continued innovation long after the IPG period has ended.



EdThrive	Learning Spaces	GoReact
<p>EdThrive is structured to enable effective teaming and streamline data-based decision. Including:</p> <ul style="list-style-type: none"> • Easy agenda prep and sharing via email • Ready-made protocols for analyzing all types of data and information • Action plan tracking and saved meeting notes • Automated reminder emails for action items • Ability for teachers to upload and share student work • Capacity to automate much of the school leader's work supporting the needs of teacher teams 	<p>Ed Learning Spaces provide partners access to authentic, interactive, and customized Professional Learning experiences. Including:</p> <ul style="list-style-type: none"> • Access to all resources needed during a Professional Learning session • Fosters deeper learning by customizing based on school need • The ability for educators to customize Professional Learning resources to support implementation 	<p>GoReact allows educators to leverage video analysis as a way of improving instruction. Specifically, this online software:</p> <ul style="list-style-type: none"> • Establishes a solid framework for ongoing implementation of Transparent Teacher Practices • Ensures that professionals consistently give and receive actionable feedback • Provides feedback that is directly correlated with the teaching and learning goals of a school system

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:

Definitive interventions will be identified following the review of all available appraisal information, comprehensive needs assessment feedback, etc. Ed Direction will focus on a few high-impact, evidence-based practices at every level within the school. Common aspects of interventions include the hinge point utilized to identify an evidence-based instructional strategy or an evidence-based leadership strategy. The hinge points are at least .4 for effective instruction and at least .3 for effective leadership. Prioritized strategies include the following identified in Figure 11.

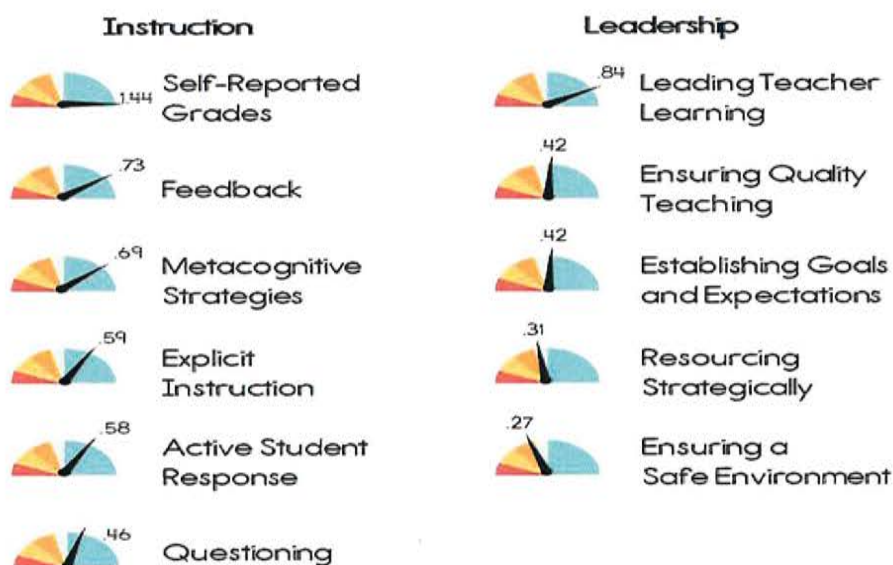


Figure 11. Common evidence-based instructional strategies that can be implemented to improve instruction across grade levels and subjects, and for school leaders.

As an example of potential evidence-based professional learning content, Jackson's leadership team will consider some of the evidence-based instructional strategies analyzed by John Hattie. To discover what works best in the classroom, John Hattie conducted a rigorous meta-analysis of many instructional strategies to identify which strategies have the highest impact on student achievement by creating a single "effect size" indicator – illustrated to the right.

Professional Learning will also be organized to effectively support teacher learning by adhering to the following standards identified in Figure 12.

Section	Standards
Theory	<ul style="list-style-type: none"> No more than 25% of PL Rationale is clear and connects to previous and future PL content Emphasizes improving student outcomes Aligns with school/district/state goals Uses well-established discussion norms
Demonstration	<ul style="list-style-type: none"> Between 10-20% of PL Transparent and practical Multiple exposures when needed (e.g. live and media examples)
Practice	<ul style="list-style-type: none"> Between 40-60% of PL Well-developed and varied protocols Ongoing reflection and refinement Progress monitoring of knowing and doing gaps

	<ul style="list-style-type: none"> Clearly defined implementation indicators
Coaching	<ul style="list-style-type: none"> At least 10% of PL Build on progress Gradual release with authentic feedback partners Feedback is highly focused and prioritized Opportunities to achieve master by applying learning in new settings/contexts

Specific interventions used will vary significantly based on findings from the analysis of all the data sources utilized.

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

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

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

(a) Response:

The school leadership teams worked collaboratively to establish goals in the area of reading, math, and science for the school. The school leadership team used the 2018-2019 end-of-grade and end-of-course proficiency results and EVAAS growth data to determine targets for each goal. Additionally, teachers and administrators set individual goals, departmental goals and targets related to these tested areas. In terms of monitoring our progress towards these goals we will do the following:

- We will use our IPG coach to help compile, analyze, and interpret interim assessment data and weekly common formative assessments.
- We will progress monitor by utilizing our multi-classroom leaders in Language Arts and Math, as well as our administrators and teachers to help analyze and interpret data to inform instructional planning, delivery, and inform teacher practice.
- Our district also uses a Performance Matters platform to create, analyze, and interpret assessment data which allows the school to progress monitor.
- Teachers will be involved in creating corrective instruction plans following the disaggregation of assessment data.
- We will continue to use the Indistar platform to guide high-quality work towards school improvement.
- We will use our district score card to review data trends to determine areas of focus and areas that need to be more closely progress monitored.
- We also use another district platform called Tableau which stores academic, discipline, drop-out, and attendance data. This data is used regularly to determine how our school is trending towards our goal, and what steps if any are needed to make enough progress in these areas.
- Lastly, we will also use the Data Tracking Log to monitor school and student successes in this area.
- We will monitor the schools progress through weekly observations, instructional

walkthroughs, coaching sessions, and feedback.

- Our school is using a Leadership Walkthrough protocol that has been developed by New Leaders, as well as the state of North Carolina NCEES system.

Jackson Middle School Academic Goals are to Increase the overall school composite from 40.0% to 41.0%.

Increase Overall Reading from 42.0% to 42.5%
 Increase Reading 6th Grade from 44.5% to 45.0%
 Increase Reading 7th Grade from 36.5% to 45.6%
 Increase Reading 8th Grade from 40.9% to 42.0%

Increase Math Overall from 29.4% to 30.0%
 Increase Math 6th Grade from 30.8% to 31.8%
 Increase Math 7th Grade from 32.5% to 33.5%
 Increase Math 8th Grade from 8.6% to 12.1%
 Increase Math I from 60.0% to 62.0%
 Increase Science from 74.0% to 74.5%

Response:

The school will use information in the Indistar system, district's principal portal, Tableau, Power School, Educators Handbook, and AESOP to progress monitor the following six categories; dropout rate, in school suspensions, out of school suspensions, student attendance rate, chronic absenteeism, and certified staff attendance rate, and any others determined by NCDPI. We use the district's platform Tableau to progress monitor all categories as it stores academic, discipline, drop-out, and attendance data. This data is used regularly to determine how our school is trending towards our goal, and what steps if any are needed to make enough progress in these areas. We have conversations with our staff, School Support Officer, and parents regarding this data and identified trends.

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

January – June 2020 (Planning Year):

Response: The planning year will include a combination of CSI and IPG funds to complete the following preparations leading to year 1 of program implementation:

- Professional Services:
 - Assess ability to implement RACE Program
 - Provide actionable steps to support implementation of Project Lead the Way
 - Root Cause Analysis and Improvement Plan Development, utilizing schools findings from AdvancedED accreditation and NCDPI Comprehensive Needs Assessment
 - Twice monthly coaching conversations between the principal and Ed Direction
 - Prep for curricular innovations with coaching staff
 - Technology supports: EdThrive, Learning Spaces, GoReact
- Personnel Supports:
 - Stipends for key building-level personnel to engage in planning and test components of the 3-year plan
- STEM Curricular Innovations

- Project Lead the Way: Design and Modeling, Automation and Robotics, App Creators
- Creation of second Technology Lab with appropriate wiring and access points
- Updating of current Technology Lab to ensure it meets standards for program implementation

The proposed steps will allow the school and partner to determine if there is additional work on the front end that needs to occur in order to have a successful launch. A comprehensive evaluation of all findings, recommendations, and current level of supports will be necessary to determine the future subsequent steps necessary for the success of Jackson Middle School RACE Program. Collaborative work on the front end, with a very detailed implementation plan will ensure Jackson Middle School is successful in our program implementation.

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

2020–2021 (Full Implementation Year):

Response:

- Summer Professional Learning to implement identified evidence-based instructional practices, effective meeting practices, the identification of a Common Learning Challenge through analysis of student performance data, and introduction of Project Lead the Way
- Quarterly booster sessions with teachers in addition to ongoing coaching
- Coaching to develop on-site expertise and ensure that every identified teacher and team receives coaching feedback and support on an at least weekly basis
- Twice monthly leadership coaching
- Quarterly reflection with School Improvement Team on priorities
- Progress Monitoring
- Schedule RACE Monday Events (bi-weekly)
- Host parent information sessions at Jackson Middle School and in the local community centers
- Schedule Student led conferences
- Evaluate equipment and work with district Career and Technical Education department and Technology Services to ensure full functionality of resources

2021–2022 (Full Implementation Year):

Response:

- Summer Professional Learning to support boosters of priority practices, data review and reflection, goal setting, and additional priorities tied to supporting school improvement efforts
- Quarterly booster sessions with teachers in addition to ongoing coaching
- Coaching to develop on-site expertise and ensure that every identified teacher and team receives coaching feedback and support on an at least weekly basis
- Twice monthly leadership coaching
- Quarterly reflection with School Improvement Team on priorities
- Progress Monitoring
- Schedule RACE Monday Events (bi-weekly)
- Host parent information sessions at Jackson Middle School and in the local community centers
- Schedule Student led conferences
- Evaluate equipment and work with district Career and Technical Education department and Technology Services to ensure full functionality of resources

Response:

- Work with the GCS Computer Science Planning Team, which meets regularly and leads the district's efforts to integrate computer science and computational thinking across K-12.
- Summer Professional Learning to support boosters of priority practices, data review and reflection, goal setting, and additional priorities tied to supporting school improvement efforts
- Coach to support every identified teacher and team every other week
- Twice monthly leadership coaching
- Quarterly reflection with School Improvement Team on priorities
- Progress Monitoring
- Schedule RACE Monday Events (bi-weekly)
- Host parent information sessions at Jackson Middle School and in the local community centers
- Schedule Student led conferences
- Evaluate equipment and work with district Career and Technical Education department and Technology Services to ensure full functionality of resources

Figure 13 articulates a cadence of support to achieve each goal articulated above.

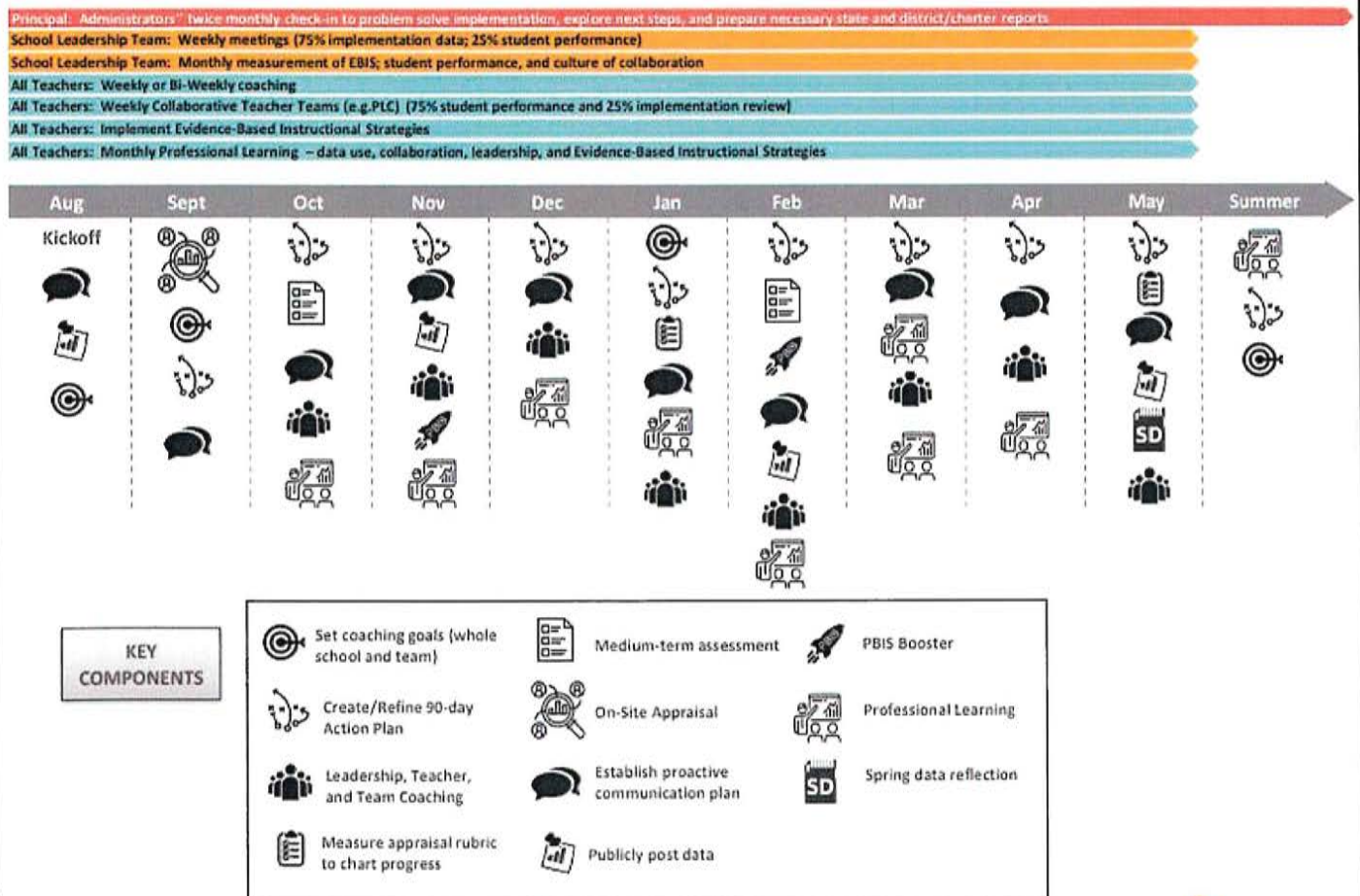


Figure 13. Articulation of learning activities and timeline in support structure

(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

Year 1 2019-20 (Planning)	Year 2 2020-21 (Full Implementation)	Year 3 2021-2022 (Full Implementation)	Year 4 2022-2023 (Sustainability)	Four - Year Total
\$146,000	\$475,000	\$480,000	\$295,000	\$1,396,000
Year 1 2019-20 (Planning)	Year 2 2020-21 (Full Implementation)	Year 3 2021-2022 (Full Implementation)	Year 4 2022-2023 (Sustainability)	Four - Year Total
\$ 135,000	\$ 430,000	\$ 475,000	\$ 300,00	\$ 1,340,000

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

Justification for 2019-20 (Planning) budget:

Response: \$200,000

- Professional Services = \$40,000
 - Review of Needs Assessment feedback from NC Department of Public Instruction
 - Review feedback from AdvancedED Review
 - Review current school action plans (Indistar, Title I, CSI, and Restart)
 - Review current supports at School to determine how all work can be streamlined (i.e. Public Impact, MVP, NTN, ARC, New Leaders)
 - Review other pertinent data sources available at the school to determine needs
 - Root Cause Analysis and Improvement Plan Development
 - Twice monthly coaching for school administrator
 - Prep for curricular innovations with coaching staff
 - Technology supports: EdThrive, Learning Spaces, GoReact
- Personnel Costs = \$35,000
 - Instructional Coaching team involved in planning for 2020-2021
 - Teacher stipends for summer professional development with Project Lead the Way to enhance core instruction
- STEM Curricular Innovations = \$125,000
 - Equipment and supplies to include updating the current Technology Lab to ensure it meets standards, as well as creating a second technology lab
 - Teacher Training Costs (x two teachers to attend Project Lead the Way training)
 - Whole-staff professional development with Project Lead the Way to understand curricular resources, and implementation process
 - Curricular License
 - Supplies and materials for successful program kick off (school parent nights and community parent events)
 - Marketing resources

Justification for 2020-21 (Full Implementation) budget:

Response: \$500,000

- Professional Services = \$ 200,000
 - Progress monitoring and reporting
 - Coaching (every teacher, every week)
 - Leadership coaching for administrators and teacher leaders
 - Curricular Innovations coaching specific to project-based learning and STEM
 - Professional Learning (summer and booster sessions)
 - Technology supports: EdThrive, Learning Spaces, GoReact
- Personnel Costs = \$150,000
 - IPG Coach
 - Principal
 - Teacher leader stipends
- STEM Curricular Innovations = \$150,000
 - Equipment and supplies for Project Lead the Way

- School Technology memberships
- Student Competition fees, travel, and lodging
- Teacher Training Costs
- Curricular License

Justification for 2021-22 (Full Implementation) budget:

Response: \$425,000

- Professional Services = \$ 200,000
 - Progress monitoring and reporting
 - Coaching (every teacher, every week)
 - Leadership coaching for administrators and teacher leaders
 - Curricular Innovations coaching specific to project-based learning and STEM
 - Professional Learning (summer and booster sessions)
 - Technology supports: EdThrive, Learning Spaces, GoReact
- Personnel Costs = \$150,000
 - Principal
 - IPG Coach
 - Teacher leader stipends
- STEM Curricular Innovations = \$75,000
 - Equipment and supplies for Project Lead the Way
 - School Technology memberships
 - Student Competition fees, travel, and lodging
 - Teacher Training Costs
 - Curricular License

Justification for 2022-23 (Sustainability) budget: \$175,000

Response:

- Professional Services = \$ 50,000
 - Progress monitoring and reporting
 - Coaching (every teacher, every week)
 - Leadership coaching for administrators and teacher leaders
 - Curricular Innovations coaching specific to project based learning and STEM
 - Professional Learning (summer and booster sessions)
 - Technology supports: EdThrive, Learning Spaces, GoReact
- Personnel Costs = \$100,000
 - Principal
 - IPG Coach
 - Teacher leader stipends
- STEM Curricular Innovations = \$25,000
 - Equipment and supplies
 - Teacher Training Costs
 - Curricular License

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

Data Point	Year	20 th Day	40 th Day	60 th Day	80 th Day	100 th Day	120 th Day	140 th Day	160 th Day	180 th Day	Final
ISS (Incident Count)	2018 – 19	0	10	5	2	2		6	7	1	35
	2019 – 20	1	0								
	Average										
	2020 – 21										
	2021 – 22										
OSS (Incident Count)	2022 – 23										
	2018 – 19	15	18	45	12	22	36	37	17	30	232
	2019 – 20	43	31								
	Average										
	2020 – 21										
Student Attendance %	2021 – 22										
	2022 – 23										
	2018 – 19	93.4	93.4	92.3	91.4	91.8	91.1	92.0	90.5	86.7	91.4
	2019 – 20	94.2	92.3								
	Average										
Certified Attendance %	2020 – 21										
	2021 – 22										
	2022 – 23										
	2018 – 19	92.4	90.0	88.5	88.1	88.5	89.6	88.9	88.6	88.9	89.6
	2019 – 20	88.1	88.8								
Math 6 (GLP / CCR %)	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
	2018 – 19	30.8/17.1			32.5/20.5			8.6/2.2			60.0/35.0
Math 7 (GLP / CCR %)	2019 – 20										
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Math 8 (GLP / CCR %)	2018 – 19										
	2019 – 20										
	Average										
	2020 – 21										
	2021 – 22										
Math Composite (GLP / CCR %)	2022 – 23										
	2018 – 19	29.4/16.9			44.6/29.7			36.5/24.0			
	2019 – 20										
	Average										
	2020 – 21										
Math Composite (GLP / CCR %)	2021 – 22										
	2022 – 23										
	2018 – 19										
	2019 – 20										
	Average										
Reading 8 (GLP / CCR %)	2020 – 21										
	2021 – 22										
	2022 – 23										
	2019 – 20										
	Average										
Reading 8 (GLP / CCR %)	2020 – 21										
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