

# IPG Application:

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

**ENTITY:** Guilford County Schools

**ENTITY Code:** 410

**SCHOOL:** Welborn Academy

**NCDPI SCHOOL #:** 410-592

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

**IPG Entity Contact Title:** Executive Director of 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,<sup>1</sup> which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school<sup>2</sup> visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

### **Eligibility:**

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

### **Special Provisions:**

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

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

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

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

**All IPG questions / correspondence should be directed to:**

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

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

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

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

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

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

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



(others as determined by NCDPI)
  
- ✓ Ensure that each CSI School that it commits to serve receives all of the State and Local funds it would receive in the absence of the IPG school improvement funds and that those resources are aligned with the research-based school improvement strategies in the approved application.
  
- ✓ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school



leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach's time and services will be at the IPG awarded school. *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*

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

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

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

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**For State Use Only**

**Date Received:** Click or tap to enter a date.

**Received by:** Click or tap here to enter text.

**Grant Awarded:** Click or tap here to enter text.

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

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**APPLICATION NARRATIVE:**

**(B) SCHOOL TO BE SERVED: An Entity must include the following information with respect to the school it will serve with an Innovative Partnership Grant:**

An Entity must identify

- CSI School (Name) the Entity commits to serve (if awarded);
- the grade levels served by the school (K-5, 6-8, 9-12, K-12, etc.);
- the type of school (traditional, charter, alternative, ISD, Lab, etc.);
- the NCDPI School ID # (LEA-School, i.e. xxx-xxx), and
- the proposed partner that the Entity will collaborate with in the CSI School. If the applicant Entity proposes to partner with someone NOT on the vetted and approved list – in the “Proposed Partner” column – list “other”.

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

School Name:	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Welborn Academy	6-8	Public	410-592	RTI

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

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

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

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



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

### **Summary of Needs**

Welborn Academy has experienced significant drops in enrollment over the past decade but has started to reclaim some attendance-zone students over the last two school years as a result of the principal’s efforts to improve achievement and the reputation of the school. Student demographics include 54% African American, 22% Hispanic, 9% multiracial, 8% white, and 7% Asian. Eleven percent of students receive English as a Second Language Services, and 13% of students receive Exceptional Children Services. Although poverty is a daily reality for our school community, as evidenced by our Community Eligibility Provision (CEP) data of 111.26% (using the 1.6 multiplier) from April 2019, our community does not access the level of public assistance needed to meet all of our students’ basic needs. This gap in assistance often presents itself at school and requires that staff assist families in meeting basic needs such as clothing, food, medical (physical and mental), hygiene, housing, and childcare.

We believe the basic needs, or Maslow’s Hierarchy, are a contributing factor to our high chronic absenteeism. Out of 126 schools, Welborn Academy was 1 of 11 that did not see an improvement in student absences during the 2018–19 school year. Our students experience a number of difficulties that preclude their educational attainment and significantly inhibits their equitable access to improved life outcomes.

Of an instructional staff of 31 teachers, 45% are within their first four years of teaching, and 77% are teachers who entered teaching through an alternative licensure route (as opposed to an Educator Prep Program). Our instructional staff are overwhelmingly willing and eager to learn how to be effective; however, there is a great need for coaching to increase their instructional capacity and their ability to intentionally attend to the often traumatic social and emotional needs of our students.

The needs of our students and families overwhelmingly point to an opportunity to continue our academic performance improvements by targeting and focusing our efforts on meeting the basic wellness needs of our children, staff, and community. Although we have a Student Support Team that includes a 0.5 social worker, two counselors, one Community in Schools Coordinator, external mental health service providers, and a 0.2 psychologist, we have noticed that our staff is grossly undertrained to serve our community needs. Despite numerous referrals to outside providers, our school community values trust and relationships, and community members are hesitant to access assistance outside of our building staff. Our school needs assistance and resources to provide extensive training for our support staff while increasing in-house providers for students and families.

We have an inexperienced staff who need extensive coaching and development not only around improving instruction but also with understanding how to build and sustain trusting relationships with students and families in a trauma-informed way. Our data show that we are not growing students and therefore not meeting or exceeding expected growth. In order for our students to be able to actualize life opportunities, they need to be the benefactors of “Catch Up Growth.” In addition to our students who need intervention, our students who have shown proficiency on standardized assessments have not been growing either.

Tiered supports for academic, social, and emotional growth are critical. Implementing the multitiered system of support (MTSS) framework as an academic and trauma-informed strategy is a research-supported practice that will ensure all our students are exceeding academic expectations leading to more equitable access to improved life outcomes.

#### **a) Instructional Programs**

**Curriculum Programs Adopted:** To ensure that our students have equal access to rigorous, hands-on learning,

Welborn has adopted the following curriculums: American Reading Company (ELA), Open-Up Resources (Math), and Apex Learning (Intervention and Remediation).

**Programs Beyond the Classroom:** We strive to implement programs that meet the needs of the whole student, building a better foundation for learning. Current interventions include Attendance Initiative (class incentives for attendance), Breakfast in the Classroom (free breakfast for all students), Guilford County Schools (GCS) Ignite Summer Learning Camp, Operation Xcel (after-school academic and enrichment program that advances skills in reading, math, and science), Volvo Day—Women in Engineering (girls in science, engineering, technology, and mathematics), and Wise Guys (male mentoring).

**Teacher Support Programs:** By providing our teachers with the following intensive coaching support, we maximize their growth, to positively impact student learning:

- Educational Resource Group (coaches and provides lesson support for social studies and science)
- National Teaching Network (NTN) (coaches and provides lesson support for math)
- Public Impact, Opportunity Culture (extends the reach and impact of highly effective teachers)
- Welborn Summer Institute (week-long, in-house professional development in which teachers select their focus)

In addition, we prioritize professional development and invest in our teachers by sending them to these conferences: CHAMPS Training; Open-Up Institute; Restorative Practices; Standards Institute; Teach Like a Champion: Uncommon Schools —Behavior & Culture, Increasing Ratio in the Classroom; and the Ron Clark Academy.

All programs are provided at no cost to our students, with transportation provided for programs on campus. Through parent events, ConnectEd phone messages, newsletters, and teacher contacts, we inform parents of the opportunities for their children. Likewise, we support staff in their professional development by providing intentional training (in-house, district, or outsourced) based on trends and individual teacher needs.

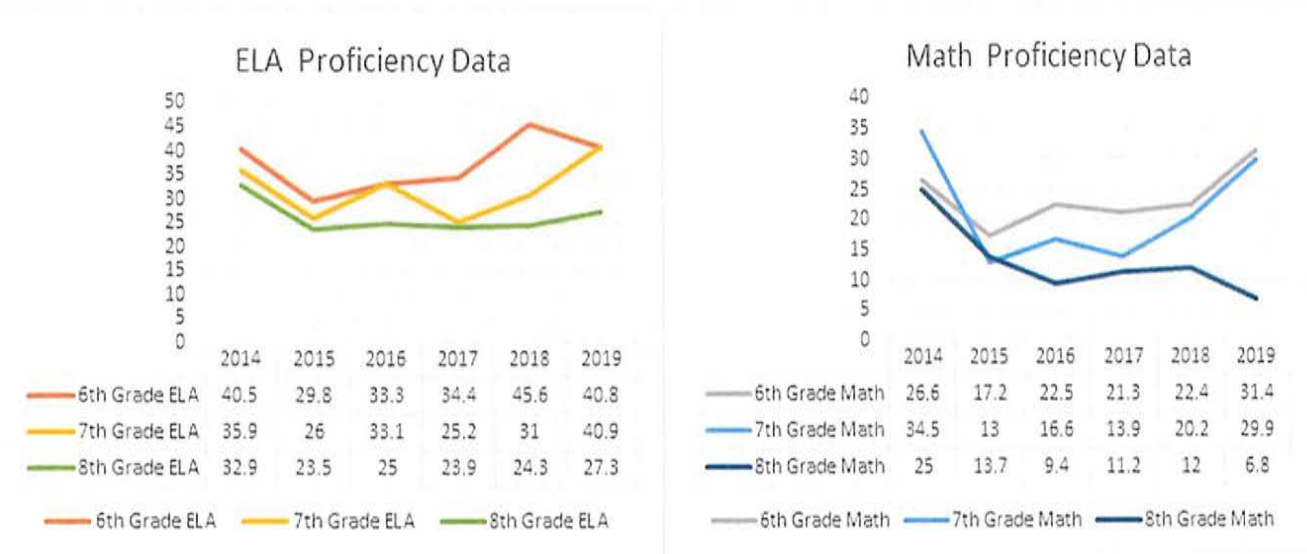
**Program Results and Gaps:**

Reporting Year	School Performance Score	Reading School Performance		Math School Performance		School Grade
		Score	Grade	Score	Grade	
2014	44	44	D	37	F	D
2015	30	36	F	22	F	F
2016	30	39	F	24	F	F
2017	31	35	F	24	F	F
2018	36	45	D	26	F	F
2019	39	43	D	33	F	F

Every year since 2015, Welborn Academy has shown improvement; however, with administration changes and Dr. Harris starting as principal, the school experienced more substantial growth in the past two years. Despite the gains, our school grade remains an F, making Welborn Academy the lowest performing middle school in Guilford County Schools.



## Proficiency



Both ELA and math have shown growth in proficiency since 2017, but not across all grade levels, with sixth-grade ELA and eighth-grade math experiencing significant regressions. As a whole, proficiency levels are not significantly better than where they began in 2014. In fact, only seventh-grade ELA and sixth-grade math have shown improvement. Currently, overall grade-level proficiency is 33.8%, 21.3% less than the district average.

## Subgroups

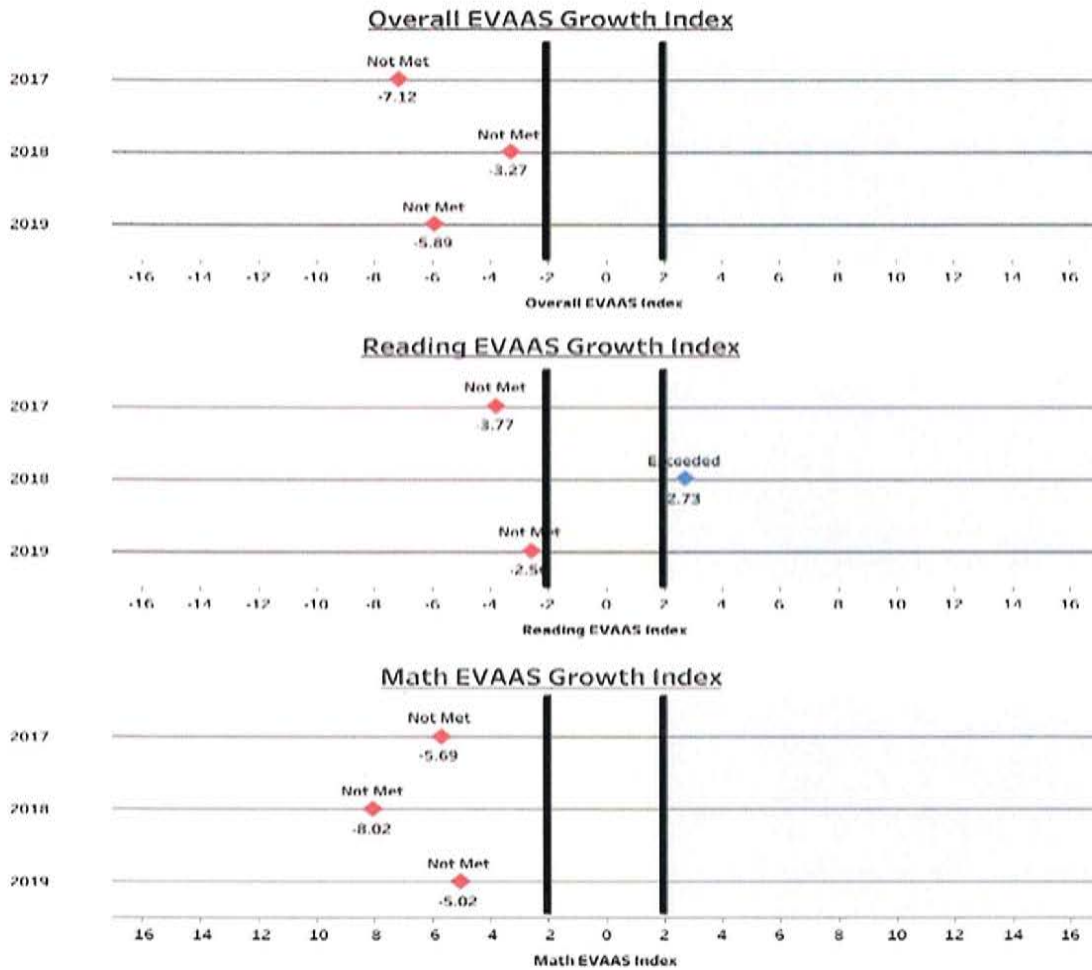
*Proficiency in Tested Subjects*

	All Math 6-8	All ELA 6-8	8th Science						
	2018	2019	Growth	2018	2019	Growth	2018	2019	Growth
<b>All students</b>	20.2	25.7	27%	34.1	36.5	7%	43.9	50.7	15%
<b>Black</b>	15.5	21	35%	30.8	31.4	2%	40.3	43.2	7%
<b>Hispanic</b>	17.4	31.3	80%	33.3	39.4	18%	50	61.3	23%
<b>White</b>	50	42.9	-14%	53.6	55.6	4%	-	72.7	-
<b>Economically disadvantaged</b>	16.6	21.6	30%	28.1	32.9	17%	40.3	44.4	10%
<b>Students with disabilities</b>	<5	<5	-	11.3	<5	-	25	17.4	-30%
<b>Academically gifted</b>	80	70.2	-12%	82.2	86	5%	-	>95	-

Over the last two years, Welborn Academy has shown growth in proficiency, with the highest growth concentrated in Hispanic students. Economically disadvantaged students also showed high growth in all areas, surpassing the school average in ELA and math. The highest growth for black students was in math, yet proficiency levels are still

only at 21%, the lowest subject for the group. Although white students showed little growth in ELA, and even digressed in math, they still experienced the highest rate of proficiency among the subgroups, which shows that more work needs to be done to close the achievement gap.

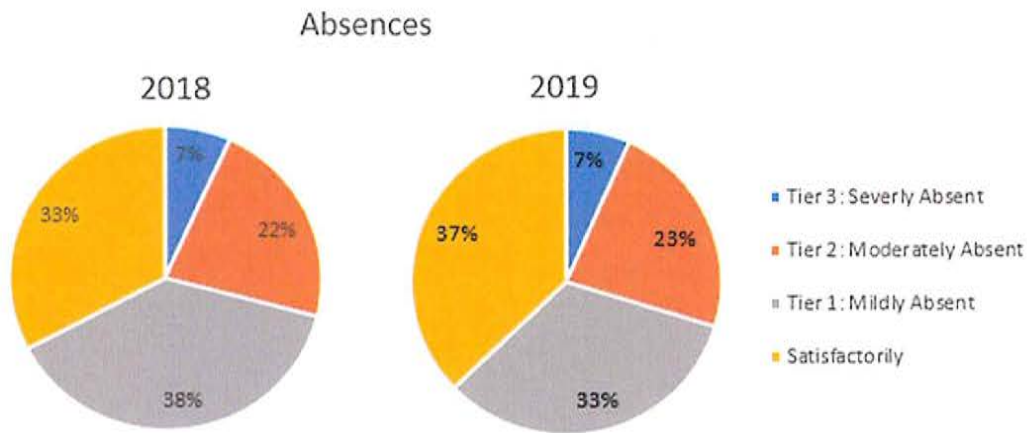
**Education Value-Added Assessment System (EVAAS)**



EVAAS data show inconsistency over the past three years. Although reading EVAAS growth increased exponentially—students exceeded expectations—in 2018, it regressed nearly as much in 2019. In contrast, the math EVAAS growth index decreased in 2018 but increased three points in 2019 with the implementation of math coaching and National Teaching Network (NTN). Even with the significant increase, students still did not meet expected growth for math. Biweekly common assessments and data tracking were established in 2017 to provide teachers with data and direction. This year, as part of our Opportunity Culture work, Multi-classroom Leaders are calibrating the assessments to ensure they are properly aligned to the standards and on grade level.



## Attendance



Our attendance initiative did help. Four percent of students moved from the Tier 1 (mildly absent) category to satisfactorily absent; however, 30% of students still fall within Tier 2 and Tier 3. To help ameliorate this problem, we have reduced out-of-school suspensions by over 100 days (23%) during the past two years. Still, more action must be taken to ensure our students are present each day.

### b) School Leadership:

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

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

***The principal began serving at this school at the beginning of the 2017–18 school year.***

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

***The principal will be retained.***

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):

***The principal began serving at this school at the beginning of the 2017–18 school year.***

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

***The principal has five years of experience as a building-level principal.***

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

data):

The current principal has been instrumental in changing the climate, culture, and academics at Welborn Academy. Dr. Ashauna Harris was named principal in August 2017. Dr. Harris is returning to Guilford County and Welborn after serving as principal for John Marshall Community High School (7–12) in Indianapolis, Indiana, for 2.5 years. Before transitioning out of Guilford County, Dr. Harris was an effective high school English teacher, principal intern at Welborn Academy, magnet/Title I coordinator at Hairston Middle School (starting their IB MYP program), and assistant principal at James B. Dudley High School.

She holds the following degrees:

- Bachelor of Science in English, Secondary Education and Bachelor of Arts in English from North Carolina Agricultural and Technical State University;
- Master of School Administration, Specialist in Education; and
- Doctor in Education from the University of North Carolina at Greensboro.

Due to her work in improving Welborn Academy, Dr. Harris was named the Secondary Principal of the Year for the 2018–19 school year for Guilford County Schools.

Some of the improvements noted immediately (difference between 2017 and 2019 end of year) since Dr. Harris has become the principal at Welborn Academy follow:

- improvement of school performance score 31 to 39 (+8);
- improvement of reading performance score 35 to 43 (+8);
- improvement of math performance score 24 to 33 (+9); and
- improvement on Teacher Working Conditions Survey Q10 (Overall, my school is a good place to work and learn.) 43.2% (2014) to 84.8% (2018), for an improvement of 41.6 percentage points.



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”:

- 1.) Teacher observation flexibility.** Restart schools may choose to do the same abbreviated teacher observation process (standards one, four, and six) for Beginning Teachers (BTs) 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 observation.
- 2.) 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.) Teacher incentives.** Restart schools may choose to provide teacher incentives utilizing Comprehensive Support and Improvement (CSI) and/or restart funds. An incentive of \$3,000 can be given to teachers who 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.
- 4.) Calendar flexibility.** Restart schools have operational flexibility in planning their academic and staff calendars. Students must still attend the required 185 days or 1,025 hours, but schools have the option to apply flexibilities to the other aspects of calendar law. This includes, but is not limited to, alternative start and end dates, additional time for staff planning and/or work days, and or alternative daily start and end times.

**c) School Infrastructure:**

Welborn Academy is located in High Point, North Carolina, within Guilford County. High Point is a city that has a wide gap in regard to wealth distribution. Although the city was previously desegregated, the citywide “school choice” initiative has reinstated de facto segregation in some parts of the city, and poverty is highly concentrated in a few schools like Welborn Academy. In recent years, High Point has experienced an alarming uptick in violent crime, impacting our students and their families. For example, as of November 2019, there has been a 72% increase in shooting incidents over 2018. Similarly alarming, 10 months into 2019, heroin overdose rates have already exceeded those of four of the last five years.

Welborn Academy was built in 1958 and has all single-classroom spaces. With the implementation of Opportunity Culture with the support of Public Impact, there is a current and future need for flexible learning spaces that will allow teachers to co-teach and combine classes for the instructional delivery from a master teacher/coach. This requires flexible classroom furniture and materials, along with modular learning spaces.

Welborn Academy is participating in a comprehensive needs assessment with DPI staff in December 2019. The results from the assessment will inform our implementation planning process in the Spring of 2020.

Based on our described context and needs, Welborn Academy will emphasize school culture, climate, and social and emotional learning as a driver of growth in student achievement. Our approach will center on creating change through a focus on **MTSS** and **wellness** of students, staff, and community. We believe that this research-based approach will enable increased instructional rigor, improve trauma-informed discipline strategies, and best address the root-cause variables that impact performance across a student body that is dramatically impacted by poverty (>89% eligible for free and reduced-priced lunch).

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

*Response:*

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

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

N/A

*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:**

On Monday, October 14, 2019, the principal presented the Innovative Partnership Grant (IPG) grant guidelines and background information on each of the approved partners to the school-based leadership team (SBLT). This team has parent and community members who were present at the meeting, gave input, and agreed on the chosen partner of RTI due to RTI’s focus on instruction (including MTSS), leadership, climate and culture (particularly social and emotional learning [SEL]), and community. The team weighed the pros and cons of each partner and unanimously agreed to contact RTI.

If a grant is awarded, the SBLT will begin to receive monthly updates on the implementation of the partnership. A Principal’s Advisory Council will be created in a three-part format—Family and Community, Students, and Staff—to offer guidance on how to continuously improve the partnership. All will meet separately with the principal and participate in cross-group meetings, as needed. This group will be a demographic reflection of the group that they represent.

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

The principal presented the IPG grant guidelines and background information on each of the approved partners to the SBLT. This team includes an instructional staff member for each content area, grade level, and classification. These staff attended the meeting, reviewed the materials, gave input, and agreed on the chosen partner of RTI due to RTI's focus on instruction (including MTSS), leadership, climate and culture (particularly SEL), and community. The team weighed the pros and cons of each partner and unanimously agreed to contact RTI. Staff input was also sought during the development of this application to ensure alignment to needs faced by instructional staff.

If a grant is awarded, the SBLT will begin to receive monthly updates on the implementation of the partnership. A Principal's Advisory Council will be created in a three-part format—Family and Community, Students, and Staff—to offer guidance on how to continuously improve the partnership. All will meet separately with the principal and participate in cross-group meetings, as needed. This group will be a demographic reflection of the group that they represent.

**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.) An analysis of the Comprehensive Needs Assessment highlighted a need for increasing the instructional capacity of teachers, increasing the social services available for students and their families so that their primary and basic needs are met, improving parent and community engagement, and improving the climate and culture through a focus on SEL for staff and students. Research on the approved partners yielded one partner that could serve all of our identified needs simultaneously, RTI. A video conference was held, and a face-to-face collaboration/vetting session occurred with RTI and our chief of Student Support Services to ensure that a partnership was feasible and aligned with the school's needs.

RTI's selection was further informed by

- local experience (RTI is based in North Carolina and currently provides support to more than 52 North Carolina school districts);
- practitioner focus (more than 80% of RTI's school consulting team members are former licensed K–12 educators with experience leading classrooms, schools, and districts in North Carolina);
- research driven (RTI's support of schools is differentiated by proximity and access to seminal experts in education research); and
- sustainability emphasis (RTI uses a gradual-release model to implant capacity based on the concept of “I do, we do, you do” starting early in the engagement so that, by the end, there is sufficient capacity to sustain improvement).

b.) RTI's quality will be ensured through monthly calibration sessions with the principal, IPG coach, and RTI support team so that school needs and desired outcomes for student achievement are clear and aligned with partner tasks and support. RTI will be expected to ensure timely deliverable preparation and provide on-site support for professional development and consulting activities. RTI will also be expected to provide participant evaluation data for all professional learning efforts to school leadership to ensure consistent feedback is used to improve outcomes and support.

c.) RTI's performance and measurable outcomes will be reviewed quarterly using chosen benchmarks, and the partnership will be annually assessed for renewal or discontinuation. Benchmarks will be informed by the final implementation plan developed in the Spring of 2020.



**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:**

Welborn Academy is partnering with RTI International as the lead partner to develop and implement a comprehensive improvement plan. We will emphasize school culture, climate, and social and emotional learning as a driver of growth in student achievement. Our approach will center on creating change through a focus on **MTSS** and **wellness** of students, staff, and community. We believe that this research-based approach will enable increased instructional rigor, improve trauma-informed discipline strategies, and best address the root-cause variables that impact performance across a student body that is dramatically impacted by poverty (>89% eligible for free and reduced-priced lunch). Our approach design is summarized below and further detailed in question 12:

**Primary Focus:**  
Use MTSS and wraparound wellness supports to better meet the basic needs of students to improve learning and achievement outcomes

<b>Change Levers to Support the Primary Focus:</b>					
Aligning to a High-Quality Teaching and Learning Framework	Fostering Mental and Physical Wellness	Creating a Welcoming Climate and Culture	Addressing Social and Emotional Learning	Implementing Topical Community Advisory Groups	Building Capacity for Change Management

The effort will couple with existing initiatives underway at Welborn to improve academic achievement. Welborn is using Opportunity Culture to begin addressing the academic needs of our students. We have implemented core curriculum in both reading and math [(American Reading Company (ELA), Open-Up Resources (Math))] and have provided significant job-embedded coaching to help improve teaching and learning at Welborn.

We are aggressively addressing Tier 1 of MTSS, which is improving core instruction. We also believe that trauma-informed pedagogy is critical when working in highly impacted middle schools. We will use IPG to not only expand our work with Public Impact, but also to begin to more intentionally target the basic needs of our students by providing a comprehensive mental, physical health, and wellness center that will complete our wraparound services by intentionally attending to and critically examining the social and emotional needs of our students, parents, and teachers. Improving wellness of students and staff and becoming a hub for social services that our community often will not access otherwise are critical to enabling academic success.

Welborn Academy is implementing MTSS and currently partners with Public Impact to address our Tier 1 core instruction. We will partner with RTI to expand our implementation of MTSS by better understanding and addressing the academic needs of Tier 2 students. We will also leverage our partnership with RTI to intentionally, strategically, and thoughtfully address the social and emotional needs of all our students. Emphasis will be placed on enhanced supports for students who struggle socially and emotionally and often move into Tier 2 and Tier 3 of MTSS due to behavioral reasons. These behavioral needs often impede their academic progress, not because they cannot access the content rather, because their basic emotional needs are not being met or addressed.

RTI believes that all children, regardless of circumstances, deserve access to a quality education that

empowers them to thrive. Their support approach integrates drivers of meaningful change in education: strengthening teaching and learning, developing leaders, improving operations through change management, and facilitating collaborative networks. Based on school improvement and implementation research (Duke, 2006; Fixsen et al., 2010; Fullen, 2006; Herman et al., 2008), these components reinforce educator capacity building and local sustainability. At the core, this approach is based on educators being the catalyst for improving student achievement. Therefore, RTI works directly with educators to build capacity, self-efficacy, instructional practices, and organizational structures that translate into improved student learning and, ultimately, achievement.

RTI's approach to school-based technical assistance is grounded in the prevailing belief that context is fundamental to effective support. The context and culture within classrooms, schools, districts, the local community, and the broader state all contribute to the success of school reform. These layers of environmental relationships reinforce the notion that school reform should not be undertaken in isolation—peer and district connections are essential (Meyers & Smylie, 2017).

In partnership with RTI, we will begin by reviewing our local and NCDPI needs assessments to inform how we tune our plan of action to best match our goals around improving access to wellness initiatives for students and families. This process will focus on intentionally attending to the distinct and unique social and emotional needs of our children, and ultimately improving the academic achievement and life outcomes for our students. This effort will result in a data-based performance baseline; engagement of stakeholders (including students, teachers, and community members); and alignment of planning efforts to district, community, and state initiatives.

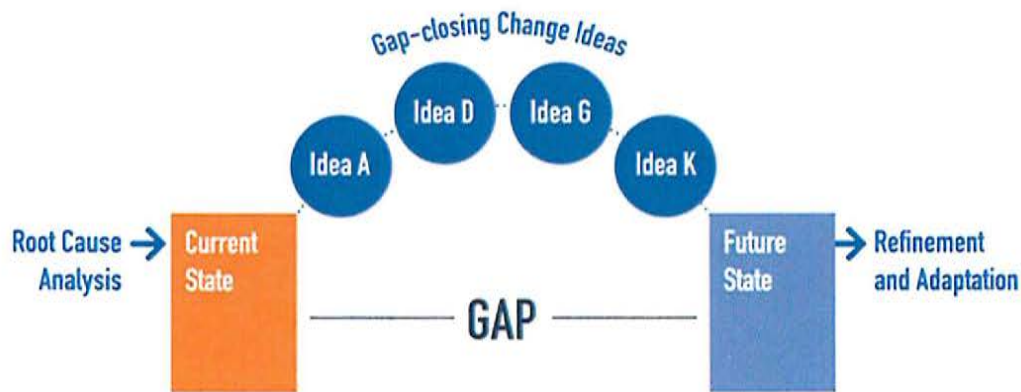
Once the needs assessment is complete, we will shift to focus on change management strategies. This process answers three questions that inform design of support: What are we trying to change? How are we trying to change it? How will we know if the change occurred? We then diagnose the type of change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

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





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



The resulting blueprint informs the specific implementation actions that will occur in partnership with RTI during the IPG project engagement. The change blueprint also provides a framework to fold in each aspect of the project design: improving instruction, leadership development, school climate, and community engagement.

Helping our school community understand the urgency of improving equitable access to life outcomes by focusing on instruction and wellness is essential to IPG success. As part of a broader change management effort, Welborn will work with RTI to conduct an annual premortem process as part of the annual planning adjustment phase of the project. The premortem process is a research-based technique adapted from health care, which is used to manage risks with complex, high-risk, forward-looking projects (Johns Hopkins, 2016; Klein, 2007). The process includes a careful review of hypothetical causes of failure or challenge from the perspective of the future. Teams work to assess probable causes, prioritize concerns, and assess both the impact and likelihood of each cause. Finally, teams work to define specific mitigating adjustments that can be made in the project to avoid such outcomes. Research indicates many advantages afforded by the premortem process, including diminished groupthink (Serrat, 2012), diminished fear of negative outcomes, and increased



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

*Additional detail regarding the planned implementation of research-based improvement strategies is included in response to question 12.*

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

Guilford County Schools will provide adequate resources and support as noted in our response to question #9 for the school's implementation of research-based school improvement strategies and interventions of the partner. Actions have already been taken to support Welborn Academy because it is currently a Restart School. These actions include but are not limited to flexibility in teacher observations, licensure, teacher incentives, budget spending, and academic planning calendar.

GCS's Federal Programs office and Office of Restart will meet with the school and RTI before the first day of the school year to ensure all strategies and interventions used mesh with the current 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 Director of Restart Programming.

### **Whole School Wellness**

#### MTSS and SEL:

The Entity has begun the process of supporting Welborn Academy in the focus needs areas of student and family support by way of MTSS and SEL support and training.

MTSS: The Entity recently added the position of Director of MTSS, and hired personnel. This individual is responsible for the districtwide training in and implementation of MTSS. Webinars and face-to-face trainings for MTSS implementation teams and leaders of each school are underway. The school currently has an MTSS team that is being trained so that they can better support faculty and staff.

SEL: Welborn Academy believes strongly in the need to meet students' SEL needs. We applied and were accepted as a district SEL Cohort 1 school. This program includes an SEL coach who trains staff and leaders monthly on SEL implementation within the school. There is also a multidisciplinary SEL team who supports our efforts to make connections between academics and SEL content.

#### Mental and Physical Health Services:

Currently, the Entity provides funding for 20% of a school nurse and 20% of a psychologist for the school, which equates to one day of service for students. Funding will remain consistent and be supplemented with IPG funds to create an in-school clinic for students and families so that consistent, high-quality, trained professionals are available. These additional services will serve to remove educational barriers for students in a safe environment where trust has been established and will be strengthened.

#### Opportunity Culture—Recruitment and Retention of Talent:

As a Restart School, we are partnered with Public Impact to assist in recruiting and retaining high-performing teachers (Opportunity Culture). Historically low-performing schools (including Welborn) offer a \$3,000 annual recruitment incentive for instructional staff. Teachers can receive an additional \$3,000 based on their EVAAS performance at a Restart School. Public Impact has helped Welborn Academy create a career ladder, in house, to recruit teachers with high EVAAS data and to give them opportunities and extra pay (\$6,000–\$20,000) to impact more students academically.

The funding for and partnership with Public Impact will continue, and its current funding sources are sustainable without IPG funding. Opportunity Culture helps increase the talented teaching force needed to support an inexperienced and developing staff in the implementation of MTSS and SEL strategies that are best for our student population and that will be facilitated by our lead partner, RTI.

**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:**

Described below are the current efforts to leverage and align resources to support a cohesive approach for improvement. Each of these positions and interventions is referenced in our approach for IPG.

School District Funded	Title I	CSI	Restart
2 Full-time School Counselors	1 Full-time Youth Development Coordinator	Opportunity Culture Incentives	Teacher Recruitment Incentives
1 Full-time Communities in Schools Coordinator	.25 Reading Intervention Teacher	Extended Employment Agreement for MCLs for PD	Teacher Leaders PD-Standards Institute
0.5 Social Worker	Teacher Recruitment Incentives	Summer PD Staff Stipends	Student Culture Incentives
.20 School Psychologist	NTN Coaching	NTN and ERG Coaching	Opportunity Culture Incentives
.20 School Nurse	Parental Engagement Financial Assistance		.25 Reading Intervention Teacher
.20 Outside Mental Health Providers			
Teacher Leaders PD-Standards Institute			
MTSS Director and District Training			
SEL Coach for Cohort 1			

schools				
Teaching Positions for Opportunity Culture Implementation				

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

Guilford County Schools will provide effective oversight and support for the Welborn Academy’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.

**a) Training.** Once hired, school coaches will participate in district-led training in budget and spending processes led by Financial Services and Federal Programs team.

**b) Team Reviews.** Federal Programs and Restart Office teams will conduct 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 director of Restart Programming.

**c) Communications.** Updates from the monthly team reviews IPG implementation meetings will be shared with the chief academic-officer (CAO) through project-specific meetings as appropriate. The CAO will share quarterly updates with the superintendent. The Board of Education will receive an annual progress report on the participating schools’ work during a regularly scheduled Board business meeting. Further, the Federal Programs and Restart Offices will act as a communications liaison between the school coaches, principals, SSOs, and Department of Public Instruction 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) 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. The Entity’s Guilford Parent Academy offers support for family members caring for children and young people in Guilford County. Aligned with the district's 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 sessions such One on One—Digital Resources Overview, Positive Discipline that Works, Student Support and Services for Parents, and Family and School Partnerships. 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.

b) Currently, Welborn Academy facilitates approximately 20 family and community events throughout the school year. Welborn is creating advisory councils to continuously and systematically offer guidance, support, and feedback on school initiatives and school improvement strategies. There will be a Parent and Community Council, Student Council, and Staff Council to offer voice on topics that are beyond operational.



*Our plans for family and community engagement is further described in the response to question 12*

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

The objective of providing enhanced IPG support is to position Welborn for sustained and improved student achievement. Because the level of support intensity in school turnaround efforts is generally not sustainable as a long-term strategy, a thoughtful sustainability plan is essential, typically executed over multiple years (Meyers, 2017). The Entity will continue the process of supporting Welborn by ensuring that the school receives adequate federal, state, and local resources. The Entity will continue to utilize the poverty band model to provide equitable Title I resources to Welborn, especially considering the high poverty within the student body. Furthermore, our IPG work will also be integrated with GCS existing initiatives, such as MTSS implementation, Opportunity Culture, and Restart. Cohesion with district initiatives is often cited as a detractor from effective long-term reform implementation success (Hayes & Lillenstein, 2015).

One of the goals of our IPG work is to ensure that the current staffing of the school's Student Support Services is equipped to sustain the reforms achieved as a result of the IPG grant providing professional development. Additional time for support staff training will be provided in order to overcome the implementation dip often experienced with reform. Current positions that are part time will be funded to full time to provide the support needed to create the reform; however, we will work to ensure that the sustainable part time positions are also equipped with the skills, tools, and experience to continue reform efforts beyond the grant. For example, implementing the clinic infrastructure has a higher startup cost (and will use IPG), but a lower cost to maintain (using sustainable funding).

The data that results from our IGP work will play a critical role in future resource decisions. The Entity will use the outcome data associated with IPG reform efforts (discipline, achievement, climate assessments) to prioritize needed positions for ongoing funding over positions that may not offer as much impact on student success.

To further support of this plan, RTI will use a gradual-release model to implant capacity based on the concept of "I do, we do, you do" starting early in the engagement so that, by the end, there is sufficient capacity to sustain improvement. The RTI team also knows that staff attrition is often a challenge in low-performing schools (Henry et al., 2017). To help avoid turnaround being dependent on individual heroes, RTI's team will model specific techniques that are easily replicated across multiple settings and that may be applied to multiple challenges, including all facilitation materials. RTI's professional learning is scaffolded to transition techniques to local practitioners who are in the optimal position to sustain the local high expectations for teaching and learning. Notably, shared ownership is not delayed to a later phase of engagement; rather, it occurs immediately based on the co-planning efforts to reinforce buy-in based on authorship, not just ownership (Clark, 2010).

**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:**

Welborn Academy will emphasize school culture, climate, and social and emotional learning as a driver of growth in student achievement. Our approach will center on creating change through a focus on **MTSS** and **wellness** of students, staff, and community. We believe that this research-based approach will enable increased instructional rigor, improve trauma-informed discipline strategies, and best address the root-cause variables that impact performance across a student body that is dramatically impacted by poverty (>89% eligible for free and reduced-priced lunch).

Our approach design is based on the following framework:

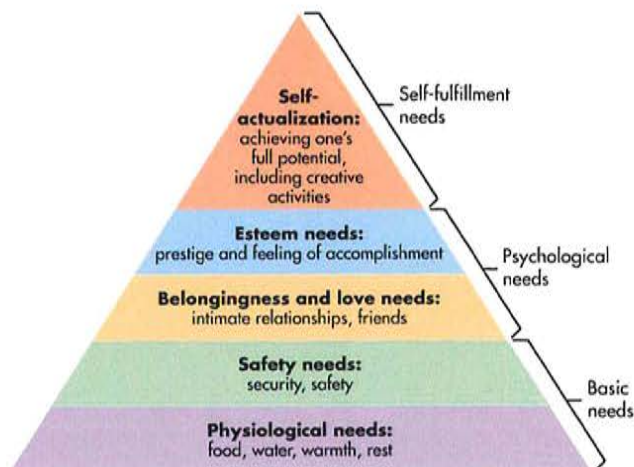
**Primary Focus:**

Use MTSS and wraparound wellness supports to better meet the basic needs of students and equip staff with the skills to consistently improve learning and achievement outcomes

<b>Change Levers to Support the Primary Focus:</b>					
Aligning to a High-Quality Teaching and Learning Framework	Fostering Mental and Physical Wellness	Creating a Welcoming Climate and Culture	Addressing Social and Emotional Learning (SEL)	Implementing Topical Community Advisory Groups	Building Capacity for Change Management

**Primary Focus: MTSS and Wellness**

We aspire for all students at Welborn to achieve their full potential. Yet the out-of-school environment and circumstances that many of our students face create barriers to self-actualization. Therefore, our focus is rooted in Maslow’s Hierarchy of Needs, which suggests that the basic wellness needs lower down the hierarchy must be satisfied before individuals (including students and staff) can attend to needs higher up. *Image reference: McLeod, S. 2018 (<https://www.simplypsychology.org/maslow.htm>)*



Welborn will focus on wellness across multiple domains, each of these directly addressed by one or more of our change levers: social, emotional, intellectual, physical, metacognitive, and occupational (Stoewen, 2017). We are using the National Wellness Institute’s definition as a shared language for our wellness emphasis: *an active process through which people become aware of, and make choices toward, a more successful existence.* This work will naturally tie into the NCDPI Whole Child Initiative which focuses on a Coordinated School Health approach that encompasses school, community, and child health.

We are using MTSS as a way to enable enhanced wraparound support for students. Multitiered systems of



support, which integrate supports for both academic and behavioral outcomes, enable schools to support the academic success, safety, and social-emotional well-being of all students. Through a systematic approach, MTSS guides schools in providing a foundation of academic and behavioral supports for *every* student and identifying and targeting specific students who are not responding to foundational schoolwide supports and strategies (USED, 2019).

Using MTSS, we will place an emphasis on enhancing schoolwide trauma sensitivity. According to the U.S. Department of Education’s National Center on Safe Supportive Learning Environments, a three-tiered trauma-sensitive approach should include the following (2019):

- **Tier 3:** *Trauma-related factors are considered in individual assessments and plans. School provides or connects to trauma-specific mental health services. Individualized, trauma-specific mental health services (e.g., Cognitive Behavioral Therapy in Schools, others that consider trauma).*
- **Tier 2:** *Group-level skill-building considers trauma and key factors for resilience-building. Targeted services for some students exposed to trauma and at risk for further impact (e.g., Trauma-Focused Coping in Schools/Multimodality Trauma Treatment, others that consider trauma)*
- **Tier 1:** *Training all staff on trauma and its impact. Identifying and minimizing trauma-related triggers. Upholding core principles that support positive school culture. Teaching self-regulation. School-wide/universal strategies that are informed by an understanding of trauma and designed to build resilience, mitigate impact, support healing, and minimize trauma in school.*

Welborn will use IPG and the partnership with RTI to increase staff fluency with these sequenced interventions on the MTSS continuum. This approach will better enable us to modify curriculum for students whose performance is identified as nonresponsive, and to develop specialized and intensive curriculum for students whose performance is deemed nonresponsive to the modified curriculum (OSEP, 2015)

Increasing staff capacity will allow us to better utilize a universal screening approach so that the performance of all students is regularly reviewed and assessed to determine progress, needs, level of support, and effectiveness of support. Improved staff skills will be augmented by the use of MTSS fidelity-of-implementation procedures to support consistent implementation.

*Each of the change levers supporting an enhanced MTSS focus is described in more detail below.*

### **Aligning to a High-Quality Teaching and Learning Framework**

Improving student proficiency begins with high quality instruction. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997).

Implementation of an effective MTSS approach requires an aligned curriculum and a common instructional vision and language as a foundation. According to Schooling, Toth, and Marzano (2013), misaligned systems affect teacher effectiveness, and when schools do not have clearly defined approaches and common language to provide feedback and discuss their progress, growth can be stymied.

The MTSS approach will be connected a high-quality instructional approach that builds upon the recent improvement efforts at Welborn. RTI will support Welborn to improve core instruction by enabling the continuous learning, reflection, and revision of practice by professional educators who make their practice public, solicit feedback and critique, and focus on continuous improvement. Strengthening teacher agency and efficacy is essential to these principles because empowered teachers are more likely to empower students, less



likely to just “cover” material (they are more interested in the actual learning than getting through the textbook), and more likely to be innovative and take risks in the classroom (Bandura, 1989, Elmore, 2005; Lopez and Louis, 2009; Ryan and Deci, 2000).

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

To foster teacher efficacy and support improvements in student academic outcomes, RTI will develop instructional capacity at Welborn, focusing on six interrelated areas of high-quality teaching and learning: Student Agency and Efficacy, Culture of Caring, Future- and Real-World Oriented, Intentional Design, Learning Environment, and Public Practice.

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

<b>Student Agency and Efficacy</b>	<b>Culture of Caring</b>	<b>Future- and Real-World Oriented</b>	<b>Intentional Design</b>	<b>Learning Environment</b>	<b>Public Practice</b>
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<b>Emphasis Area</b>	<b>What it Looks Like</b>
<b>Student Agency and Efficacy</b>	Classroom activities instill a sense of ownership and efficacy in students, preparing them to be lifelong learners with the necessary skills to guide their own learning and thinking through college, careers, and life (Aguilar, 2013; Knight, 2007).
<b>Culture of Caring</b>	The classroom environment is safe, welcoming, and joyful, supporting students to be confident in themselves as they take risks and generate ideas. Each student is well-known by teacher and classmates and has a sense of belonging (Friedman & Farber, 1992; Hock 1988; Maslach and Leiter, 2016).
<b>Future- and Real-World Oriented</b>	Learning activities and resources are authentic, and outcomes include explicit instruction that prepares students to be global citizens in a future not yet imagined (Costa & Garmston; 2007; Hulleman & Harackiewicz, 2009).
<b>Intentional Design</b>	Standards-based instruction is designed to lead to intended outcomes for all students including curricular alignment, sequencing, use of data, and scaffolding instruction. Outcomes are clearly communicated with students

	in the classroom (Costa & Garmston, 2007; Knight, 2007).
<b>Learning Environment</b>	The classroom environment provides a safe space for all students to learn and take risks and instills in students a sense of confidence and belonging (Aguilar, 2013; Ting & Scisco, 2006).
<b>Public Practice</b>	Educators work together to continuously improve instruction through classroom observation, improvement strategies, and reflection through networks of peers. Instructional equity is created by centering inquiries on student learning and differentiated instruction for all students (Aguilar, 2013; City, Elmore, Fiarman, & Teitel, 2009; Danielson, 1996; Knight, 2007).

To align high-quality teaching and learning practices, Welborn will use the IPG support to

- align instructional support approaches for coaching and professional learning across all coaches working at Welborn Academy to ensure a consistent and cohesive approach
- receive support from RTI to further train and develop instructional coaches at Welborn in order to enhance locally sustainable practices that support high-quality teaching and learning. Coaches will develop a deep understanding of the purpose and role of instructional coaching; characteristics of effective instructional coaches; components that make for meaningful coaching conversations; and how to use a research-based, non-evaluative coaching model that aligns to the approach used by Guilford County Schools.
- receive targeted professional learning and supplemental coaching (described below) on an as-needed basis throughout the duration of the IPG effort. This support will be in coordination with SEL, MTSS, and school climate efforts. Specific implementation will be customized and informed by annual planning efforts with the staff and leadership team.

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

**Fostering Mental and Physical Wellness**

Improving the availability of school-based mental and physical health services for students at school is a key component of our approach that is supported by a clear research base. Successful school- and local educational agency (LEA)-level support of mental wellness has been shown to benefit outcomes across all three MTSS tiers. In fact, research suggests that school mental health programs improve overall behavioral outcomes, leading to improved school climate, enhanced school safety, and significantly fewer suspensions (Ballard, Sander, & Klimes-Dougan, 2014; Sanchez et al., 2018).



Supporting healthy habits is a key ingredient to fostering short- and long-term wellness. With about 40% of our everyday behavior repeated in the form of habits, they shape our very existence, and ultimately, our future (Rubin, 2018). Therefore, our work will also emphasize positive habits among staff, students, and the community by creating dedicated physical wellness spaces and programs.

Specific to this change lever, Welborn will use the IPG support to

- improve school-based health services for students by expanding the number of qualified personnel and physical resources available to students to meet basic health needs on-site at Welborn. This will include additional services such as
  - expanded availability of on-site physicals and immunizations,
  - medical diagnosis and minor treatment, and
  - referrals to hospitals and/or physicians for additional treatment.
- develop a welcoming wellness area for staff and students on-site at Welborn. This will include places for physical exercise as well as psychological relaxation.
- expand counseling support available to students through additional highly qualified personnel dedicated to Welborn. For example, Welborn will benefit from staff who are qualified to engage in MTSS Tier 3 interventions as well as crisis assessment and high-risk behavior management.

### **Creating a Welcoming Climate and Culture**

The U.S. Department of Education defines a positive school climate as follows: “A positive school climate reflects attention to fostering social and physical safety, providing support that enables students and staff to realize high behavioral and academic standards as well as encouraging and maintaining respectful, trusting, and caring relationships throughout the school community” (USED, 2019). Welborn will use this definition as a benchmark for growth as we strive to better serve the basic needs of our students.

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

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

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

Welborn serves a significant student population who have experienced multiple adverse childhood



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

To cultivate a welcoming climate and culture, Welborn will use the IPG support to

- expand staff awareness of and capacity to use restorative practices, a nonpunitive approach to handling conflict in the school setting. Common elements of restorative practices range from informal and affirmative practices, such as the use of affective statements to convey how the behaviors of others affect an individual’s feelings, to more formal practices, such as restorative conferences or mediation in response to serious incidents (USED, 2019). These practices have been demonstrated to reduce the overall use of suspensions and amount of learning time lost to suspensions and positively affect teachers’ perceptions of teaching and learning conditions (RAND, 2017).
- engage in SEL professional learning with staff that includes an explicit focus on climate and culture.

### **Addressing Social and Emotional Learning (SEL)**





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

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

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

To address social and emotional learning, Welborn will use the IPG support to

- implement specific instructional strategies to promote prosocial behaviors—such as integrating SEL into academic content and emphasizing Positive Behavioral Interventions and Supports (PBIS) through coaching and professional learning focused on classroom management; and
- engage in targeted professional learning from RTI focused on SEL (summarized below) with an emphasis on *Trauma Sensitive and Resilient Schools*. RTI will support SEL development with a four-part approach that emphasizes building strong relationships, self-awareness, social awareness, and responsible decision making.

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

**Implementing Topical Community Advisory Groups**

Families and communities are allies and catalysts for improvement. Cultivating this kind of support requires attention to building trusting relationships with families. We will channel this support through topic-based community advisory groups that are expected to convene on a monthly basis. Community advisories bridge the gap between schools and the local community and create highly effective, innovative solutions that benefit both schools and the community. In addition, a Principal’s Advisory Council will be created in a three-part format—family and community, students, and staff—to offer guidance on how to continuously improve the partnership. All will meet separately with the principal and participate in cross-group meetings, as needed. The principal’s advisory council will be a demographic reflection of the community that they represent.

To engage the community through advisory groups, Welborn will use the IPG support to

- expand staff capacity through a community engagement coordinator who focuses on ways to meaningfully engage community members at Welborn. This person will be charged with developing structures for regular and ongoing community engagement.
- develop and launch outreach to community institutions and businesses to purposefully engage with students through projects.
- improve community communication through more regular (monthly) outreach and opportunities to support student learning through community events

### **Building Capacity for Change Management**

The final component of RTI's support will center around building leadership capacity for effective change management. Many studies have demonstrated relationships between effective school leadership and positive student achievement outcomes (e.g., Day et al., 2011; Heck & Halliger, 2009; Leithwood, Harris, & Hopkins, 2008; Louis, Dretzke, & Wahlstrom, 2010; Sebastian & Allensworth, 2012). Notable to Welborn, further research suggests that effective school leaders are statistically more likely to retain teachers in "disadvantaged schools" (Grissom & Loeb, 2011; Herman et al., 2016); teacher retention is fundamentally important for closing achievement gaps and increasing student outcomes. Leadership efficacy has been found to affect student achievement, with significant effects noted for the proportion of students in schools reaching or exceeding the state's proficiency level (Leithwood & Jantzi, 2008).

One focus of leadership support will be on developing an aligned instructional approach that will set the vision, expectations, and core values for instruction. Institutionalizing a shared instructional framework represents a systemic and sustainable approach to instructional growth. According to Schooling, Toth, and Marzano (2013), misaligned systems impact teacher effectiveness, and when schools do not have clearly defined approaches and common language to provide feedback and discuss their progress, growth can be stymied.

A facilitated design team will work together to define what real-world, authentic learning looks like for the students at Welborn aligned to improvement priorities and GCS imperatives. Working backwards from this vision, the team will then identify components of high-quality instruction that represent the core of the instructional philosophy at Welborn. Planning approaches, instructional strategies, and resources to support teachers will be aligned to ensure fidelity in the delivery of instruction. Coaching skills will also be synced to ensure consistent communication and support for instruction. Classroom observations, data collection, and debriefing will all be used to build capacity in consistently delivering rigorous and engaging instruction.

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

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

### **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)

Entity’s six strategic goals:

- Increase reading proficiency by 3rd grade
- Increase math proficiency in math I by 9th grade
- Increase completion of a career pathway by graduation
- Increase schools exceeding growth
- Decrease the achievement gap between black and Latino students and their white counterparts
- Increase organizational efficiency and effectiveness to better support student learning

School’s annual goals:

The Entity, in conjunction with Welborn, has proposed the following targets/goals for student achievement:

Achievement	18-19 (Baseline)	20-21	21-22	22-23
Reading	6th:40.8/27.2 7th:40.9/32.8 8th:27.3/18.2 6-8: 36.5/26.1	6-8: 41.3/29.4	6-8: 46.1/32.8	6-8: 52.5/37.3
Math	6th: 31.4/17.8 7th: 29.9/17.5 8th: 6.8/1.7 6-8: 25.7/13.8	6-8: 31.1/16.8	6-8: 36.5/19.8	6-8: 43.7/23.8

b) The Entity will monitor progress throughout the academic school year. Benchmark assessments are administered three times a year, and progress is shared with schools along with a side-by-side comparison of their goals for the year so that progress can easily be gauged. Central Office Support Services review data and conduct instructional walkthroughs and offer additional curriculum and instruction support on an ongoing basis. The Entity has also implemented Instructional Leadership Training in the area of Data-Driven Instruction for all Instructional Leadership Teams to equip them in the ready support of teachers and students.

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

January – June 2020 (Planning Year):

Activity	Expected Timing	Outcome Leading to Successful Implementation
<b>IPG launch and organization</b> including facilitated planning sessions focused on project structure (roles and responsibilities), establish work teams, define communication cadence, scheduling (with an emphasis	January - March	Project plan established to guide IPG implementation

on minimizing time away from instruction), finalize job descriptions and post, establish data collection procedures, introduce support team from RTI International		
<b>Recruit and Hire</b> IPG Coach for immediate start, RN and Therapeutic Counselor for July start	February - May	Coaches are hired and begin work Clinical staff are hired and begin preparing for transition into the school
<b>Establish and refine vision</b> across our key IPG elements with input from stakeholders: <ul style="list-style-type: none"> <li>• MTSS</li> <li>• High quality instruction</li> <li>• Mental and physical wellness</li> <li>• Climate and culture</li> <li>• SEL</li> <li>• Community advisory</li> <li>• Change management</li> </ul> Complete a facilitated change management diagnosis to identify barriers and strategies that best match the situation	February - March	Clear vision and change management diagnosis are completed. Action input is gained related to the specific activities and strategies we will implement
<b>Engage in a facilitated root cause analysis process</b> around key issues for Welborn with leadership, staff, district, and community teams. Plot root causes with addressability and match planning strategies. Leverage information from NCDPI needs analysis in December 2019	March - June	Assessment of underlying cause of challenges to better target support activity
<b>Clarify the action hypothesis</b> for Welborn (why we believe it will work and what it will take to drive success). Review and map existing initiatives to ensure connections are made to reinforce priorities	February - March	Hypothesis for improvement is prepared and refined
<b>Define and institutionalize measurable goals</b> for success (short term) aligned to the vision and action hypothesis of Welborn. Define any outstanding needs regarding data analysis and prepare process for baseline assessments as needed.	February - March	Realistic goals and milestones are established. Baseline determined for each dimension of the plan
<b>Engage community and staff in planning</b> efforts through structured engagement opportunities. Establish opportunities for ongoing external engagement in the IPG growth process. Will include groundwork for eventual community advisory	March - April	Structure established for regular input from critical stakeholders

<b>Prepare a customized blueprint for success</b> that forms a cohesive plan for improvement that uses each of the described activities during the planning phase. This includes a comprehensive plan for professional development and support aligned to the unique planning outcomes for Welborn	March - June	Completed comprehensive plan to guide the IPG efforts of Welborn
<b>Begin planning for school wellness improvements</b>	March - June	Define vision for wellness options available for students and staff
<b>Onboarding of new personnel</b>	May - June	Support and welcome new staff

**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):

<b>Activity</b>	<b>Expected Timing</b>	<b>Outcome</b>
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation	July - August	Staff alignment, level setting, and review of implementation plan
<b>Begin improvements to building (small scale)</b> and engage in planning for ongoing improvements over the course of the year, culminating in a completion in Summer 2021	July - August	Improve the physical learning and wellness environment at Welborn Academy
<b>Facilitated leadership team work sessions with RTI</b> , emphasis on MTSS and wellness integration. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision (monthly)	August - June	Develop leadership team acumen with core change management principles such as project management, cultivating urgency, and aligning initiatives. Improve staff facility to use data as a mechanism to inform continuous adaptation and improvement
Engage in <b>structured SEL professional learning</b> with staff. This includes co-facilitation by RTI and Welborn staff to ensure transferability of content for future sustainability. This year will focus on adult SEL, cognitive debiasing, relationships, and integrating SEL into academics (includes 7 half-day faculty workshops and job embedded support)	September - June	Improve staff capacity for SEL practices through a staged process. Build capacity of local coach to continue to deliver support



<b>Planning for community advisory</b> , includes development of structure, meeting cadence, event calendar, communication approach, recruitment of members	October - December	Develop final plans to community advisory, including authorship by school stakeholders
<b>Train and develop instructional coaches</b> at Welborn with RTI support. Support will be aligned to GCS model	September - June	Enhance locally sustainable practices that support high-quality teaching and learning
<b>Receive targeted, job embedded professional learning</b> and supplemental coaching as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Focus areas: MTSS, Restorative practices, school climate, high quality instruction	September - May	MTSS-specific training around restorative practices, staff collaboration tools
<b>Community advisory launch</b> , led by community engagement coordinator	January-February	Launch community advisory to begin more regular and purposeful outreach to families and stakeholders
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
<b>Refine blueprint</b> during summer planning period, including development of implementation schedule for 2021-2022 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan.	June	Revised blueprint prepared to guide 2021-2022 year

2021–2022 (Full Implementation Year):

Activity	Expected Timing	Outcome
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation	July - August	Staff alignment, level setting, and review of implementation plan
<b>Expansion of physical upgrades to facility</b> as needed to complete plan from Spring 2020. Create a welcoming wellness area for staff, students, and the community	July – August	Final improvements to Welborn Academy facility
<b>MTSS capacity building</b> with staff, emphasis on Tier 2 and 3 interventions and connecting lessons learned across Welborn.	September – May	Improve staff acumen with MTSS and tiered interventions. Improve connections to GCS MTSS model
<b>High quality instructional development</b> through continued support of instructional coaches and implementation of instructional strategies aligned	September - May	Build capacity among school-based instructional coaches to improve the quality of instruction
<b>Continue and improve community advisory</b> process based on lessons learned from initial year. Expand topic focus areas based on needs	October – April	Expand community engagement opportunities
<b>Continue facilitated leadership team work sessions with RTI</b> , emphasis on MTSS and wellness integration. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision (monthly)	October – June	Build sustainable skills and processes to maintain growth among leadership staff
<b>Sustainability planning</b> through a gradual release and co-led support from RTI to ensure capacity of local staff has been effectively established to sustain practices	January - June	Identify progress towards sustaining practices without a third-party support partners
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context. Review and update the overarching project plan
<b>Refine blueprint</b> during summer planning period, including development of implementation schedule for 2022-2023 year. Reassess progress towards	June	Revised blueprint prepared to guide 2022-2023 year

identified goals.		
2022–2023 (Sustainability Year):		
Activity	Expected Timing	Outcome
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation. Prioritize areas for final year focus	July - August	Prioritize areas for final year focus and ensure a clear plan is in place for growth
<b>Content based support</b> will be provided as needed based on the focus areas and emerging needs: <ul style="list-style-type: none"> <li>• MTSS</li> <li>• High quality instruction</li> <li>• Mental and physical wellness</li> <li>• Climate and culture</li> <li>• SEL</li> <li>• Community advisory</li> <li>• Change management</li> </ul> This will be limited in nature based on capacity built. Support may focus on “booster” or refresher content for new staff	August – May	Development of staff capacity across IPG focus areas to support continued student proficiency gains
<b>Sustainability planning</b> during final year of implementation to ensure structures and processes will endure beyond IPG term. Includes monthly leadership team meetings to prioritize focus areas for continued support in the final year. RTI has begun a gradual release to ensure capacity of local staff has been effectively established	July - December	Use data from prior years to build a final sustainability plan with reduced support from external partners
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
<b>Final review</b> of implementation effort during summer planning period. This will also include development of implementation schedule for 2023-2024 year. Reassess progress towards identified	June	Revised blueprint prepared to guide 2023-2024 year led exclusively by sustained efforts of the school



goals.		

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

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

Note: An Entity’s budget should not exceed:

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

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

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

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

<b>SCHOOL (SAMPLE) BUDGET</b>				
<b>Year 1 2019-20 (Planning)</b>	<b>Year 2 2020-21 (Full Implementation)</b>	<b>Year 3 2021-2022 (Full Implementation)</b>	<b>Year 4 2022-2023 (Sustainability)</b>	<b>Four - Year Total</b>
\$146,000	\$475,000	\$480,000	\$295,000	\$1,396,000
<b>SCHOOL (PROPOSED) BUDGET</b>				
<b>Year 1 2019-20 (Planning)</b>	<b>Year 2 2020-21 (Full Implementation)</b>	<b>Year 3 2021-2022 (Full Implementation)</b>	<b>Year 4 2022-2023 (Sustainability)</b>	<b>Four - Year Total</b>
<i>N/A</i> Principal Retention Incentive	\$20,000 Principal Retention Incentive	\$20,000 Principal Retention Incentive	\$20,000 Principal Retention Incentive	\$60,000
\$35,633.44 IPG Coach	\$106,900.31 (1.0 FTE) IPG Coach	\$106,900.31 (1.0 FTE) IPG Coach	\$106,900.31 (1.0 FTE) IPG Coach	\$356,334.37
<i>N/A</i> School Nurse	\$65,959.20 (.80 FTE) School Nurse	\$65,959.20 (.80 FTE) School Nurse	\$24,734.70 (.30 FTE) School Nurse	\$156,653.10
<i>N/A</i> School-based Therapist	\$66,274.40 (.80 FTE) School-based Therapist	\$66,274.40 (.80 FTE) School-based Therapist	\$24,852.90 (.30 FTE) School-based Therapist	\$157,401.70
\$32,000 Partnership Costs - RTI	\$86,000 Partnership Costs - RTI	\$86,000 Partnership Costs - RTI	\$52,500 Partnership Costs - RTI	\$256,500
\$15,000 School-based clinic equipment/location	<i>N/A</i> School-based clinic equipment/location	\$10,000 School-based wellness infrastructure	<i>N/A</i> School-based wellness infrastructure	\$25,000
\$25,000 Communication Marquee	<i>N/A</i> Communication Marquee	<i>N/A</i> Communication Marquee	<i>N/A</i> Communication Marquee	\$25,000
\$30,000 Staff Development	\$15,000 Staff Development	\$15,000 Staff Development	\$10,000 Staff Development	\$70,000
\$50,000 Active/Flexible Seating Phase One	\$94,000 Active/Flexible Seating Phase Two	\$84,000 Active/Flexible Seating Phase Three	<i>N/A</i>	\$228,000
\$8,000 Welcome Center infrastructure	\$15,000 Student Culture/Wellness	\$15,000 Student Culture/Wellness	\$10,000 Student Culture/Wellness	\$48,000
<i>N/A</i>	\$30,000 Learning Excursions	\$30,000 Learning Excursions	\$30,000 Learning Excursions	\$90,000
<i>District budget</i> Opportunity Culture Incentives	<i>District budget</i> Opportunity Culture Incentives	<i>District budget</i> Opportunity Culture Incentives	<i>District budget</i> Opportunity Culture Incentives	\$0
<b>TOTAL</b> \$195,633.44	\$499,133.91	\$499,133.91	\$278,987.91	\$1,472,889.17

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:** *School based nurse and therapist will be hired to begin in year two. Salaries are based on expectations given GCS's salary scale. IPG coach will be hired immediately and includes partial costs in year one. Salary based on GCS's salary scale. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal for year one. Staff development costs are aligned to the GCS's salary schedule for workshop participants. Opportunity Culture costs are aligned to the IPG effort but will be sustained by the GCS budget. Infrastructure costs will take place in year one in order to create a more positive and wellness-focused atmosphere for our first year of full implementation. An informational marquee will be purchased and installed to better engage the families and communities in school events and opportunities for support. To support whole school wellness, staff development, student wellness activities and spaces, annual student learning excursions, and active classroom seating are needed to promote a learning environment that is inviting and nurturing for students. We understand that all budget figures are subject to revision based on the final grant award.*

Justification for 2020-21 (Full Implementation) budget:

**Response:** *School based nurse (.8 FTE) and therapist (.8 FTE) salaries are based on expectations given GCS's salary scale. IPG coach includes full salary (1.0FTE). Salary based on GCS's salary scale. Principal retention bonus based on GCS-established incentive structure based on similar district incentive structures. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal for year two, including more intensive support than year one. Staff development costs are aligned to the GCS's salary schedule for workshop participants. Opportunity Culture costs are aligned to the IPG effort but will be sustained by the GCS budget. Infrastructure costs are based on a quote provided by GCS facilities for infrastructure upgrade costs. To support whole school wellness, staff development, student wellness activities and spaces, annual student learning excursions, and active classroom seating are needed to promote a learning environment that is inviting and nurturing for students. We understand that all budget figures are subject to revision based on the final grant award.*

Justification for 2021-22 (Full Implementation) budget:

**Response:** *School based nurse (.8 FTE) and therapist (.8 FTE) salaries are based on expectations given GCS's salary scale. IPG coach includes full salary (1.0FTE). Salary based on GCS's salary scale. Principal retention bonus based on GCS-established incentive structure based on similar district incentive structures. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal for year three. Staff development costs are aligned to the GCS's salary schedule for workshop participants. Opportunity Culture costs are aligned to the IPG effort but will be sustained by the GCS budget. Infrastructure costs are based on a quote provided by GCS facilities for infrastructure upgrade costs. To support whole school wellness, staff development, student wellness activities and spaces, annual student*



*learning excursions, and active classroom seating are needed to promote a learning environment that is inviting and nurturing for students. We understand that all budget figures are subject to revision based on the final grant award.*

Justification for 2022-23 (Sustainability) budget:

**Response:** *School based nurse (.3 FTE) and therapist (.3 FTE) are based on scaled back support in sustainability year. This may be supplemented by district or other funding sources to maintain positions at a higher FTE level if needed. Salaries are based on expectations given GCS's salary scale. IPG coach includes full salary (1.0FTE). Salary based on GCS's salary scale. Principal retention bonus based on GCS-established incentive structure based on similar district incentive structures. Partnership costs with RTI are based on quote provided to deliver to outline of services described in the proposal for final sustainability year and focus on stepped-down support. Staff development costs are aligned to the GCS's salary schedule for workshop participants. Opportunity Culture costs are aligned to the IPG effort but will be sustained by the GCS budget. Infrastructure costs are not present in the final grant year. To continue to support whole school wellness, staff development, student wellness activities and spaces, and annual student learning excursions are needed to promote a learning environment that is inviting and nurturing for students. We understand that all budget figures are subject to revision based on the final grant award.*

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

Data Point	Year	20 <sup>th</sup> Day	40 <sup>th</sup> Day	60 <sup>th</sup> Day	80 <sup>th</sup> Day	100 <sup>th</sup> Day	120 <sup>th</sup> Day	140 <sup>th</sup> Day	160 <sup>th</sup> Day	180 <sup>th</sup> Day	Final
ISS (Incident Count)	2018-19	2	7	7	2	4	8	4	1	2	37
	2019-20	14	38								
	Average										
	2020-21										
	2021-22										
OSS (Incident Count)	2018-19	2	16	14	8	9	10	14	7	13	93
	2019-20	6	30								
	Average										
	2020-21										
	2021-22										
Student Attendance %	2018-19	95.1	95.0	93.3	93.8	93.7	91.5	93.1	92.8	90.3	93.2
	2019-20	96.0	93.9								
	Average										
	2020-21										
	2021-22										
Certified Attendance %	2018-19	95.4	88.6	89.3	90.7	90.5	88.8	86.5	90.2	93.7	90.6
	2019-20	96.4	92.2								
	Average										
	2020-21										
	2021-22										
Math 6 (GLP / CCR %)	2018-19	31.4/17.8									52.0/24.0
	2019-20										
	Average										
	2020-21										
	2021-22										
	2022-23										
	2018-19	25.7/13.8									
	2019-20										
	Average										
	2020-21										
Math Composite (GLP / CCR %)	2018-19	36.5/26.1									
	2019-20										
	Average										
	2020-21										
	2021-22										
	2022-23										
	2018-19	27.3/18.2									
	2019-20										
	Average										
	2020-21										
Reading 8 (GLP / CCR %)	2018-19	33.8/21.8									
	2019-20										
	Average										
	2020-21										
	2021-22										
	2022-23										
	2018-19	50.7/33.8									
	2019-20										
	Average										
	2020-21										
Science 8 (GLP / CCR %)	2018-19	38.6/24.8									
	2019-20										
	Average										
	2020-21										
	2021-22										
	2022-23										
	2018-19	43.4/27.8									
	2019-20										
	Average										
	2020-21										