IPG Application:

2020 NC Innovative Partnership Grant (IPG) Competition
Cohort IB - (July 2020 – September 2023)

ENTITY: Charlotte-Mecklenburg Schools   **ENTITY Code:** 600

SCHOOL: Charlotte-Mecklenburg Academy   **NCDPI SCHOOL #:** 461

IPG Entity Contact Name: Kelly Price

IPG Entity Contact Title: Executive Director, Federal Programs

IPG Entity Contact Phone: 980-343-6950

IPG Entity Contact Email: kellyw.price@cms.k12.nc.us

Purpose of the Program:
To carry out the State Educational Agency's statewide system of technical assistance and support for Entities,[1] which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school[2] 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.

March 27, 2020 – Innovative Partnership Grant Applications due date to NCDPI:
Two (2) applications are due to mailto:susan.brigman@dpi.nc.gov (copied to 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 March 27, 2020 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 five (5) additional pages to respond to Questions in C-III ONLY, if applicable.)

All IPG questions / correspondence should be directed to:

Susan Brigman, Interim Assistant Director, Federal Programs @ NCDPI   Email: mailto:susan.brigman@dpi.nc.gov

---

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

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

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

No point value assigned for this section; however, any application without <u>each</u> Assurance box checked will not be reviewed beyond this point in the application, nor considered for the Innovative Partnership Grant.

By checking <u>each</u> box, the Entity is making the following Assurances if awarded an Innovative Partnership Grant:

<u>The North Carolina Department of Public Instruction (NCDPI) Assurances:</u>
The Entity submitting this application, hereby assures that it will:

✓ Use its Innovative Partnership Grant, <u>in collaboration with a Partner</u>, 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.) Certified Staff attendance rate;

     (others as determined by NCDPI)

✓ Ensure that the 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 (July 1, 2020 – June 30, 2023). *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*

☒ Ensure the CSI school is using NCStar for School Improvement planning.

☒ Ensure the CSI school is using NCStar for School Improvement planning.

✓ Not reassign the IPG Principal during the first two (2) years of 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 IB 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.

Earnest Winston

Name of Superintendent

Signature of Superintendent

3/11/2020
3/24/2020

Date Signed

Elyse Dashew

Name of Board Chair

Signature of Board Chair

3/24/2020

Date Signed

For State Use Only

Date Received: Click or tap to enter a date.   Received by: Click or tap here to enter text.

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

APPLICATION NARRATIVE:

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

Required information – no point value assigned for this section.

An Entity must identify
- CSI School (Name) the Entity commits to serve (if awarded);
- county in which the school is located;
- 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:	County	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Charlotte-Mecklenburg Academy	Mecklenburg	K-12	Public, Separate	461	RTI International

*Entities may propose a partner of their choice (not on the list); however, the applicant Entity must provide justification (Section C-III) for the selection of the proposed partner not on the list, which will then be vetted in a process similar for 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) EXTERNAL PARTNER: The Entity/School must use its Innovative Partnership Grant, in collaboration with a Partner, to implement fully and effectively research-based school improvement strategies. 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).

If the applicant Entity proposes to partner with someone NOT on the vetted and approved list – in the "Proposed Partner" column – list "other" and respond to the prompts in C-III to provide justification for selecting the Partner.

No overall application points assigned for this section. See Level I scoring rubric (final page) for explanation of how information will be used in assessing application quality.

C-I. 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 C-III)

C-II. Fill in the following organizational information for the external partner selected for the IPG program.

(Note: If more than one partner was selected, complete for each partner.)

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

Response: RTI International

(b) Name of the proposed organization's contact:

Response: Laurie Baker, Ed.D.

(c) Position of contact:

Response: Director, Center for Education Services

(d) Telephone number of contact:

Response: 804-350-0737

(e) Email address of contact:

Response: lbaker@rti.org

C-III. Provide a detailed rationale for selection of an external partner not on the pre-vetted list, including: a) rationale for not selecting one of the pre-vetted partners; b) type of service provider (i.e., comprehensive or intervention model); c) approach to serving as a CSI Service Partner in supporting LEAs/Schools (i.e., assessing need and developing action plan, working with staff); d) formative evaluative approach to ensure quality of services, and effectiveness of action plan and implementation; and e) evidence of past success reflecting how services led to improved student achievement.

(Note: The "other" partner selected will be vetted based solely on your responses and is not guaranteed to be approved as a qualified IPG partner.)

(Note: Applicant may take up to an additional five (5) pages to respond to this requirement only (if applicable).

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

   Response: <u>N/A</u>

(b) Type of service provider:

   Response: <u>N/A</u>

(c) Approach to serving as a CSI Service Partner in supporting LEAs/Schools:

   Response: <u>N/A</u>

(d) Formative evaluative approach to ensure quality of services, and effectiveness of action plan and implementation:

   Response: <u>N/A</u>

(e) Evidence of past success reflecting how services led to improved student achievement:

   Response: <u>N/A</u>

(D) NEEDS ASSESSMENT: 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").

Maximum point value for this section is 32.

D-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. (32 pts. maximum)

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

(a) Instructional Programs – the Entity has analyzed the needs of the school and has demonstrated how the selected interventions align to the needs of the school:

Response: Charlotte-Mecklenburg Academy (CMA) is unique in that it is the only public, separate K-12 school exclusively for behavioral or emotional needs of students with disabilities (Exceptional Children, EC) in the LEA, thus serving students throughout the county. CMA's purpose is to serve students in the need of a highly structured school environment through positive behavior interventions and targeted academic support. The school enrolls all students in the program based on the intensity of their social, emotional, and behavioral needs identified through the Individualized Education Program (IEP) process. Students who attend the school need greater support than what a typical school setting can provide. Students need specially designed instruction, social, emotional, and behavioral support, and small structured classrooms.

Based on a district demographics report, as of 3/13/2020, there are 82 students enrolled. Of those students, 21 are elementary (K-5), 27 are middle grades (6-8), and 34 are high school (9-12). Of the 82 students, 79.3% are male and 20.7% are female. The majority, 67.1%, of students are African American, 15.9% are White, 9.8% are Hispanic, 4.9% are multi-racial, and 1.2% are American Indian. In addition, 100% are students with disabilities and roughly 4.9% of the students served at the school qualify for Limited English Proficiency (LEP) services as well.

Over the last four years, CMA has utilized several data points to assess our instructional programs including student achievement, attendance, discipline data, and graduation rates, through the School Improvement Grant (SIG). The data for the 2018-2019 school year is located in the data tacker (Section L). While a traditional school can use formal state assessment data to support the level of rigor and instruction, this format does not provide an accurate analysis of the quality of teaching and learning that occurs at CMA. This data also does not account for the transient nature of the student population or their varied academic and emotional needs.

CMA utilizes student performance and discipline data through the Multi-Tiered System of Support (MTSS) process. These efforts, although not resulting in significant improvements in formal student achievement, are indicative of the steps needed to develop a healthy learning environment as evidenced by a 50% reduction in suspensions; however, a gap still exists between the core supports of the school and the

intensive supports needed to address all students' learning needs. CMA will continue its efforts to strengthen the MTSS to ensure that all teachers work closely with facilitators and administrators to develop teaching units that meet standards. Professional Learning Communities (PLCs) meet routinely to discuss academic barriers and are continuing to use data to make informed decisions with the goal of strengthening the core curriculum. Through partnerships with Better Lesson and Mastery Connect, CMA continues to work on student-centered assessments in order to continue its effort to improve data-driven instruction. A standardized reference data point utilized by both the LEA and school is the NWEA Measure of Academic Progress (MAP) assessment. The LEA uses this assessment platform to capture student growth in reading and math for grades K-8; however, CMA utilizes this platform for grades K-12, which helps to provide a clearer picture of instruction occurring within the school. A review of the 2018-2019 end-of-year MAP data indicates that 59% of the students who were also assessed at the beginning of the year met projected growth in reading. In math, 41% of the students with beginning- and end-of-year data met projected growth. This growth is a result of the school's focus on literacy for the past five years; however, not all students have made a minimum of a year's worth of growth in a year. After a comprehensive review of data, the school has determined that the root cause of students' learning problems stem from a history of trauma and mental health concerns.

Social Emotional Learning (SEL) is a key aspect of the CMA's core instructional program. Students have access to a comprehensive Student Services Team and interact with adults and peers on a daily basis. The foundation of the interaction is to demonstrate positive social skills through the implementation of the Boys Town Specialized Classroom Management (SCM) Model. CMA uses this model in conjunction with the Positive Action program to provide students with daily, social skills instruction. CMA also adjusted the master schedule to include check-in and check-out processes for the entire school. This ensures that teachers are promoting Positive Action in every classroom, every morning and reinforcing the SCM every afternoon. In addition, to address intensive SEL needs, the master schedule now includes a 45-minute intervention block to address those SEL needs, along with reading and math needs. On Fridays, during the intervention block, the school provides students with the opportunity to participate in clubs. Students participate in an elective rotation in a Makerspace environment where students are highly engaged in enrichment activities that promote learning.

Charlotte-Mecklenburg Academy engaged in a needs assessment involving several stakeholder groups. All groups identified that students' traumatic experiences and mental health needs are the top priorities. Despite everything the school has put into place to meet the academic needs of students, it became clear that students' academic needs were resulting from their traumatic experiences and underlining mental health issues. CMA recognizes that instructional needs vary based on a student's trauma and mental health background, which influence and inhibit learning. As noted above, it is the consensus of the needs assessment that, despite efforts to improve the instructional program, mental health diagnoses and students' traumatic experience negatively impact the development of a safe, supportive, productive learning environment. For example, the chart below shows that, during the 2018-19 school year, there was a significant increase in the number of suicide risk assessments (83) compared to the prior year of 44, nearly double the number, demonstrating one facet of the mental health needs of students. Thus far, there have been 51 suicide assessments during the 2019-20 school year. The chart below on the right indicates that over the last three years, 37% of the assessment findings are deemed moderate to high risk, which clearly illustrates the need for more intensive training for staff and mental health supports for students. Furthermore, in the last three years, many of these assessments have required the support of a mobile crisis unit and sometimes even medical staff and/or police to assist involuntarily transport of students for emergency mental health treatment. Thus, there is a significant need to develop a therapeutic learning environment that bridges the gap between schools and mental health services, which is the focus of our interventions and ties directly to the work RTI will offer.

CMA SUICIDE RISK ASSESSMENTS
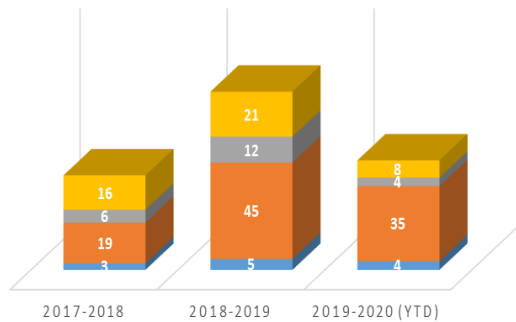
3 YEAR SUMMARY OF RISK LEVEL FINDINGS
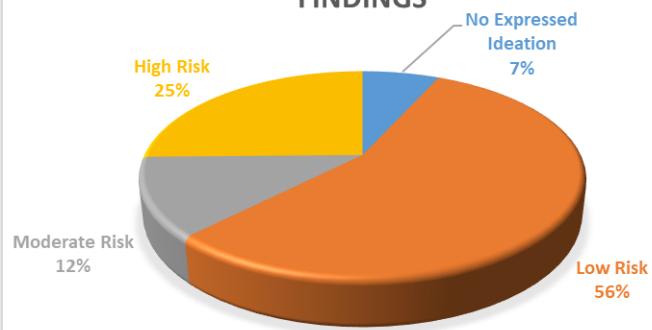
Leadership and staff recognize that the tools and resources currently available for a regular school setting do not meet the learning needs of students in this program. Students come to CMA with extensive trauma and mental health needs, contributing to significant interruptions in students' learning process and limiting proficiency on formal assessments. The staff has determined that the students' trauma and mental health are the root causes impeding learning; therefore, CMA determined that RTI International has the programs, trainings, and interventions that best meet the needs of our students, staff, and parents.

---

*(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.*

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

Response: ███████████████

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

Response: ████

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

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

Response: █████████

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

Response: ██████████████████████

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

Response: ███████████████████████████████
██
██
██
██
██
██████████████████████

██
██
██
██
██
██
██
███████████████████████████

██
██
██
██
██████████████████████████████

██
██
██
██
██████████████████████

██
██
██
██
████████████████████████████████

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

Response: The Title I department will allocate supplemental math support to the school through district Title I set aside funds. Charlotte-Mecklenburg Academy will have the option to select one of the following: a 0.5 master middle grade math teacher, salary differential for a 6th, 7th, and 8th grade math teacher, or contract with BetterLesson for math content and OpenUp for curriculum support.

The LEA will provide CMA with operational flexibility to provide professional learning subsidies to Teacher Assistants (TAs) beyond a set work schedule. The expected outcome is to increase staff capacity via professional development and improve recruitment and retention efforts. CMA will also work with the

district to create new positions, which require additional training similar to that of a qualified mental health professional. The salary of these new positions would be at higher pay grade than a TA. CMA and the district will collectively identify other flexibilities needed to ensure the work is truly innovative (i.e., restructure/reorganization) to align with data collected during the first year of the grant.

(c) <u>School Infrastructure</u> – the entity has analyzed the school infrastructure needs (both facility and human capital) and has demonstrated how the selected interventions align to the needs of the school:

Response: Over the past ten years, CMA has moved to five different facilities/school locations. In Fall 2019, the district invested in a new, state-of-the-art facility built and customized with specifications to meet the needs of the Exceptional Children's population. The current facility provides enough space for the program to divide and separate the elementary, middle, and high school programs from one another, while still providing all students access to elective area classes, media center, cafeteria, and gymnasium. The building includes several areas including classrooms, tutor rooms, and private offices where Behavior Management Technicians (BMTs) and support staff can conduct individual student counseling. The novelty and personalization of the school will not hinder students' academic growth; however, the need related to human capital pose unique challenges to the school. School Insight Data shows that 38% of the staff members report, "my school is a good place to teach and learn," compared to the national average of 70%. Recruiting and retaining staff in this school is indeed a problem. Therefore, in an attempt to improve the school climate and culture, all staff will participate in professional learning facilitated by our selected partner, RTI International. This will include a four-part approach: building strong relationships; self awareness; social awareness; and responsible decision-making. The approach, summarized in section E, includes implementing a Social-Emotional Learning (SEL) development plan.

The teacher turnover rate is high, which affects the learning progress of students and the lack of sustainability of classroom activities. In addition to the specific turnover rates found at the school, "attrition" or "burn-out," rate for special education teachers is extremely high compared to most other professions. Fifty percent of special education teachers leave their jobs within five years; half of those who make it past five years will leave within ten years. This equates to a75% turnover rate every ten years (Dage, 2006). Just like every year, this hinders school improvement efforts related to growth of instructional programs. Due to the intensity of the emotional and behavioral needs of the students, the school can't thrive with these continued turnover rates. In order to solve this problem, CMA must provide the opportunity for all staff including teacher assistants to receive the necessary training to address the social emotional needs of the student population. RTI International has the talent and resources to best meet these training needs.

A review of the 2019-2020 school's staffing data showed 85% of the 57 staff member team returned (excluding cafeteria and custodial staff). Teacher retention is slightly lower than the average with 83%, higher than the 78% retention rate the previous year. Teacher assistants are in the group with the lowest retention rate, accounting for73%. Since the review in September, an additional 3 teacher assistants left and the school is now operating with six TA vacancies, which is nearly 40% of the allotted TA positions. When compared to the TA data from 2018-2019, 67% returned from the previous year indicating a continued decline in the school's ability to hire and retain qualified teacher assistants to meet the unique needs of the students served. CMA's exit interview data shows that most people who leave have stayed in similar positions, but with higher salaries. Low wages play a role in the school's ability to attract and retain experienced employees, as evidenced by the number of people who decline job offers after a salary proposal. To date, CMA has recommended six different candidates for vacant positions, and only one recommendation accepted. If awarded, this grant will give Charlotte-Mecklenburg Academy the opportunity to subsidize teacher assistants for participating in school-wide professional development salaries, reclassify

the current job assignments to a higher salary grade, and add an additional mental health professional to the team.

In summary, CMA has identified the following areas of focus: staff retention; strategic professional development and coaching; student proficiency and growth; and balanced literacy enriched with social-emotional learning themes. By focusing on these needs, the school expects to see a decrease in staff turnover; decrease in OSS; increase in student attendance; increase in academic achievement; decrease in threat/suicide assessments; and an in increase graduation rates as noted in the goals outlined in the data tracker.

E. PARTNERSHIP SELECTION AND PLANNING: The School/Entity must describe its rationale for selecting the proposed external partner including consideration of varied stakeholder input (e.g., family, community, school staff), as well as processes for ensuring quality of services and accountability for performance and measurable outcomes.

NOTE: 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.

Maximum point value for this section is 56.

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

(a) Response: Leadership ensured that all stakeholders were engaged in the partner selection process. The initial discussion between parents and staff occurred during the school's bi-weekly School Improvement Team meeting. Charlotte-Mecklenburg Academy was intentional in ensuring all families had several opportunities to provide input regarding the needs of students at the school. CMA invited parents to attend a school-wide assembly and complete an online survey to identify the most significant needs of the school. In addition, CMA sent a survey to all families via a ConnectEd message to ensure all families within the school had the same opportunity to complete the survey. As shown in Figure 2, between the two opportunities, 10 parents completed the survey, which is approximately 12% of our student population. The results of the parent survey indicate that parents also agree that addressing the trauma and mental health issues of the students should be a high priority for the school. The results of the community and staff also showed this as a high priority, which was important when choosing the proposed partner.

School Needs Assessment Survey Results

Various stakeholders were given the opportunity to provide input regarding future needs for students. Each group was asked to rank their top three areas of support they believed students needed in order to be successful.
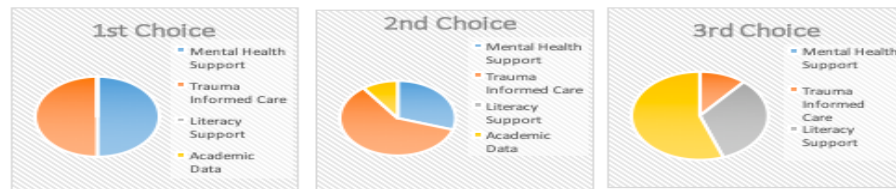
Figure 1 Parents & Families (10 responses)

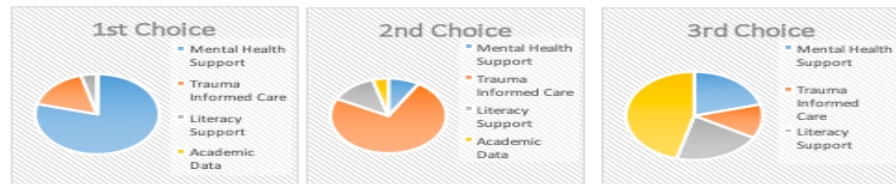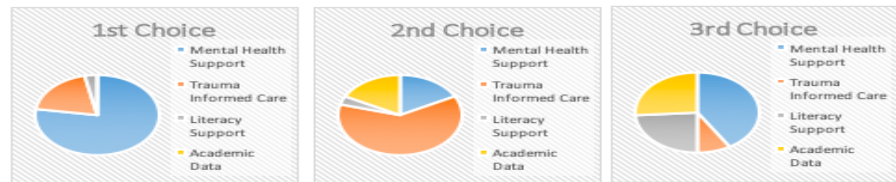**Figure 2 School Staff (24 responses)**

Figure 3 Community (32 responses)

(b) Response: The school community, including the district personnel/departments that support the school, also received the same survey questions to identify areas with significant student needs. There were 32 community members responded to the survey. As shown in Figure 3 above, results indicate that the community ranks mental health needs as the highest priority, followed by traumatic events experienced by students. The school also found this data to be equally important when determining, which partner could best serve the need of the students and staff.

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

(a) Response: School-level staff and administration were given numerous opportunities to identify the needs of students and to garner input and support for the proposed and vetted partners. Members of the school administration conducted an in-depth overview of each of the three potential partners with the entire staff. Based on the data collected from a narrowed list of partners, the administration conducted a staff meeting and provided an overview of the three remaining partners. An in-depth discussion ensued as all staff felt strongly that the most effective partner would be one who could, not only assess the needs of the school and support students, but also be able to facilitate the change process and address staff climate and culture. Ultimately, consensus was reached, and it was determined that RTI was the partner best qualified to address the needs of students as well as the compassion fatigue/secondary trauma that the staff experiences as a result of addressing complex, social and emotional needs.

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

(a) Response: The grant writing committee, comprised of administration, staff, and district personnel, researched each of the state- approved grant partners. Based on that information, the team developed a rubric, which listed the criteria that the school determined each partner should possess to best meet their needs. Based on that information, the grant team narrowed the list of potential partners and then conducted several phone conferences with at least one representative from each partner. The finalists were asked to develop a proposal on how they could best meet the needs of students and staff. At the conclusion, the leadership team summarized the proposal of each finalist for the staff, and they were given the opportunity to review and vote for their top selection. Ultimately, consensus was reached, and it was determined that RTI International is best suited to deliver the needed services.

(b) Response: The following criteria were used to create a guiding rubric where the team members assigned points based on the conversations had with each potential partner along with written summations provided by the partner:
- Research behind initiatives: To what extent do partners have research that supports the initiatives and support they can provide?
- Flexibility to align support to the school needs: Are they a canned program or are they process oriented and able to align their services to the needs of the school?
- Availability to provide in-house support from partner: Is support more consultation-based or partner direct coaching/assessing/planning/professional development?
- Background knowledge of mental health and trauma informed schools: Has the organization done research to identify best practices related to mental health needs and traumatic experiences students have experienced?
- Emphasis on school culture and climate: Does the partner provide support and direct services to improve the culture and climate of the school?
- Previous work in similar schools: Which partner has the most experience working with schools with students who have mental health needs and history of trauma?

Ultimately, consensus was reached that RTI International was best suited to meet the needs based on this data.

(c) Response: Charlotte-Mecklenburg Academy is committed to working closely with the RTI team to ensure partner accountability and progress toward meeting the school's goals. The following steps will be followed to ensure accountability and progress:
- The school will establish a district- and school-level IPG team that will meet quarterly to assess progress toward implementation and goal attainment.
- Input and suggestions will be sought during the district-level IPG team and shared with RTI contacts to modify any changes to the implementation plan.
- School leadership will meet with RTI point person at least monthly to assess current needs, to evaluate the implementation, to adjust timelines, to review relevant survey data from stakeholders, and to modify implementation plans and timeline.
- Annual goals will be evaluated to determine what aspects of the contract need to be adjusted or negotiated each year.
- The school will request regular, written feedback and communication from RTI as to progress toward implementation and goals and to any adjustments to the timeline

If the school's IPG team deems it necessary to modify the contract with the partner, leadership will notify the partner in writing and request a formal meeting to adjust the contract each year and/or to determine the contract if the partner is not meeting the guidelines or making progress toward implementing strategies or goals.

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

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

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

With the help of RTI, CMA will focus on building the capacity of staff to sustain improvements. During the summer of 2020, CMA and RTI will begin by reviewing the existing school improvement plan and needs assessments (both local and NCDPI) to inform how the partnership will tune the plan of action to best match the goals. This effort will result in a data-based performance baseline, engagement of stakeholders (including students, teachers, and community members), and alignment of planning efforts to district, community, and state initiatives.

By the fall of 2020, the focus will shift to planning change management strategies. This process answers three questions that inform design of support: What are we trying to change? How are we trying to change it? How will we know the change occurred? Collaboratively, the school and RTI will then diagnose the type of change desired and match it with the best-aligned change strategies. Early support focus will be on cultivating commitment and buy-in among school stakeholders and staff. Joint 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:

Though early assumptions have been made about the approach, the planning blueprint will inform the specific implementation actions that will occur in partnership with RTI during the IPG project engagement. The school expects to use a driver diagram, logic model, or similar approach to map the causal pathways and describe change ideas to accomplish specific aims. Popular for continuous improvement in healthcare,

the method will enable the team to visually illustrate the structures, processes, and norms that will create change. The output will also allow staff (and the community) to clearly identify how their individual actions contribute to the larger plan.

Additional detail regarding the planned implementation of research-based improvement strategies that extend beyond the planning period is included in section G and in the proposed implementation timeline.

F. CAPACITY: The Entity must demonstrate that it has the capacity to implement the research-based improvement strategies identified with the Partner and describe how resources will be leveraged to support full and effective implementation.

Maximum point value for this section is 16.

F-I. The Entity must describe the Entity's capacity to provide adequate resources and related support to the CSI School in order to implement, fully and effectively, the necessary research-based school improvement strategies and interventions of the Partner beginning on the first day of the first school year of implementation (Include examples of resources to be leveraged to support the CSI School.):

(a) Response: The EC Department will provide leadership and support in the form of a district-level Integrated Behavior Program Manager (IBPM), evidenced-based programming, and a site-based Board-Certified Behavior Analyst. The IBPM will ensure the BCBA, Behavior Management Technicians (BMTs) and Behavior Support Technicians (BSTs) receive the training and support needed to effectively impact mental health and trauma needs of students.

The district's office of Student Wellness & Academic Support (SWAS) collaborates with CMA to provide school-based mental health services via a community mental health therapist. With parent permission, this licensed treatment provider serves students who do not or cannot receive therapy outside of school hours. In addition, SWAS provides the school with coaching and technical assistance on building and maintaining a strong multi-tiered system of support. SWAS supports the school's counselor, social workers, and psychologists in the areas of evidence-based practices and integrated student services. Examples of pertinent professional development and department protocols include intensive behavior support, dialectical behavior therapy, and the district's suicide risk assessment protocol. The department also supports Youth Mental Health First Aid training.

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

(a) Response: Charlotte-Mecklenburg Academy receives various funding streams, including federal funds (Title I, CSI, SIG, and Title IV), and expenditures are aligned to data in the SIP and used to support the school's improvement efforts.

Title I Part A funds include: Instructional supplies for content areas and funding for improving parent and family engagement; priority with Kelly Educational Services (KES), the district's contracted service for substitute for all Title I schools using district Title I dollars; and a daily KES sub will be sent to the school to provide a daily substitute to ensure classroom coverage for 2020-21 school year.

CSI funds include: School Social Worker position for Social-Emotional Learning (SEL) support; instructional supplies for content area support; extended employment for staff and extended learning opportunities for students; and contracted services for core instructional support.

SIG funds include: Additional instructional and support staff; staff performance bonuses; job-embedded professional development opportunities; extended employment for staff and extended learning opportunities for students.

Title IV funds include: Services from the district's mobile crisis team; Bounce Back cognitive behavioral intervention for elementary children who have experienced trauma; Panorama Ed social and emotional skills screening tool; and American School Counseling Association national model series.

G: IMPLEMENTATION: The Entity/School must meaningfully engage all stakeholders, including families and communities in the implementation of the reforms, as well as, have a plan in place to ensure effective oversight of, support for, and implementation fidelity of the proposed research-based strategies.

Maximum point value for this section is 48.

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

(a) Response: Charlotte-Mecklenburg Academy will engage families in the implementation of the selected strategies through the following means:
- School Improvement Team (SIT) will continue to meet twice a month and continue to engage families in the decision-making process
- The IPG Project Manager will provide updates on the options for selecting research-based school improvement strategies at one of the monthly SIT meetings, and ask parents for input
- School leadership will provide updates at monthly parent events and survey parents to assess their input into the selection of research-based strategies
- Digital surveys will be sent home to all families to ensure all families have an opportunity to have input
- School leadership will invite families to serve as representatives on the IPG implementation team

(b) Response: : During the 2019-2020 school year, CMA developed a community task force comprised of teachers, support staff, and administration. The goal of this task force is to increase our community support. As CMA gains community partners, monthly community partner meetings will be held to go over how the work of the IPG will connect to their work as community partners. In addition, community stakeholders will be invited to bi-weekly SIT meetings where monthly updates will be provided regarding progress of the goals in relation to the overall school improvement plan. To add another layer of support and input from our community stakeholders, partners will be invited to be a part of the IPG implementation team that will also meet on a quarterly basis during the first year of the grant. This team will consistently work to ensure that all facets of the grant work are being implemented with fidelity.

G-II. The School must describe how it will implement, in accordance with its selected IPG Partner, one or more research-based school-improvement strategies.

(a) Response: In order to foster growth at the school, CMA will primarily focus on research-based approaches to improve *Social and Emotional Learning* for students. This approach is foundational to enabling the conditions necessary for high quality teaching and learning to occur, especially in a context in which 100% of students have an IEP. This approach aligns to our needs assessment which highlighted the following key points:

- Charlotte-Mecklenburg Academy is the only public school in the LEA designed for students with social-emotional disabilities
- All students at CMA have an Individualized Education Program (IEP) focused on their social, emotional, and behavioral needs
- All stakeholders identified that students' traumatic experiences and mental health needs as top priorities.
- The number of suicide risk assessments (83) in the 2018-19 school year nearly doubled as compared to the prior year (44)
- Students come to CMA with extensive trauma and mental health needs, contributing to significant interruptions in students' learning process, limiting proficiency on formal assessments.

Using the initial needs assessment and school improvement plan as a guide, the change approach is based on the following framework:

1	2	3	4
Strengthen the use of social and emotional learning practices in every classroom to improve school climate	Align instruction to a high-quality teaching and learning framework	Build leadership capacity for effective and sustainable change management	Ensure sustainability through a strong and effective Multi-Tiered System of Support (MTSS)

When applied thoughtfully, these four research-based strategies will best address the unique needs of the school. The research-based rationale for RTI's primary focus and each of the strategies is further described below. The implementation plan section of this application also details greater specifics such as timing, deliverables, and expected outcomes.

1. **Strengthen the use of social and emotional learning practices in every classroom to improve school climate**

The research of Abraham Maslow identifies the need for us to address "basic" needs before addressing "growth" needs (Maslow, 1987). Therefore, much of the focus will be on creating a school environment that better meets the basic and psychological needs of students so that receptivity to instruction will increase. Image reference: McLeod, S. 2018.
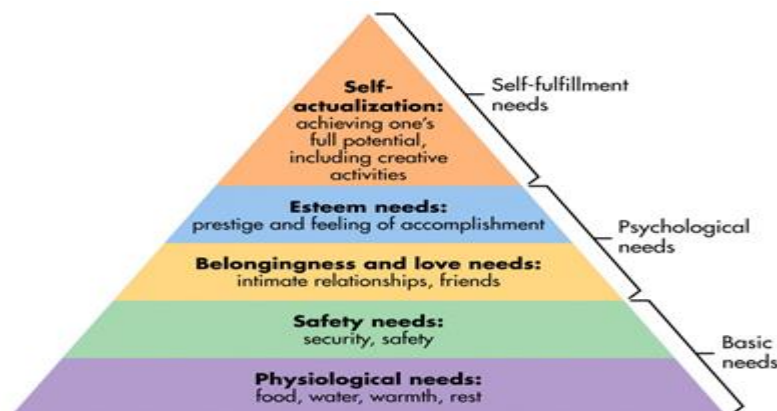
To better meet basic student (and staff) needs, school climate will be a focus of the IPG approach. The US Department of Education defines a positive school climate as follows: *A positive school climate reflects attention to fostering social and physical safety, providing support that enables students 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). CMA will use this definition as a benchmark for growth to better serve the basic needs of 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 increase engagement and academic outcomes (Yoder, 2014). Additionally, establishing a comprehensive system of learning supports is a critical part of addressing barriers to learning and to reengaging those who have been disengaged (Pickeral et al., 2009).

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

Charlotte-Mecklenburg Academy and RTI will partner to implement a SEL development plan that includes a four-part approach over five school semesters. The approach, summarized below, emphasizes building strong relationships, self-awareness, social awareness, and responsible decision-making.

Promoting Adult SEL: Cognitive Debiasing and Relationships	Integrating SEL and Academics — A Focus on Core Instruction	Trauma Sensitive and Resilient Schools	Advancing Equity in Social and Emotional Learning
EMPHASIS • Understand the importance of SEL and establish a shared language • Build a culture of SEL	**EMPHASIS** • Integrate approaches into classroom practice • Focus on core instruction and classroom management • Make SEL practices explicit	**EMPHASIS** • Address impacts of trauma on students (and staff) • Build resilience among facility and students	**EMPHASIS** • Ensure all students get the support they need • Refine policies and practices to reinforce equity and SEL
FOR WHOM All school faculty	**FOR WHOM** Teaching staff	**FOR WHOM** All school faculty	**FOR WHOM** School administrators
HOW • 3 half-day faculty workshops • Reusable resources and protocols for participants	**HOW** • Self-assessment • 4 half-day teaching faculty workshops • Instructional coaching • Reusable resources and protocols for participants	**HOW** • 3 half-day administrator workshops • 3 half-day teaching faculty workshops • Consulting and coaching support for administrators • Reusable resources and protocols for participants	**HOW** • 5 half-day administrator workshops • Consulting and coaching support for administrators • Reusable resources and protocols for participants
EXAMPLE SCHEDULE Semester **1**	**EXAMPLE SCHEDULE** Semesters **2-5**	**EXAMPLE SCHEDULE** Semesters **3-4**	**EXAMPLE SCHEDULE** Semester **5**

Promoting Adult SEL: Cognitive Debiasing and Relationships
This SEL series will build faculty understanding of the role that cognitive bias, authentic relationships and individual and collective action have in promoting safe learning environments. Additionally, participants will have a toolbox of strategies designed to combat cognitive bias and build authentic relationships with students and colleagues. During this series, participants engage in hands-on activities, focused discussions,

dilemma analysis, problem solving and goal setting for classroom implementation of strategies designed to promote authentic relationships and high expectations.

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

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

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

1. **Align instruction to a high-quality teaching and learning framework**

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

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

RTI's High Quality Teaching and Learning Framework

Student Agency and Efficacy	Culture of Caring	Future- and Real-World Oriented	Intentional Design	Learning Environment	Public Practice

Student Agency and Efficacy: 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).

Culture of Caring: 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).

Future- and Real-World Oriented: 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).

Intentional Design: 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).

Learning Environment: 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).

Public Practice: 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).

This instructional framework is undergirded by implementing a comprehensive professional development plan that includes job-embedded coaching and feedback. Teachers and school leaders are immersed in ongoing professional conversations and dialogue about the district's improvement initiatives. RTI will support Charlotte-Mecklenburg Academy's coaching approach by integrating three research-based approaches to coaching and professional learning facilitation. First, Dr. Jim Knight's seven principles of partnership promote teacher engagement with coaching, identification of relevant and meaningful goals, and focus on student learning (2007). Second, Dr.'s Costa and Garmston's cognitive coaching model supports people in becoming more reflective and transforming mental models of how new situations are addressed based on changes in practice, beliefs, and dispositions (2006). Third, Elena Aguilar's transformational coaching practices provide perspectives for supporting recipients through inquiry, change management, systems thinking, understanding themselves as adult learners, influences of systemic oppression, emotional intelligence, and compassion (2013). This three-pronged approach to coaching is a non-evaluative model that aims to develop the practices, common language, and reflection techniques of educators to move proactively toward improved teacher and student outcomes. Site-based school support is concentrated on the quality and rigor of instruction in classrooms, self- efficacy of instructional staff, and SEL and relational supports.

Professional learning workshops introduce educators to new approaches and strategies, while job-embedded

instructional coaching stimulates the self-reflection and self-analysis needed to improve or refine instructional effectiveness (Veenman & Denessen, 2001). While just 19% of teachers implemented a new practice in their classroom after attending a workshop that included modeling, practice, and feedback, 95% of teachers did so when coaching was added (Bush, 1984).

The use of sustained, high-quality instructional coaching for educator development provides one of the strongest known effect links between educator practice and student achievement: pairing coaching with group trainings is associated with +0.31 SD larger effect size on teacher instruction and +0.12 SD larger effect size on student achievement. When further paired with high-quality instructional resources and materials, as proposed, instructional gains increase by another +.21 SD (Kraft, Blazar, & Hogan, 2018). Because coaching is essential for implementing new practices, it will be provided to staff operating at both the classroom as well as administrative level at the school.

1. Build leadership capacity for effective and sustainable change management
One sustainability-focused component of RTI's support will center around building leadership capacity for effective change management. Many studies have demonstrated relationships between effective school leadership and positive student achievement outcomes (e.g., Day et al., 2011; Heck & Halliger, 2009 Leithwood, Harris, & Hopkins, 2008; Louis, Dretzke, & Wahlstrom, 2010; Sebastian & Allensworth, 2012).

RTI will support the principal and the school leadership team in consultative support to organize and tune the IPG action plan, 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.

Improving capacity for change management will be driven by monthly facilitated leadership teamwork sessions as well as an executive coach for the principal. Summer staff planning and development retreats will also be facilitated by RTI.

RTI has developed numerous resources, ranging from a change classification and diagnostic method, to a library of change strategies that can be matched with the diagnostic, to a change "derailer" protocol used for cultural reflection and readiness. The RTI change model is based on three components: Leadership, Momentum, and Organization.

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

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

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

Establishing and maintaining buy-in among stakeholders will be essential to project success. As part of a broader change management effort, the school will work with RTI to conduct an annual premortem process as part of the annual planning adjustment phase of the project. The premortem process is a research-based technique adapted from health care that is used to manage risks with complex, high-risk, forward-looking projects (Klein, 2007; Johns Hopkins, 2016). The process includes a careful review of hypothetical causes of failure or challenge from the perspective of the future. Teams work to assess probable causes, prioritize concerns, and assess both the impact and likelihood of each cause. Finally, teams work to define specific mitigating adjustments that can be made in the project to avoid such outcomes. Research indicates many advantages afforded by the premortem process, including diminished groupthink (Serrat, 2012), diminished fear of negative outcomes, and increased ability to correctly identify reasons for future outcomes by 30% (Mitchell, Russo, & Pennington, 1989).

1. Ensure sustainability through a strong and effective Multi-Tiered System of Support (MTSS)
Multi-tiered systems of support, which integrate supports for both academic and behavioral outcomes are one-way schools can 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 school-wide supports and strategies (USED, 2019).

Implementation of an effective MTSS approach requires an aligned curriculum, a common approach, and a common language as a foundation. 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. Therefore, as collaboration strategies become embedded into the day-to-day practices of staff, these techniques can be leveraged to support the school's MTSS processes to ensure a robust system of support unique to the needs of the school.

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

(a) Response: The creation of the IPG cross-functional team consists of school-based personnel as well as district personnel. The team will meet quarterly in the first year of the grant to complete the needs assessment with RTI. The team will evaluate the progress of implementation of the action steps and the progress of achieving goals. The cross-functional team will then meet every 90 days in the second and third years.

(b) Response: Two departments Charlotte-Mecklenburg Academy will work closely with are the Title I and Exceptional Children's departments. Supports from each are outlined below:

The Title I team will continue to provide direct support to CMA at least three times a month to support the implementation of grant strategies. The Title I team will participate in SIT meetings every two weeks and provide suggestions, coaching comments, and implementation guidance. In addition, the Title I team will meet monthly with the principal and IPG Project Manager to review the budget and to provide budget guidance. The Title I team will also periodically attend IPG-related professional development, extended employment opportunities, and RTI International meetings to assess the progress towards grant implementation and the quality of services received. The Title I Specialist will continue to review quarterly artifacts related to grant implementation in the school's Google Drive folder (i.e., DPI visits, TSQR reports,

CNAs, etc.) to assess impact and goal attainment and to provide support and guidance accordingly. As CMA exclusively serves students with exceptional needs, the school will continue to work closely with the district Exceptional Children's department to meet all guidelines, policies, and procedures related to students with disabilities. This work includes the participation of the assistant superintendent and directors as well as collaboration with program specialists. The assistant superintendent will provide direct support and supervision to the principal every week. The EC Department will engage in 90-day update meetings to determine collaboration and gain insight on the innovations created through the grant.

G-IV. The School must include a timeline delineating the steps it will take to implement the selected research-based strategies identified in the application.

Each implementation year is organized into three phases:
- **Summer 1:** July - August
- **Fall/Spring:** September - April
- **Summer 2:** May – June

2020–2021 (Full Implementation Year):

(a)   Response:

Activity: Summer 1	Targeted Outcomes
- IPG launch and organization, including facilitated planning sessions focused on project structure (roles and responsibilities), work teams, communication cadence, scheduling (with an emphasis on minimizing time away from instruction), and introduce support team from RTI International - Post IPG project manager position hired and onboarded - Two-day staff retreat to refine vision across key IPG elements and establish buy-in and ownership for the plan (facilitated by RTI) - Complete a facilitated change management diagnosis to identify barriers and strategies that best match the situation - Develop IPG overview communications for stakeholder awareness - Organize professional development and coaching plan for the 2020-2021 year - Complete service contracts with the district contracts office	- IPG kickoff and communication for stakeholder awareness - Project plan refined to guide IPG implementation - IPG staff position posted - Collect staff and stakeholder input related to the specific activities and strategies we will implement - Assessment of current causes of challenges to better target support activity - Define and institutionalize measurable goals for success (short term) aligned to the vision and action hypothesis of school

Activity: Fall/Spring	Targeted Outcomes
- IPG project manager position hired and onboarded - Monthly facilitated leadership teamwork sessions with RTI, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities,	Develop leadership team acumen with core change management principles such as project

implement change management strategies, review data, and align on instructional vision ● Engage in structured SEL professional learning with staff. This year will focus on cognitive debiasing and relationships. Expected to include up to 10 half-day faculty workshops with groups and up to weekly or bi-weekly job embedded instructional coaching support cycles with staff throughout the school year ● Complete midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning	management, cultivating urgency, and aligning initiatives. Improve staff facility to use data as a mechanism to inform continuous adaptation and improvement ● IPG staff position hired ● Enhance locally sustainable practices that support high-quality teaching and learning through coaching and professional learning

Activity: Summer 2	Targeted Outcomes
● Staff leadership retreat, including a review of data, onboarding of new staff members, and preparation for plan implementation. May include networking opportunities for collaboration with other IPG schools ● Refine IPG blueprint, including development of implementation schedule for 2021-2022 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan. ● Summer enrichment professional development for staff (as defined during the Summer 1 period) ● Structured data review with staff and stakeholders from 2020-2021 to inform action in 2021-2022 (facilitated by RTI) ● Organize individual work plans for staff to prepare for the next year ● Communicate IPG programming updates to community stakeholders and solicit input on the process so far ● Engage in sharing and vetting session with peer IPG schools (facilitated by RTI)	● Updates and adaptations to school implementation plan ● Stakeholder awareness of IPG progress ● Stakeholder input solicited to inform planning ● Network with peer IPG schools to share and learn from implementation

2021–2022 (Full Implementation Year):

(b)   Response:

Activity: Summer 1	Targeted Outcomes
● Two-day staff retreat to refine vision across key IPG elements and expand buy-in and ownership for the approach (facilitated by RTI) ● Develop staff tools, protocols, templates, and resources for use across school (led by school leadership team and RTI) ● Refine and finalize school year schedule for implementation ● Two consulting sessions with school administration to	● Define and institutionalize measurable goals for success (short term) aligned to the vision and action hypothesis of school ● Ensure broad awareness and ownership of IPG

support final preparations for the year	implementation plan among staff and stakeholders

Activity: Fall/Spring	**Targeted Outcomes**
● Monthly facilitated leadership teamwork sessions with RTI, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision ● Engage in structured SEL professional learning with staff. This year will focus on adult SEL and integrating SEL into academics. Expected to include up to 10 half-day faculty workshops with groups and up to weekly or bi-weekly job embedded instructional coaching support cycles with staff throughout the school year ● Receive targeted, job embedded professional learning focused on high quality teaching and learning for instructional staff. Customized based on an annual professional learning plan. Includes co-training and modeling specific content approaches to build school capacity ● Integration of co-led professional learning and coaching to school staff during the Spring semester ● Complete midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning	● Continue building 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

Activity: Summer 2	**Targeted Outcomes**
● Staff leadership retreat, including a review of data, onboarding of new staff members, and preparation for plan implementation. May include networking opportunities for collaboration with other IPG schools ● Refine blueprint during summer planning period, including development of implementation schedule for 2022-2023 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan. ● Summer enrichment professional development for staff (as defined each year during the Summer 1 period) ● Structured data review with staff and stakeholders from 2021-2022 to inform action in 2022-2023 (facilitated by RTI) ● Organize individual work plans for staff to prepare for the next year ● Communicate IPG programming updates to community stakeholders and solicit input on the process so far	● Updates and adaptations to school implementation plan ● Stakeholder awareness of IPG progress ● Stakeholder input solicited to inform planning ● Network with peer IPG schools to share and learn from implementation

- Engage in sharing and vetting session with peer IPG schools (facilitated by RTI)

2022–2023 (Full Implementation Year):

(c)   Response:

Activity: Summer 1	Targeted Outcomes
- Two-day staff retreat to refine vision across key IPG elements and expand buy-in and ownership for the approach (facilitated by RTI) - Refine staff tools, protocols, templates, and resources for use across school (led by school leadership team and RTI) - Refine and finalize school year schedule for implementation - Two consulting sessions with school administration to support final preparations for the year	- Define and institutionalize measurable goals for success (short term) aligned to the vision and action hypothesis of school - Ensure broad awareness and ownership of IPG implementation plan among staff and stakeholders

Activity: Fall/Spring	Targeted Outcomes
- Monthly facilitated leadership teamwork sessions with RTI, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision - Engage in structured SEL professional learning with staff. This year will focus on integrating SEL into academics. Expected to include up to 6 half-day faculty workshops with groups and up to bi-weekly job embedded instructional coaching support cycles with staff throughout the school year - Receive targeted, job-embedded professional learning focused on high quality teaching and learning for instructional staff, customized based on an annual professional learning plan. Includes co-training and modeling specific content approaches to build school capacity - Integration of co-led professional learning and coaching to staff during the entire year - Complete midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning	- Continue building 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 - Improve staff capacity for SEL practices embedded support. Build capacity of local coaches, counselors, and administration to sustain support - Organize budget plan for post-IPG activities

Activity: Summer 2	Targeted Outcomes
- Staff leadership retreat, including a review of data, onboarding of new staff members, and preparation for plan implementation. May include networking opportunities for	- Updates and adaptations to implementation plan - Stakeholder awareness of

<table>
<tr>
<td>

- collaboration with other IPG schools
- Sustainability planning during final year of implementation to ensure structures and processes will endure beyond IPG term
- Refine blueprint during summer planning period, including development of implementation schedule for 2023-2024 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan for continuity by school post-IPG
- Structured data review with staff and stakeholders from 2022-2023 to inform action in 2023-2024 (co-facilitated with RTI and school staff)
- Summer enrichment professional development for staff (as defined each year during the Summer 1 period)
- Engage in sharing and vetting session with peer IPG schools (facilitated by RTI)

</td>
<td>

IPG progress
- Stakeholder input solicited to inform planning
- Use data from prior years to organize final sustainability plan with reduced support from external partners
- Network with peer IPG schools to share and learn from implementation

</td>
</tr>
</table>

H. PERFORMANCE MONITORING: The Entity must establish annual performance goals reflecting progress in reading/language arts and mathematics; provide rationale for the goals; and identify progress targets based on leading indicators such as those defined in the Assurances Section at a minimum.

Maximum point value for this section is 16.

H-I. 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 (e.g., dropout rate (if applicable), in school suspension (if applicable), out-of-school suspensions, student attendance rate, and certified staff attendance) of this application:

(a) Response: CMA reviewed the school's performance data from the past five years of the School Improvement Grant (SIG) tracker to establish annual goals and compared SIG data to expected growth data for the school according to ESSA for students with disabilities, which is located in the district data platform. The goal of ESSA is to increase improvement increments by 3 percentage points. CMA set its IPG goal to increase grade level proficiency and college, career readiness by 5 percentage points every year. The school's goals for literacy are more aggressive than those for math due to the school's recent focus on literacy over the past five years of SIG. By setting growth targets of 5 percentage points, the school will be only 1.2 percentage points behind the ESSA target for math at the conclusion of the IPG grant. Through such small student test groups, the school set high school targets based on the average class size of 8 students in the EOC course and hopes to raise the proficiency level of one student each. The school converted the growth data into percentages for the data tracker. All goals are in the attached data tracker.

(b) **Response:** CMA set dropout rate targets in the same way as EOC growth targets. Looking at the current number of students assigned to the school's high school program, the goal is to decrease the number of students that drop out by one student per year of the IPG grant. This goal will result in two or fewer dropouts per year at the conclusion of the grant. CMA set the graduation rate targets at 50% for both fourth and fifth-year rates to reflect a goal of having all students assigned to the program graduate within in four or five years. Students with disabilities are able to remain in high school until the age of 22. These goals are also in the data tracker.

As for staff attendance, the data tracker displays the same information in all three grade levels as staff are assigned to the school. CMA set these goals based on the data over the past five years, with a growth goal of an increase of two percentage points each year. Student attendance data is displayed by grade level. As noted in the tracker, attendance is a much bigger challenge for high school students. The team determined that the annual goal for elementary students is to increase by 3 percentage points, which is closest to the goals set for the previous SIG tracker. For secondary students, the goal is to increase by 5 percentage points every year in an effort to close the gap and raise the total school average.

During SIG's five-year work, the number of out-of-school suspension decreased by about 50% but has remained stable for the past two years. CMA's data shows lower suspension rates in elementary compared to secondary. CMA looked at the averages for last year, and the current data to set a prediction for the 2019-2020 school year of 63 suspension at the high, 36 suspensions at the middle, and 27 at the elementary school levels. CMA then set the grade band target of 10% reduction per year. CMA will use additional measures to monitor the effectiveness of the school's learning environment such as tracking the number of student referrals logged in the school's referral management system SWIS, and monitoring students' engagement through formal and informal classroom observations.

To track the impact of prosocial interventions outside of suspension, Charlotte-Mecklenburg Academy will administer the Panorama Ed social and emotional screener in quarter 1 and quarter 3 each school year to monitor progress being made in the school's social and emotional core. To further understand students' mental health needs and progress made in response to school wide supports and individualized interventions, the teacher report or student self-report Strengths and Difficulties Questionnaire will be administered in quarter 2 and quarter 4. Combined, these two tools will allow CMA to understand if core, supplemental, and intensive services and supports are impacting student wellness. These leading indicators measure areas that will ultimately affect longer-term student achievement and overall performance.

J: SUSTAINABILITY: As part of the planning process the Entity should consider how to sustain reforms put into place at the end of the funding period.

Maximum point value for this section is 8.

J-I. The Entity must describe how it will sustain the reforms after the funding period ends (beginning with the 2023-2024 school year):

(a) Response: Charlotte-Mecklenburg Academy is aware of the importance of maintaining the plan developed through grant implementation. The support from RTI International will build the capacity of staff to meet the mental health needs of students and to ensure learning and mastery occur. A train-the-trainer model will develop staff leaders who will have the capacity to continue to provide ongoing professional development for new staff. In addition, the goal of restructuring the staffing at the school will allow the principal to trade positions, such as vacant TA positions, in order to retain the Mental Health Specialist and the Behavior Management Technician positions. The members of the School Improvement Team will assume the responsibilities of the IPG Project Manager under the leadership of the principal, which will ensure that the school transformation plan outlined in this grant will continue, eliminating the need for an IPG Project Manager. CMA will work closely with the district to continue the creative staffing model that may be an outgrowth of the needs assessment conducted by RTI. In addition, CMA will continue to seek additional funding via grants and partnerships in order to sustain the stipend for teacher assistants. Extended employment opportunities will improve the staff ability to meet students' mental health needs, so they have greater opportunities for learning, The goal is to train and equip staff with the skills and knowledge needed to meet the social, emotional, mental health, and academic needs of students, which will hopefully decrease the number of staff turnover.

(K) 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:

Maximum point value for this section is 8.

Note: An Entity's budget should cover all of the years of implementation (3) and be of sufficient size and scope to implement: the selected Partnership in the CSI School, the salary and benefits of the IPG School Coach, and any additional funding the applicant school will require to carry out the research-based school improvement strategies proposed in this application.

Note: An Entity's budget may not exceed:

2020 – 2021: $500,000
2021 – 2022: $500,000
2022 – 2023: $500,000

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

NOTE: Proposing 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 (3.0) Years

SCHOOL (SAMPLE) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
$475,000	$480,000	$480,000	**$1,435,000**
SCHOOL (PROPOSED) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
$500,000	$500,000	$500,000	**$1,500,000**

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

Justification for 2020-2021 budget:
(a)   Response:

Budget Alignment	Budget Justification	Amount
IPG Project Manager	The project manager provides oversight and monitors the implementation of grant initiatives and related expenditures. The role of the IPG project manager contributes to increasing overall school performance by ensuring school leaders and teachers look at multiple measures and use these data to improve learning outcomes 1 FTE Salary: = $85,979.25 Benefits = $32,958.05 (includes social security,retirement,hospital,workers compensation,unemployment insurance, and life)	$118,937.30
RTI Partnership Contract	The school will enter into a contractual agreement with RTI to provide consultative support services for the principal and the school leadership team. The service is part training and part consultation to ensure that the grant is successful and includes a regular cadence of work sessions and check-in meetings across the 3 years of implementation. The first year will focus mainly on planning, processes and structures as well as professional development and coaching support. Costs are fully inclusive of materials and supplies associated with professional development, coaching, and consulting support	$125,000.00
Travel/School Visits	The IPG team of five will travel to 3 model schools that are currently implementing trauma informed care and mental health supports during the first year of the grant in an effort to become a national school model. Flights: $500/flight x 5 staff x 3 site visits = $7,500 Hotel: $200/night x 5 staff x 3 site visits = $3,000 Food: $42.10/daily per diem x 5 staff x 2 days x 3 site visits = $1,263 Transportation: $100/day x 2 days x 3 site visits = $600	$12,363
PD Stipend	Instructional support staff will participate in professional development activities throughout the year tied to the work of the grant. Stipend: $300/session x 10 sessions x 16 staff = $48,000 Benefits = $14,203.20 (includes social security, retirement, workers compensation)	$62,203.20
BMT	The Behavior Modification Technician (BMT) promotes the safety, well-being, and educational success of students by implementing behavior management programs and	$48,066.92

	working as a team member to increase social, behavioral and academic skills needed for success. (2 BMTs) will be hired in the second ½ of the year once the work with RTI starts. Salary for 2 for ½ year: = $31,709.87 Benefits for 2 for ½ year = $16,357.05 (includes social security,retirement,hospital,workers compensation,unemployment insurance, and life)	
Mental Health Specialist	Provides vision, leadership, and management of the school-based mental health program to assure a broad spectrum of services that address student and family needs and enhance the student's ability to function in school, at home and in the community. (1 Mental Health Specialist) will be hired in the second ½ of the year. Salary for 1 for ½ of the year: = $28,587.48 Benefits for ½ of the year = $18,438.60 (includes supplementary pay, social security,retirement,hospital,workers compensation,unemployment insurance, and life)	$47,026.07
Extended Employment	Extended employment opportunities for staff throughout the year. Salary: = $30,000 Benefits = $8,877.00(includes social security, retirement, workers compensation)	$38,877.00
Contracted Services	Contracted services to partner with Art/Rec/Music therapy providers to build capacity of our students and staff. This may also include contracting with RULER, BoysTown or other partners to provide PD/support outside of what RTI is offering	$30,000.00
Instructional Supplies	Instructional supplies and social and emotional learning materials to support the work of the grant	$7,848.02

Indirect costs: $9,678.50

Justification for 2021-2022 budget:

(b)   Response:

Budget Alignment	Budget Justification	Amount
IPG Project Manager	The project manager provides oversight and monitors the implementation of grant initiatives and related expenditures. The role of the IPG project manager contributes to increasing overall school performance by ensuring school leaders and teachers look at multiple measures and use these data to improve learning outcomes. Salary 1 FTE Salary: $85,979.25 x 5% = $90,278.21 (5% Raise built in due possibility of state or local increase) Benefits = $36,232.97 (includes social security, retirement,hospital,workers compensation,unemployment	$126,511.18

	insurance, and life)	
RTI Partnership Costs	The school will enter into a contractual agreement with RTI to provide consultative support services for the principal and the school leadership team. Year 2 will be more about developing capacity within school staff and leaders to sustain practices, support goals and objectives, and trouble-shoot challenges and shifts in implementation. Costs are fully inclusive of materials and supplies associated with professional development, coaching, and consulting support	$123,000
PD Stipend (plus benefits)	Instructional support staff will participate in professional development activities throughout the year tied to the work of the grant. Stipend: $300/session x 10 sessions x 16 staff = $48,000 Benefits = $15,043.20 (includes social security, retirement, workers compensation)	$63,043.20
BMT	The Behavior Modification Technician (BMT) promotes the safety, well-being, and educational success of students by implementing behavior management programs and working as a team member to increase social, behavioral and academic skills needed for success. (2 BMTs) 1 will be funded fully from the grant and the other will be .5 split funded with the grant and Title I or ADM. Salary: = $48,991.75 Benefits = $26,399.44 (includes social security, retirement, hospital, workers compensation, unemployment insurance, and life)	$75,391.19
Mental Health Specialist	Provides vision, leadership, and management of the school-based mental health program to assure a broad spectrum of services that address student and family needs and enhance the student's ability to function in school, at home and in the community. 1 FTE (5% Raise built in due possibility of state or local increase) Salary: = $60,033.72 Benefits = $39,997.89 (includes supplementary pay, social security,retirement,hospital,workers compensation,unemployment insurance, and life)	$100,031.61
Instructional Supplies	Instructional supplies and social and emotional learning materials to support the work of the grant	$3,317.77
Indirect Costs: $8,705.05		

Justification for 2022-2023 budget:

(c)   Response:

Budget Alignment	Budget Justification	Amount

IPG Project Manager	The project manager provides oversight and monitors the implementation of grant initiatives and related expenditures. The role of the IPG project manager contributes to increasing overall school performance by ensuring school leaders and teachers look at multiple measures and use these data to improve learning outcomes. 1 FTE Salary: $90,278.21 x 5% = $94,792.12 (5% Raise built in due to possibility of state or local increase) Benefits = $39,731.63 (includes social security,retirement,hospital,workers compensation,unemployment insurance, and life)	$134,523.75
RTI Partnership Costs	The school will enter into a contractual agreement with RTI to provide consultative support services for the principal and the school leadership team. Year 3 has a focus on continuation and sustainability after the grant ends. Costs are fully inclusive of materials and supplies associated with professional development, coaching, and consulting support	$84,000
PD Stipend (plus benefits)	Instructional support staff will participate in professional development activities throughout the year tied to the work of the grant. Stipend: $300/session x 10 sessions x 16 staff = $48,000 Benefits = $15,883.20 (includes social security, retirement, workers compensation)	$63,883.20
BMT	The Behavior Modification Technician (BMT) promotes the safety, well-being, and educational success of students by implementing behavior management programs and working as a team member to increase social, behavioral and academic skills needed for success. (1 BMT) Salary"= $33,641.01 Benefits = $18,885.23 (includes social security,retirement,hospital,workers compensation,unemployment insurance, and life)	$52,526.22
Mental Health Specialist	Provides vision, leadership, and management of the school-based mental health program to assure a broad spectrum of services that address student and family needs and enhance the student's ability to function in school, at home and in the community. 1 FTE: (5% Raise built in due possibility of state or local increase) Salary = $63,035.41 Benefits = $43,317.15 (includes supplementary pay, social security,retirement,hospital,workers compensation,unemployment insurance, and life)	$106,352.55
Extended Employment	Extended employment opportunities for staff throughout the year. Salary = $30,000.00 Benefits = $9,927.00	$39,927.00

	(includes social security, retirement, workers compensation)	
Instructional Supplies	Instructional supplies and social and emotional learning materials to support the work of the grant	$10,538.51

Indirect Costs: $8,248.77

(L) 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.

NOTE: All highlighted fields must be completed for this section for the appropriate grade levels in order for this section to be considered complete. If incomplete, this section will receive a zero (0) score.

Maximum point value for this section is 8.

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019 – 20	N/A	N/A	N/A	N/A	N/A	N/A				
	Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	0	2	4	3	2	5	4	4	2	26
	2019 – 20	0	4	4	3	4	6				
	Average	0	3	4	3	3	5.5				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	95.13	90.1	90.4	87.4	85.1	91.0	86.6	87.4	87.0	88.9
	2019 – 20	89.5	90.1	90.7	86.0	83.1	80.1				
	Average	92.3	90.1	90.4	86.7	84.1	85.6				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	97.5	94.6	93.4	92.1	94.3	92.3	95.2	94.1	99.5	94.3
	2019 – 20	97	95	91	91	93	93				
	Average	97.3	94.8	92.2	91.6	93.7	92.65				
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 3 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math 4 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math 5 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math Composite (GLP / CCR %)

Year	Value
2018 – 19	5/5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 3 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 4 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

2018 – 19 = Pre-Baseline Year
2019 – 20 = Baseline Year / Planning
2020 – 21 = Year 1 – Full Implementation Year
2021 – 22 = Year 2 – Full Implementation Year
2022 – 23 = Year 3 – Sustainability Year

Reading 5 (GLP / CCR %)

Year	Value
2018 – 19	15.3/15.3
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading Composite (GLP / CCR %)

Year	Value
2018 – 19	12.2/9.7
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Science 5 (GLP / CCR %)

Year	Value
2018 – 19	7.6/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Total Composite (GLP / CCR %)

Year	Value
2018 – 19	7.4/5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Data Point Goals	2020–21	2021–22	2022–23	+ / -
ISS Incident #	N/A	N/A	N/A	
OSS Incident #	24	22	20	
Student Attendance %	88.6	91.6	94.6	
Certified Attendance %	93.3	95.17	97.04	
Math GLP / CCR %	15/10	20/15	25/20	
Reading GLP / CCR %	17.2/14.7	22.2/19.7	27.2/24.7	
Science GLP / CCR %	11.6/6.6	16.6/11.6	21.6/16.6	
Total Composite GLP / CCR %	17.9/13.8	23/18.8	28/23.8	

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019 – 20	N/A	N/A	N/A	N/A	N/A	N/A				
	Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	0	1	2	1	0	1	3	3	3	14
	2019 – 20	4	3	11	8	7	11				
	Average	2	2	6.5	4.5	3.5	6				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	94.3	94.2	92.7	86.2	89.6	83.7	87.9	93.0	89.0	90.1
	2019 – 20	91.7	81.5	84.0	85.0	81.4	72.2				
	Average	93	87.9	88.4	85.6	85.5	78				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	97.5	94.6	93.4	92.1	94.3	92.3	95.2	94.1	99.53	94.3
	2019 – 20	97	95	91	91	93	93				
	Average	97.25	94.8	92.2	91.65	93.65	92.65				
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 6 (GLP / CCR %)

Year	Value
2018 – 19	12.5/12.5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math 7 (GLP / CCR %)

Math 8 (GLP / CCR %)

Year	Value
2018 – 19	14.3/14.3
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

NC Math I (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math Composite (GLP / CCR %)

Year	Value
2018 – 19	5.5/5.5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 6 (GLP / CCR %)

Year	Value
2018 – 19	28.5/28.5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 7 (GLP / CCR %)

Year	Value
2018 – 19	12.5/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 8 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading Composite (GLP / CCR %)

Year	Value
2018 – 19	12.2/9.7
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Science 8 (GLP / CCR %)

Year	Value
2018 – 19	16.6/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Total Composite (GLP / CCR %)

Year	Value
2018 – 19	7.4/5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

2018 – 19 = Pre-Baseline Year
2019 – 20 = Baseline Year / Planning
2020 – 21 = Year 1 - Full Implementation Year
2021 – 22 = Year 2 – Full Implementation Year
2022 – 23 = Year 3 – Sustainability Year

Data Point Goals	2020-21	2021-22	2022-23	+ / -
ISS Incident #	N/A	N/A	N/A	
OSS Incident #	32	29	26	
Student Attendance %	81.9	85.8	89.7	
Certified Attendance %	93.3	95.17	97.04	
Math GLP / CCR %	15/10	20/15	25/20	
NC Math I GLP / CCR %	N/A	N/A	N/A	
Reading GLP / CCR %	17.2/14.7	22.2/19/7	27.2/24.7	
Science GLP / CCR %	21.6/16.6	26.6/21.6	31.6/26.6	
Total Composite GLP / CCR %	17.9/13.8	23/18.8	28/23.8	

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
Drop Outs (Number)	2018 – 19	0	1	0	0	1	1	0	0	5 (EOY attendance violators)	8
	2019 – 20	0	0	0	1	0	0				
	Average	0	.5	0	.5	.5	.5				
	2020 – 21										
	2021 – 22										
	2022 – 23										
ISS (Incident Count)	2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019 – 20	N/A	N/A	N/A	N/A	N/A	N/A				
	Average	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA	NA	N/A
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	7	8	6	5	8	10	3	4	3	54
	2019 – 20	2	7	6	10	7	4				
	Average	4.5	7.5	6	7.5	7.5	7				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	78.0	71.8	67.3	66.8	69.6	73.6	73.3	67.3	70.6	71
	2019 – 20	81.3	79.3	72.3	66.6	71.2	69.9				
	Average	79.7	75.6	69.8	66.7	70.4	71.8				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	97.5	94.6	93.4	92.1	94.3	92.3	95.2	94.1	95	94.3
	2019 – 20	97	95	91	91	93	93				
	Average	97.25	94.8	92.2	91.55	93.65	92.65				
	2020 – 21										
	2021 – 22										
	2022 – 23										

Data Point	Year	Value		Subject (GLP / CCR %)	Year	Value
Graduation Rate (4-Year %)	2018 – 19	42		**English II (GLP / CCR %)**	2018 – 19	0/0
	2019 – 20				2019 – 20	
	Average				Average	
	2020 – 21				2020 – 21	
	2021 – 22				2021 – 22	
	2022 – 23				2022 – 23	
Graduation Rate (5-Year %)	2018 – 19	25		**NC Math I (GLP / CCR %)**	2018 – 19	0/0
	2019 – 20				2019 – 20	
	Average				Average	
	2020 – 21				2020 – 21	
	2021 – 22				2021 – 22	
	2022 – 23				2022 – 23	
Biology (GLP / CCR %)	2018 – 19	0/0		**Composite (GLP / CCR %)**	2018 – 19	7.4/5
	2019 – 20	12.5/12.5			2019 – 20	
	Average				Average	
	2020 – 21				2020 – 21	
	2021 – 22				2021 – 22	
	2022 – 23				2022 – 23	

Data Point Goals	2020-21	2021-22	2022-23	+ / -
Drop Outs %	11	8	6	
ISS Incident #	N/A	N/A	N/A	
OSS Incident #	57	51	46	
Student Attendance %	76.8	81.8	86.8	
Certified Attendance %	93.3	95.17	97.04	
Graduation Rate 4-Year %	50	50	50	
Graduation Rate 5-Year %	50	50	50	
Biology GLP / CCR %	12.5/7.5	25/20	37.5/32.5	
English II GLP / CCR %	12.5/7.5	25/20	37.5/32.5	
NC Math I GLP / CCR %	12.5/7.5	25/20	37.5/32.5	
Composite GLP / CCR %	12.5/7.5	25/20	37.5/32.5	

2018 – 19 = Pre-Baseline Year

2019 – 20 = Baseline Year / Planning

2020 – 21 = Year 1 – Full Implementation Year

2021 – 22 = Year 2 – Full Implementation Year

2022 – 23 = Year 3 – Sustainability Year