

IPG Application:

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

ENTITY: Nash Rocky Mount Schools

ENTITY Code: 640

SCHOOL: DS Johnson Elementary School

NCDPI SCHOOL #: 640326

IPG Entity Contact Name: Sheila Wallace

IPG Entity Contact Title: Director of Federal Programs

IPG Entity Contact Phone: 252-462-2489

IPG Entity Contact Email: swallace@nrms.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 school² visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

Eligibility:

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

Special Provisions:

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

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

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 each Assurance box checked will not be reviewed beyond this point in the application, nor considered for the Innovative Partnership Grant.

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

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

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

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

✓ 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.

Dr. Steve Ellis

Name of Superintendent



Signature of Superintendent

3/11/2020

Date Signed

Mr. Franklin Lamm

Name of Board Chair



Signature of Board Chair

3/11/2020

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*:
DS Johnson Elementary	Nash	3 rd – 5 th	Traditional	640326	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: Education Services

(d) Telephone number of contact:

Response: (804) 305-0737

(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: Click or tap here to enter text.

(b) Type of service provider:

Response: Click or tap here to enter text.

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

Response: Click or tap here to enter text.

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

Response: Click or tap here to enter text.

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

Response: Click or tap here to enter text.

(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: Vision for D.S. Johnson Students and Parents

Mission Statement: D. S. Johnson’s students are inspired to be leaders, dreamers, problem solvers and responsible citizens who will positively shape the 21st century locally and globally with guidance from nurturing and innovative role models.

Vision Statement: Developing Minds through Experiences, Creating Leaders, Impacting Lives, Changing Communities.

Expectations for what will be accomplished with IPG Funding

D.S. Johnson will carry out through its actions its vision statement.

Developing Minds through Experiences

Instruction at D. S. Johnson will be enhanced by including arts/culture as a core subject for all students. Students will be required to use 21st Century skills of creativity, writing, collaboration, and speaking on creating products that will be presented to parents and the community each nine weeks at an Art Explosion event. These products will be 3D models and include students collaborating in small groups with presentations being made to stakeholders. The projects will require students to use skills learned in ELA, Math, Social Studies, and Science. The products This will be accomplished by having an additional 30 minutes built into the schedule for each student. The additional 30 minutes will allow students to take a class with one of the teachers of the Arts department each day of each grading period. Each nine weeks students will rotate to a different subject area focus of the Arts department. The Arts department will consists of Music, Visual Art, STEAM, Theatre Arts, and Media Production.

Students will demonstrate mastery of standards, skills and knowledge through problem-based learning projects. Instruction will focus on increasing student engagement so that they are attentive, committed, and persistent as they find value in tasks, assignments, and products. Students will be provided with real world

problems that are open ended and required them to collaborate, research and brain storm answers. Through these problems students will use oral and writing skills. Problem based learning does not resemble the traditional classroom, thus students are excited to experiment.

Experience field trips will be a part of the school's instructional delivery to students. Each grade level will take students on a field trip that will provide them with a hands-on experience and a visual to impact their understanding. Field trips will be based off the Standard Course of Study for more than one subject. Field trip exposes them things that they have not seen thus allowing them to build background knowledge.

Student experiences will be broadened with the incorporation of clubs that enhance student critical thinking skills, communication, and collaboration skills. The clubs will also enhance students desire to come to school, thus increasing attendance rate. The created clubs will be based on student's interest and give them the opportunity to explore and engage in other skills that are designed to peak their curiosity and pursue other areas.

Implementing a Year-Round schedule will allow staff to intervene on students throughout the year with consistency and provide targeted instruction on grade level standards and concepts.

Creating Leaders:

The school will continue to incorporate Leader in Me and its strategies. Students will create academic and personal goals as well as track their data in their Leadership notebooks to lead student led conferences.

Students will be able to provide leadership regarding their educational experience through a student Lighthouse Team. The Lighthouse Student Team will consist of students with exceptional leadership skills who are committed to serving our school. The team will work on school improvement projects, community service projects, and plan leadership events. The team will be the voice for the student body, as well as act as an ambassador for new students, guests and parents.

Impacting Lives:

With a focus on the whole child, the school will provide support that goes beyond academics. Students' social and emotional health/learning will be enhanced and built upon though the implementation of Leader In Me school wide. (Tier 1). Additionally, small peer group counseling will be provided to students. (Tier 2). The school will continue its partnership with a mental health agency, who with parent consent will work with our students both outside and inside the school environment. (Tier 3)

The school will assist parents who do not have a high school diploma to earn their GED, by sponsoring a GED program. The school will partner with a Community partner, such as a Community College or non-profit organization that provides assistance to adults that allows them to further their education. Our student's parent(s) will be referred to this partner. Parents will have options as well as have the opportunity to complete the Parent Academy which will focus on the following curriculums:

- Parenting Partners
- Leader In Me -7 Habits of Effective People
- Financial Literacy
- Resume' writing /Job searching practices

Teacher/Leadership Capacity:

Recognizing that the job pool for teachers is shrinking at a fast rate, the school will use retention and signing bonuses to recruit and retain highly qualified and effective teachers, staff and administrators.

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 results of the Comprehensive Needs Assessment from the State’s Office is below.
- b) The School’s Overall Performance D.S. Johnson has met or exceeded growth for the last six years, and there is a focus on growth rather than proficiency as a school-wide goal. This year, the school has experienced extended teacher absences due to doctor notes and FMLA, which have negatively impacted teacher morale and student learning. If a teacher has to be out due for extended sick leave, a certified person will be hired to replace them until they are able to return. There is compliance with and widespread evidence of an instructional framework that guides teaching expectations. However, the depth of practices is insufficient to generate rigorous instruction that produces authentic student work products. Data are used effectively to drive school-level decision making. However, data are not used to address skills gaps with scaffolding and differentiated instruction. As a result, many students do not fully or successfully complete assignments. Teachers and administration mainly exhibit respectful interactions with students and even when addressing inappropriate behaviors reflect a desire to help students. While student support services are available, students exhibit a high number of social and emotional needs that outpace available resources. Therefore, disruptions to the learning environment occur due to student behaviors. The school utilizes robust collaborative team structures that promote teacher leadership and shared decision making. Some instructional monitoring for support has waned over the course of the year due to the need to cover classes. However, the principal and assistant principal continue to conduct observations and provide feedback and emotional support for teachers. Overall, feedback supports consistency of practice, but learning outcomes remain too low. Professional development (PD) is identified and provided by a teacher-driven goal team using data. Consequently, teachers have input on their learning. The school has an instructional coach who also provides PD on district initiatives. Staff meet regularly in Professional Learning Communities to engage in professional dialogue. Consequently, teachers are increasing their knowledge, but application has not yet reached the level necessary to meet students learning needs. Technology is widely available and there is heavy use of computer programs as a means of instruction. There are security measures in place to secure access to the campus, which increases teacher and student safety. Overall parent engagement in school-based events is low. Parent express frustration at receiving little communication about student performance, as well as the lack of consistency in teaching staff due to extended absences. However, they trust the principal to do what is right for their children. Structures are in place to solicit community engagement, which have resulted in resources that support the school and some students. Each month a parent outreach event is held such as parent breakfasts.

What the school needs to improve: • Improve teaching and learning by: o ensuring all classes are consistently staffed with highly qualified teachers; o engaging students in activities that require them to use academic dialogue to explain their thinking and ask questions; and o effectively integrating technology as a supplemental tool while cultivating teachers’ instructional skills as the driving force that supports learning. • Provide sufficient strategies and scaffolding to aid students in accurately completing work. • Increase collaboration with feeder schools to cultivate shared expectations and facilitate smooth transitions of incoming students. • Continue and enhance the use of Class Dojo to routinely communicate learning standards, assignments, and student progress.

(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: [REDACTED]

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

[REDACTED]

- 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: [REDACTED]

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

Response: [REDACTED]

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

Response: [REDACTED]

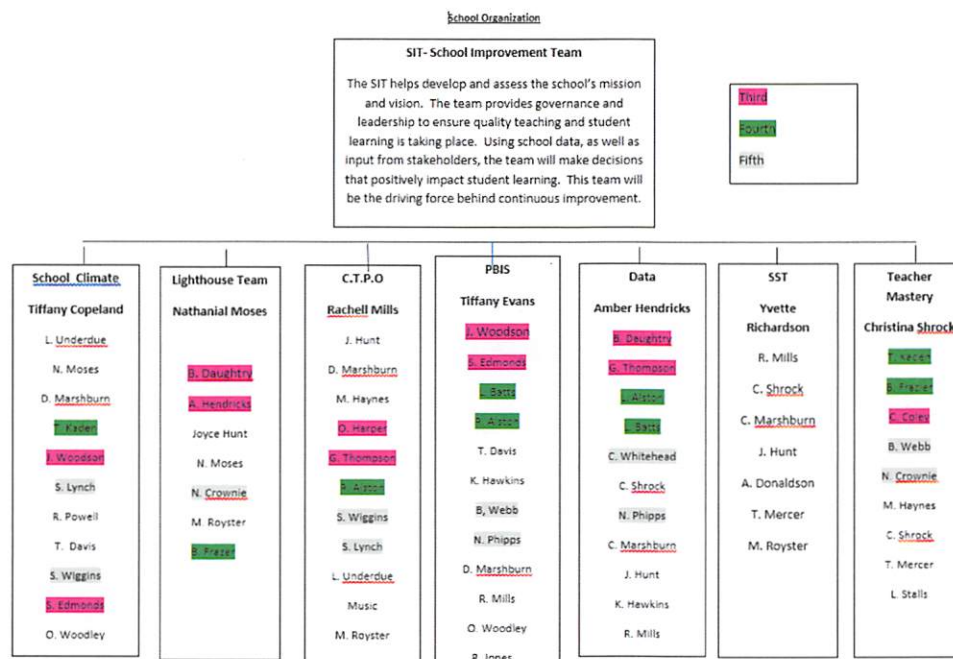
3) Regardless of whether the current Principal will lead this turnaround effort, or a new Principal is installed July 1, 2020...what additional “operational flexibilities” will be afforded this Principal as compared to those afforded at non-IPG awarded schools”:

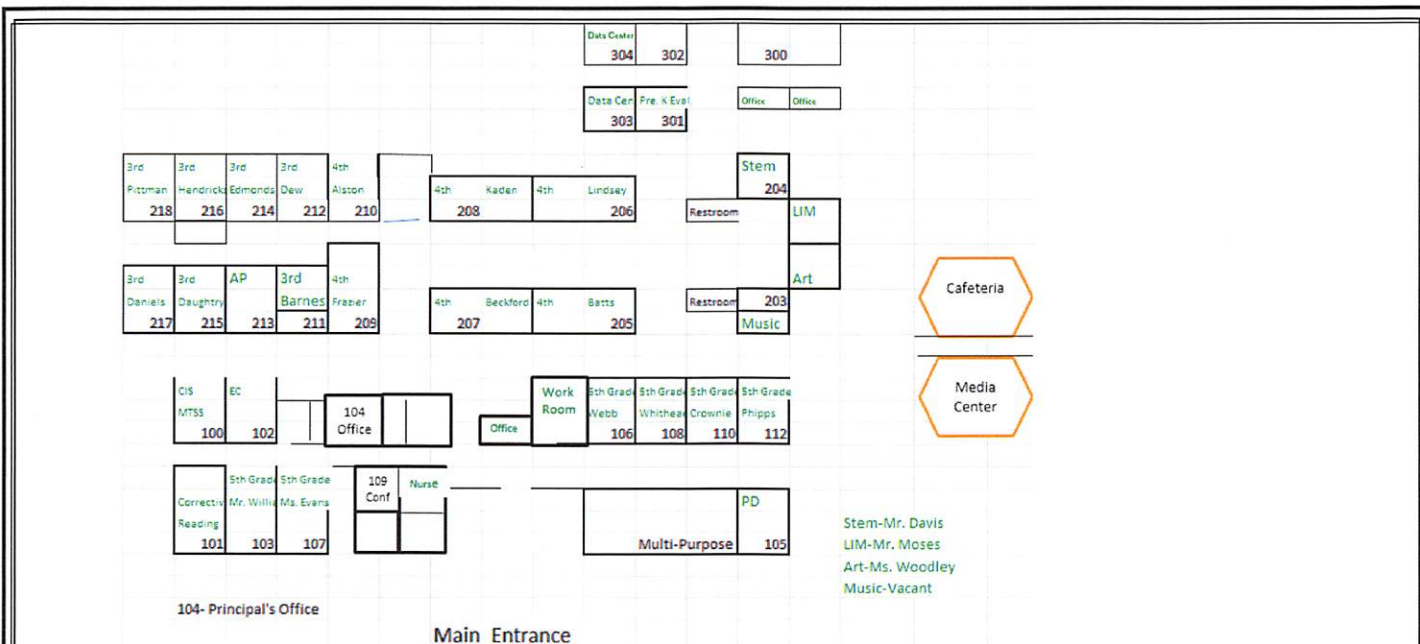
Response: The Principal will have full autonomy in selecting the staff that will assist greatly in leading the innovative strategies. The Principal will be able to make recommendations to amend the grant and other Federal funding expenditures based on data and the students’ needs. The ability to trump the District’s Human Resources guidelines regarding staffing for his building, recruitment, and retention will be a priority. The Principal will work closely with the selected vendor to ensure the supportive resources are available and amended as needed to achieve the maximum level of success. The Principal will have autonomy with creating a unique school schedule, looping concepts and extended hours. All unique flexibility options will be developed to increase student achievement and provide growth opportunities.

(c) ***School Infrastructure – 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: Click or tap here to enter text.

Below is a map of the school as well as the organizational chart. The school was built in 1960 and was a K-5 school. In 1974 an additional wing was added. In 1990, another wing to the building was added to support the growing community. The cafeteria and media center were both added in 1979. The HVAC system, lighting and suspended ceilings were renovated in 2016. The school has reached its capacity and houses one of the District’s data centers in the 400 wing. Classes are underutilized due to the outdated designs, and lack of 21st century appeal. The classrooms will be updated to offer a 21st Century learning atmosphere to support collaboration and engaging activities. A parent resource center will be created to host parent engaging activities and support their needs. The resource room will have activities for parents to engage in to better understand the curriculum. Such as math stations that teach them the new methods for solving equations. The resource room will also have computers that parents will be able to use.





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:

Response: Parents were invited to attend the meetings to discuss the different vendors. The Principal facilitated the discussion with several parents the grant and the plan. Feedback was minimal from participating parents. They were in favor of the school receiving additional funds to support the needs of the students and staff multiple parents stated that they wanted their child to receive a good education by staff members that cared for their children’s wellbeing as a person and as a student..

(a) At the iMoms breakfast, information was shared regarding the grant. Surveys were available for parents to complete as they entered the building for meetings, early check outs, etc. The Parent Advisory Committee (PAC) members were also asked to provide feedback once the IPG grant information was shared.

(b) The community partners that are currently engaged with the identified student(s) as well as provide ongoing support to address their needs provided input. These groups were surveyed in person and asked to provide feedback for the IPG partner during the planning stages of this application process. The discussions with the partners took place individually. Some of the partners were familiar with RTI and recommended the vendor to provide support. One partner, Community In Schools (CIS), has worked with RTI to provide program evaluation and data analysis. The other partners were not familiar with any of the

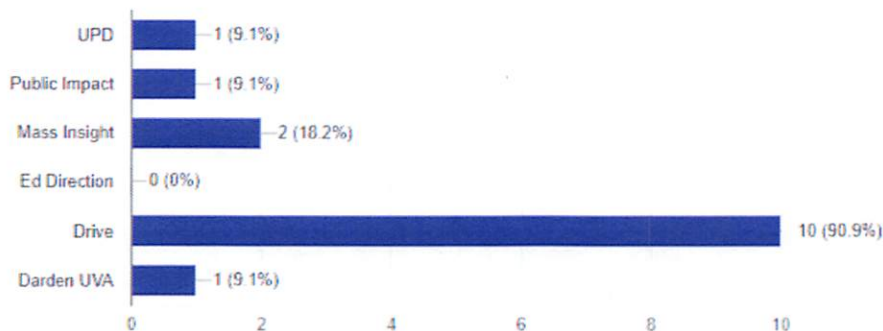
other vendors. A few questions were asked about the purpose or mission of the vendors and their success rates. Ultimately, it was shared that the partners trusted the decision made by the school leaders because they understood the school needs and would select the vendor that could support those needs the best.

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:

Response: On October 23rd and October 28th members of the Leadership team as well as other staff members of the school met to review and discuss the different vendors. Parents were invited to attend but did not come. The Leadership Team reviewed the School Improvement Goals and their vision for student learning at D.S. Johnson prior to looking at the vendors. The team identified our needs and what a vendor should possess in order to be chosen. Must haves included working in schools low performing schools. Success with working to increase academics and address social and emotional behavior and provide tiered professional development. Each vendor was discussed amongst the team. Team member divided up into groups of two to call the different vendors. The calls interviewed vendors ability to address our must haves. The team met again on October 28th to review team findings. Team members voted on the vendor that they thought would best meet the needs of the school using Google Forms. The results are below.

vendors. Please select the one you would like

11 responses



(a)

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 school has reviewed all external partners that were provided by DPI. We have screened what they offer to determine if they meet our needs. The School has taken steps to screen and select RTI as an external Partner. After researching and investigating all nine vendors and consulting with an experienced retired educator, Director of Federal Programs, other school principals, the School's Admin Team including the instructional coach, the team narrowed its vendor choice to two. After communicating directly with the vendors and the LEA, the School selected RTI as its IPG partner. After the selection was made, the Admin team participated in webinars with RTI representatives, held several phone conferences discussing the needs and corresponded via email to share the plan to support the school goals through the next three and a half years.

RTI is local, and it is familiar with NC Education policy and ongoing legislation which directly impacts low performing districts and schools. It supports nearby schools and districts that serve a similar population and has achieved success. The Entity/School and RTI will enter into a written agreement which will reflect the mutual agreement and shared expectations of all involved.

(b) Response: RTI is based in North Carolina and currently provides support to more than 52 North Carolina school districts. Working in school settings ranging from K-13, RTI support schools and districts with integrated methods of staff development that blend knowledge acquisition with hands-on application. Every engagement is customized based on the specific context and desired outcomes of the school or district. The result is a tailored support profile that enables us to best match staff experiences, skills, and resources to the needs of each project. To date, more than 90% of school and district clients choose to continue their relationship with RTI after the initial engagement.

(c) Response: Through the course of the three-year grant implication, the School Improvement Team (SIT) will meet with the IPG partner on a monthly basis to gauge our progress on established goals in the areas of student and staff attendance, student academic performance, teacher effectiveness and other critical areas. An IPG Coordinator will be hired to ensure that essential reports and data are reported accordingly. The Principal, Instructional Coaches, Early Learning Interventionist will also meet with the vendor's consultant on a bi-weekly basis as a part of our current Teacher and student support team meetings to gauge the progress of the established goals and identify additional supports that are needed. The District Representative will be involved in the planning and implementation process, attending scheduled meeting and fulfilling the liaison role among the state, vendor consultant, and school.

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

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: The school will use the PDSA (Plan, Do, Study Act) to design and implement a plan. DS Johnson is partnering with RTI International to develop and implement a comprehensive improvement plan. 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 (Duke 2006; Fixsen et al. 2010; Fullen 2006; Herman et al. 2008), these four components reinforce educator capacity building and local sustainability.

RTI's approach to school-based technical assistance is grounded in the prevailing belief that context is fundamental to effective support. The context and culture within classrooms, schools, districts, the local community, and the broader state all contribute to the success of school reform. These layers of

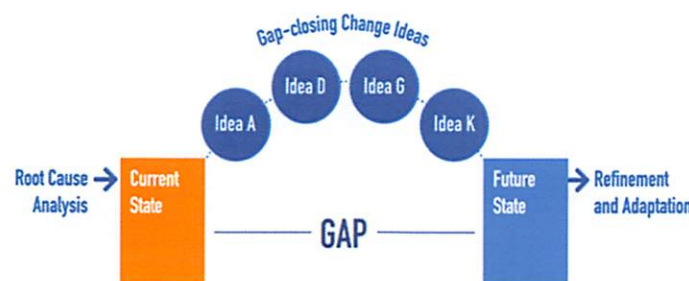
environmental relationships reinforce the notion that school reform should not be undertaken in isolation—peer and district connections are essential (Meyers & Smylie 2017). Therefore, our process will begin by engaging a team of stakeholders to review our existing needs assessment to inform how we refine our plan of action to best match our situation. Though we have already engaged in early efforts to establish a shared understanding of context (by virtue of preparing this application), the needs assessment review process will include a deeper effort to assess the strategies that best match current conditions at DS Johnson. This effort will result in a data-based performance baseline; engagement of stakeholders (including students, teachers, and community members); and alignment of planning efforts to district, community, and state initiatives.

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

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



In most cases, the early support focus is on cultivating commitment and buy-in among school stakeholders and staff. Efforts then shift into facilitating a process to develop a shared vision for the desired future-state of the school using a gap-based planning approach starting with a root cause analysis:



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

Establishing buy-in among stakeholders will be essential to project success. As part of a broader change management effort, DS Johnson 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).

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 entity has provided support to the CSI school through planning, providing feedback and providing additional recommendations to support the needs of the students and staff. District representation was available through the entire process of applying for the grant, vetting vendors, aligning resources and determining the areas of focus. The annual funding sources will continue to be provided through the entire time frame that the grant funds are available. The District was involved in the decision to pursue RTI as the vendor choice. This decision was based on the success rates and reputation of RTI. The vendor is located close to our district and the RTI representatives made themselves available whenever there was a question and listened closely to our challenges. Readily a plan was available that aligned to the school's desired outcomes as well as incorporated the school's vision and District's initiatives. The vendor was endorsed by the Interim Superintendent, Chief Academic Officer and members of the Curriculum and Instruction (C & I) department. A District representative of the C & I team will be assigned to work closely with the school's administrative team, leadership team, and the RTI consultant to ensure that strategies are implemented according to the plan, monitor progress, make adjustments as needed to achieve success. The RTI consultant will be provided with an office or working space on the campus of the school and be introduced to all staff members and District members of the C & I team prior to school beginning. During the planning year, the plan will be vetted and logistical matters will be addressed to ensure a smooth transition for the work to begin on the first day of school.

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: Title I and Title II funds will continue to be used to provide evidence based job embedded professional development. Title I funds will continue to be allocated to provide funds for instructional supplies, resources, and support for parental involvement activities. It will support academic and personal needs of homeless students as always. CSI funds will continue to be allocated and used to funds additional interventions to address the student's deficient areas determined by data points. Tiered Professional Development is also an area that CSI funds will support to assist in building teacher capacity. The Exceptional Children's (EC) department will provide services and resources to meet the identified needs of the students. The EC staff will provide support to the teachers to ensure that they are using the best methods, resources and research base interventions. The EC staff will also provide additional support to the MTSS team to ensure that a clear understanding of the process is evident and utilized appropriately to support student needs. Local and State funds will continue to be allocated to support the daily school operations which includes instructional supplies, field trips, school maintenance needs, and other identified expenditures needed to operate the school. All Directors collaborate when planning the level of support for the school to ensure that the funders don't overlap services as well as maximizing the level of support the school will receive. All funding sources share a common goal which is to support and improve the academic environment and the student's achievement results.

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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: The school will continue to offer monthly parent breakfast meetings that will provide information as well as gain information. Students presentations at parent meetings will be used a tool to encourage parents to come. *Parents will be informed of the components of the grant using various means of communication. The grant will help support the parent growth opportunities. The school will partner with community vendors to assist parents in areas that will help them grow as professionals and parents. According to survey results, parents will have the opportunity to participate in the following areas:*

- Parenting Partners
- Leader In Me- 7 Habits of Effective People
- Financial Literacy
- Resume' writing/Job searching practices
- GED

(b) Response: *The school personnel will continue to work to establish partnerships with community vendors. The current partnerships will continue and hopefully expand upon the support provided through the possibilities that the grant will afford. Communities in Schools (CIS) has been a constant partner with the school for the past three years. Support is provided for selected students through their strengthening of Attendance, Behaviors, Coursework, and Parental engagement (ABC + P) model. This model helps with student's attendance, behaviors, coursework and parent engagement. As these areas are addressed for our most fragile students, the academic needs can be met through the instructional support that RTI will assist in providing. Plans are in place to incorporate support from a local agency or community vendor to*

provide direct support with the students exemplifying social and emotional delays as well as assist with valid strategies for students with extreme behavior issues. By using various funding sources, the school will employ a behavior interventionist trained to provide adequate strategies to improve students' behaviors. Also, Community partners that are equipped to address the social and emotional needs of students will be contracted to work towards improving the family dynamics and student's social and emotional needs. The school's leadership staff will search for community partners to support the various parenting classes to assist them with becoming independent and to build self-esteem and self-improvement. Finally, the notion of buy-in is central to our strategic planning philosophy. Without ownership by staff, board members, partners, and the impacted community, effectively executing a strategic plan will prove very difficult. To that end, the following buy-in strategies, rooted in research literature, will be pervasive throughout our engagement:

- *Share a common set of objectives*
- *Provide a clear vision for change*
- *Perform a needs assessment to align initiatives*
- *Make change an ongoing collaborative process*
- *Increase early awareness*
- *Engage in a local planning process*
- *Be flexible*
- *Involve diverse stakeholders during all stages*
- *Initially focus on the people with open attitudes*
- *Acknowledge reasons for resistance*
- *Maintain cultural relevance*
- *Collaborate and share leadership responsibilities*
- *Communicate relentlessly.*

Likely structured as a workshop series with the leadership team that uses practical application and current problems of practice as the focal point. This may be coupled with in-practice support.

3 Grebing, E. (2017). Strategies for Obtaining Buy-In from Research Literature. SERVE Center at UNC Greensboro.

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: Click or tap here to enter text.

Summary of Approach

Support Strategies

1 Increasing student engagement through Project Based Learning (PBL) as a strategy to span content curricula (both formal and informal)

2 Enhancing Social and Emotional Learning (SEL) work with an emphasis on connections to MTSS structure

3 Enhancing student transitions into and out of DS Johnson in the feeder pattern to improve performance through grade and school matriculation

4 Improving parent engagement in the school as allies and catalysts for growth

5 Developing leadership capacity for effectively aligning efforts and managing sustainable change

Support Item 1: Increasing student engagement through Project Based Learning (PBL) as a strategy to span content curricula (both formal and informal)

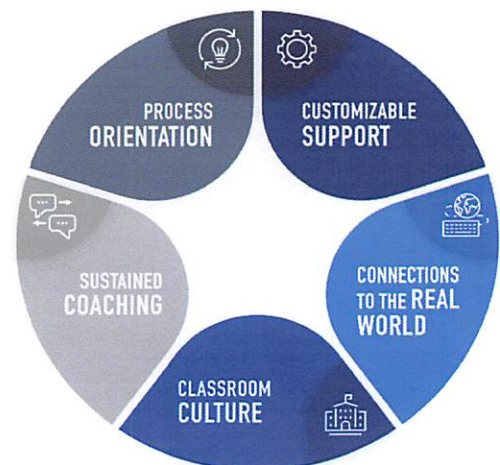
To help support enhanced student engagement, RTI will support the implementation of Project-based learning (PBL). PBL is an approach to learning that uses real-world and relevant contexts to engage all students in sustained, inquiry-based learning. Beginning with a driving question to frame the unit,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

Professional learning and coaching sessions will be provided to PBL for elementary educators who are beginning to intermediate in their exploration of the concept. These sessions engage participants in learning the principles for designing, assessing and managing standards-focused exploration as well as using performance assessments to judge the relevant work generated by 21st-century learners. This PBL approach places specific emphasis on strengthening PBL foundations and deepening implementation strategies. Emphasis will be placed on the following:

- Embedding a common language and instructional strategy across the school
- Developing teachers as facilitators of learning to support a self-directed, student learning framework
- Designing PBL units that give both teacher and students ownership of the project
- Allowing teachers to experience PBL first-hand and develop empathy for their students
- Embedding tools to support the planning and design of PBL units within and across content areas

RTI use five core characteristics to guide their PBL approach and support successful outcomes, regardless of our partners' context or level of PBL experience. The approach emphasizes embedding a common language and instructional strategy among teaching staff. Support includes:

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



Support Item 2: Enhancing Social and Emotional Learning (SEL) work with an emphasis on connections to MTSS structure

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).

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





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

Social and Emotional Learning (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.

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

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

This support will also expand staff awareness of and capacity to use restorative practices, a nonpunitive approach to handling conflict in the school setting. Common elements of restorative practices range from informal and affirmative practices, such as the use of affective statements to convey how the behaviors of others affect an individual's feelings, to more formal practices, such as restorative conferences or mediation in response to serious incidents (USED, 2019). These practices have been demonstrated to reduce the overall use of suspensions and amount of learning time lost to suspensions and positively affect teachers' perceptions of teaching and learning conditions (RAND, 2017).

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

Support Item 3: Enhancing student transitions into and out of DS Johnson in the feeder pattern to improve performance through grade and school matriculation

One area of intentional focus will be on the grade 2 to grade 3 transition. We will use IPG to expand upon our existing work on student transitions to better enable matriculation by:

- developing a plan for regular parent engagement
- organizing activities that support awareness about the changes to expect during the change
- organizing summer activities for matriculating 3rd graders
- providing shared professional learning for staff from feeder pattern to collectively engage
- conducting learning walks across schools in the feeder pattern
- receiving professional learning oriented around support for students and families during school transitions
- aligning discipline practices across schools in the feeder pattern

Support Item 4: Improving parent engagement in the school allies and catalysts for growth

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

Schools that reach out to families to build strong relationships see positive impacts on students, including increased student outcomes (Wood, Bauman, Rudo, & Dimock, 2017). According to Wood et al. (2017), several studies demonstrate a positive link between the aspirations families have for their child's academics and student outcomes. Working in tandem with Dr. Lanier's high expectations for students, a family's academic aspirations for their child can lead to students feeling that those aspirations can be attained. Further research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994; Ballen & Moles, 1994; Epstein, 1995). The benefits of parent and family involvement include higher test scores and grades, better attendance, more completion of homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education. When this partnership is extended to include the larger community, the benefits are greater still. Perhaps most important is that when responsibility for learning is shared by the school, home, and community, children have more opportunities for meaningful learning. Students are able to see the connection between the curriculum in the school and the skills that are required in the real world.

Support Item 5: Developing leadership capacity for effectively aligning efforts and managing change

Research suggests that principals play a critical role in what students are taught (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004), how well they are taught (Manna, 2015), and whether or not effective classroom instruction translates into an increase in student achievement (Grissom, Loeb, & Master, 2013). Further research suggests that effective school leaders are statistically more likely to retain teachers in "disadvantaged schools" (Grissom & Loeb, 2011; Herman et al., 2016); teacher retention is fundamentally important for closing achievement gaps and increasing student outcomes.

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

McNulty, “a one standard deviation difference in demonstrated leadership ability is associated with as much as a 19 percentile point increase in student achievement” (p. 5).

In order to build capacity for change management practices, DS Johnson will use the IPG support to engage in facilitated consultative support for the school leadership team to address problems of practice and apply change management strategies. The change management approach we will use is based on RTI’s research-based model described in detail in their change management whitepaper (Edney & Baker, 2019). RTI has developed numerous resources, ranging from a change classification and diagnostic method, to a library of change strategies that can be matched with the diagnostic, to a change “derailer” protocol used for cultural reflection and readiness. Their change model is based on three components: leadership, momentum, and organization.

Through this customized support, the leadership team will be better able to:

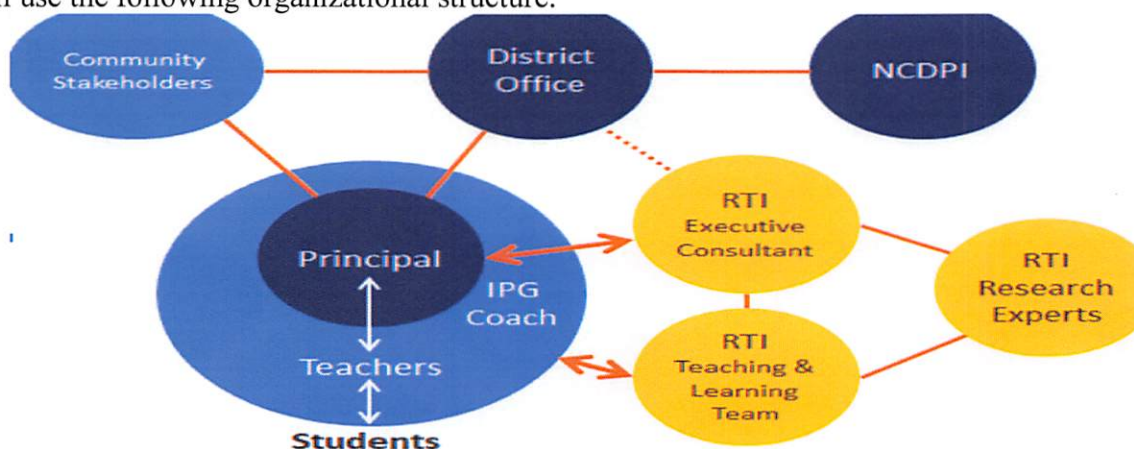
- diagnose change approaches to inform effective planning
- develop (or refine) a clear, action-oriented plan
- complete a root cause analysis
- assess and foster stakeholder buy-in
- make use of consistent project management structures and plans
- address common de-railers of change in schools
- share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

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

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:

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



(b) Response:

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

Coach Training and Support:

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

Leadership Coaching:

The entity will continue to provide mentors for the Principals. The mentors are experienced recent retired Principals that have been successful in their careers. Internal Reviews will continue to be a part of the C & I department duties. Through providing support, growth sustaining feedback, and a plan of action as needed. Effective implementation of new practices requires effective leadership. RTI will provide both professional learning and leadership coaching to principals and assistant principals. Professional Learning will emphasize how to lead teachers in implementation of new instructional practices.

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.

2020–2021 (Full Implementation Year):

(a) Response:

Activity	Expected Timing	Outcome Leading to Successful Implementation
DS Johnson IPG launch and organization including facilitated planning sessions focused on project structure (roles and responsibilities), establish work teams, define communication cadence, scheduling (with an emphasis on minimizing time away from instruction), finalize job description for IPG coach and post, establish data collection procedures.	July - August	Project plan established to guide IPG implementation
Recruit and Hire IPG Coach for immediate start. Onboarding process will include a focus on IPG work and aligning existing initiatives at DS Johnson.	August - May	IPG Coach hired and begins work as point person for IPG implementation
Establish and refine vision across our key IPG focus areas with input from stakeholders. Complete a facilitated change management diagnosis to identify barriers and strategies that best match the situation	August - September	Clear vision and change management diagnosis are completed. Action input is gained related to the specific activities and strategies we will implement

Engage in a facilitated root cause analysis process around key issues for DS Johnson with leadership, staff, district, and community teams. Plot root causes with addressability and match planning strategies. Leverage information from current needs analysis	September - June	Assessment of underlying cause of challenges to better target support activity
Clarify the action hypothesis for DS Johnson (why we believe it will work and what it will take to drive success). Review and map existing initiatives to ensure connections are made to reinforce priorities	July - August	Hypothesis for improvement is refined to best meet objectives and address root causes
Define and institutionalize measurable goals for success (short term) aligned to the vision and action hypothesis of DS Johnson. Define any outstanding needs regarding data analysis and prepare process for baseline assessments as needed.	July - August	Realistic goals and milestones are updated and communicated. Baseline determined for each dimension of the plan
Engage community and staff in planning efforts through structured engagement opportunities. Establish opportunities for ongoing external engagement in the IPG growth process from community members.	August - October	A structure is established for regular input from critical stakeholders
Prepare a customized blueprint for success that forms a cohesive plan for improvement. This includes a comprehensive plan for professional development and coaching aligned to the unique planning outcomes for DS Johnson	August - October	Completed comprehensive plan to guide the IPG efforts of DS Johnson

2021–2022 (Full Implementation Year):

(b) Response:

Activity	Expected Timing	Outcome
Staff leadership retreat , including a review of data, onboarding of new staff members, and preparation for plan implementation	July - August	Staff alignment, level setting, and review of implementation plan

Three-day workshop supporting development of Instructional Coaches at DS Johnson. Includes training and engagement in planning for goals over the course of the year	July - August	Build capacity and align coaching efforts to a cohesive approach. Develop coaching protocols and processes specific to DS Johnson
Bi-monthly facilitated leadership team work sessions with RTI , emphasis on IPG plan execution. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision	August - June	Develop leadership team acumen with core change management principles such as project management, cultivating urgency, and aligning initiatives. Improve staff facility to use data as a mechanism to inform continuous adaptation and improvement
Engage in structured SEL and PBL professional learning with staff. This includes co-facilitation by RTI and DS Johnson staff to ensure transferability of content for future sustainability. This year will focus on adult SEL, cognitive debiasing, relationships, and integrating SEL into academics (includes faculty workshops and job embedded support)	September - June	Improve staff capacity for SEL practices through a staged process. Build capacity of local coaches to continue to deliver support
Job embedded one-on-one support for instructional coaches at DS Johnson with RTI support. Support will be aligned to the overall IPG effort. May include a blend of small group sessions and individual support. Specific plans to be determined during summer planning efforts	September - June	Enhance locally sustainable practices that support high-quality teaching and learning
Content based professional learning for staff. May include supplemental coaching as needed based on initial blueprint. Includes co-training and modeling specific content approaches to build local capacity. Specific plans to be determined during summer planning efforts. Expected to include at least four workshop sessions during the school year.	September - May	Build content-specific staff capacity for instructional growth.
Midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context

Refine blueprint during summer planning period, including development of implementation schedule for 2021-2022 year. Reassess progress towards identified goals. Refresh the targeted professional learning plan.

June

Revised blueprint prepared to guide 2021-2022 year

2022–2023 (Full Implementation Year):

(c) Response:

Activity	Expected Timing	Outcome
Staff leadership retreat , including a review of data, onboarding of new staff members, and preparation for plan implementation. Prioritize areas for final year focus	July - August	Prioritize areas for final year focus and ensure a clear plan is in place for growth
Content based professional learning support (SEL and PBL focus) will be provided as needed based on the focus areas and emerging needs at DS Johnson. This will be limited in nature based on capacity built. Support may focus on “booster” or refresher content for new staff	August – May	Development of staff capacity across IPG focus areas to support continued student proficiency gains
Sustainability planning during final year of implementation to ensure structures and processes will endure beyond IPG term. Includes monthly leadership team meetings to prioritize focus areas for continued support in the final year. RTI has begun a gradual release to ensure capacity of local staff has been effectively established	July - December	Use data from prior years to build a final sustainability plan with reduced support from external partners
Midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess and needed tuning	January	Mid-point adjustments made to continuously adapt the approach to the context
Final review of implementation effort during summer planning period. This will also include development of implementation schedule for 2023-2024 year. Reassess progress towards identified goals.	June	Revised blueprint prepared to guide 2023-2024 year led exclusively by sustained efforts of the school

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:

Response: The data in Reading, Math and Science for the last three years are recorded below. The goals will be based on growing five point in each subject areas each school year.

(a)

Year	Reading	Math	Science
2022-2023	40.1/30.8	39.8/28	66/46.6
2021-2022	35.1/25.8	34.8/23	61/41.6
2020-2021	30.1/20.8	29.8/18	56/36.6
2019-2020	25.1/15.8	24.8/13	51/31.6
2018-19	21.5/13.1	19.8/8	46.0/26.6
2017-18	33.4	20.1	39.8
2016-17	31.5	15.2	55

(b) **Response:** According to the assurances the following areas will be progress monitored every 20 days by the IPG Coordinator, members of the leadership team, and school level administrators. The progress will be tracked and shared with the staff and RTI consultant to determine if we are working towards meeting the set goals for the year or if the data is regressing. If the data appears to regress, the team will meet to realign the goals to ensure that the staff is aware and use interment data points to assist in reaching the short and long-term goals.

- In School Suspension (Reduce rates by 5% each year, measured by referrals)
- Out of School Suspension (Reduce rates by 5% each year, measured by referrals)
- Student Attendance Rates (Maintain or exceed the rate of 95%)
- Chronic Absenteeism Rates and Certified Staff Attendance Rates (Maintain or exceed the rate of 97%)
- Parental involvement (Increase by 10% each year which are measured by the number of on-campus activities and events to which the community will participate)

The academic goals will be monitored through the quarterly benchmarks, report card grades, resources and pre and post assessments. All data points will provide insight on the student's performance in these subject areas and allow the research-based strategies to be implemented to provide additional interventions as needed. Closely monitoring the data points and providing additional support in the areas identified will provide the staff with a close pulse on their current level and help predict the final outcomes. The IPG team

will collaborate when planning to determine the frequency of progress and monitoring and create a process to make adjustments if needed.

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:

The strategies outlined in this grant are designed to build leadership capacity among the staff members as well as the students. The services provided through the course of the grant have strategically been designed to strengthen the abilities of the staff. Also, the goal is to promote independent scholars that are equipped with the necessary tools to be successful when faced with grade appropriate tasks. A time release method of support will be implemented during PD, coaching, and additional services listed as teachers become proficient in methodology and pedagogy. The PD offerings needed to support the staff needs will continue through Title I and Title II funds. By reducing the turnover rates in staff that have had a positive impact on achievement results, re-establish a positive unified culture, coupled with an intentional focus on boosting staff morale will encourage staff to remain at DS Johnson will promote efficacy and school pride. The staff will be compensated for attending school regularly. It will also be used to purchase small tokens and support acts of appreciation for their hard work and dedication. These strategies will assist greatly in the reduction of training and support required for newcomers annually. A limited amount of grant funding will be used to fund the salaries of additional staff members. The small number of staff members employed with grant funding will continue employment through the use of Federal or Local funds. The LEA will continue to seek grant opportunities, volunteers and support from the community partners to sustain and accommodate the needs at the school.

Sustainability Emphasis: The objective of providing CSI support is to position schools for sustained and improved student achievement. Because the level of support intensity in school turnaround efforts is generally not sustainable as a long-term strategy, a thoughtful sustainability plan is essential, typically executed over multiple years (Meyers 2017). RTI uses a gradual-release model to implant capacity based on the concept of “I do, we do, you do” starting early in the engagement so that, by the end, there is sufficient capacity to sustain improvement. We know that staff attrition is often a challenge, especially in low performing schools (Henry, et al 2017). To help avoid turnaround being dependent on individual heroes, RTI will purposefully engage district-level staff in support and approach every engagement. RTI’s team will also model specific techniques that are easily replicated across multiple settings and that may be applied to multiple challenges, including all facilitation materials. RTI professional learning is scaffolded to transition techniques to local practitioners who are in the optimal position to sustain the local high expectations for teaching and learning. One example of this type of scaffolding is the transition from small-group practice with lesson-tuning protocols to school-wide instructional rounds to district-wide peer school reviews. Notably, shared ownership is not delayed to a later phase of engagement; rather, it occurs immediately based on the co-planning efforts to reinforce buy-in based on authorship, not just ownership (Clark, 2010).

(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	
		Year 1 2020-21 (Full Implementation)	Year 2 2021-22 (Full Implementation)	Year 3 2022-23 (Full Implementation)	Three –Year Total		
	School	DS Johnson	DS Johnson	DS Johnson	DS Johnson		
	Vendor	\$100,000	\$100,000	\$100,000	\$360,000		
	Instructional Coach	\$95,000	\$95,000	\$98,000	\$333,000		
	IPG Coordinator	\$100,000	\$100,000	\$100,000	\$245,000		
	Technology Upgrades	\$15,000	\$45,000	\$17,000	\$77,000		
	Furniture & Equipment	\$35,000	\$10,000	\$25,000	\$52,000		
	PD	\$5,000	\$5,000	\$5,000	\$19,000		
	Supplies & Materials	\$15,000	\$5,000	\$5,000	\$18,000		
	Extended Learning Opportunities	\$10,000	\$15,000	\$25,000	\$60,000		
	Recruitment/Reten tion Bonus	\$40,000	\$25,000	\$20,000	\$60,000		

Performance Bonus	\$37,000	\$50,000	\$55,000	\$206,000
Administrative Bonus (School/District)	\$30,000	\$32,000	\$32,000	\$74,000
Student Performance Incentives	\$10,000	\$8,000	\$8,000	\$26,000
Parent Engagement	\$8,000	\$10,000	\$10,000	\$30,000
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:

- **Response:** To fund the vendor (RTI) to provide guidance, support and implement the plan of action for the first year of implementation.
- To fund the salary of the Instructional Coach and IPG Coordinator (FT or PT).
- Continue the process to build 21st Century learning classrooms by updating their interactive boards and equipment that will enhance the student engagement.
- Continue the process to build 21st Century classrooms. Obtain quotes and purchase items that best fits the needs of the school within the allotted funds.
- Begin to purchase items for the extended year summer program.
- Provide PD for staff based on the identified areas to assist in building teacher capacity and leadership.
- Provide funding for supplies and materials that staff may need to fully implement the plan. This funding will also be used to address the supplies that may be needed for the staff paid with these funds.
- Provide a performance bonus to all certified and classified staff according to the established growth model.
- Provide stipends to the school’s administrative staff and district representative for their dedicated services to the CSI school.
- Provide funding to support student incentives and field trips that are aligned with the standards and provide exposure.
- To fund materials and supplies when hosting informative meetings to encourage parent and community engagement.

Justification for 2021-2022 budget:

- **Response:** To fund the vendor (RTI) to provide guidance, support and implement the plan of action for the second year of implementation.
- Provide funding for newly recruited staff members, tiered based on their EVAAS effectiveness data and the tested grades. Also, a stipend will be provided to all certified and classified staff that remained with the school for the entire school year.
- To fund the salary of the Instructional Coach and IPG Coordinator (FT or PT).
- Continue the process to build 21st Century learning classrooms by updating their interactive boards and equipment that will enhance the student engagement.
- Continue the process to build 21st Century classrooms. Obtain quotes and purchase items that best fits the needs of the school within the allotted funds.

- Begin the extended year summer program.
- Provide PD for staff based on the identified areas to assist in building teacher capacity and leadership.
- Provide funding for supplies and materials that staff may need to fully implement the plan. This funding will also be used to address the supplies that may be needed for the staff paid with these funds.
- Provide a performance bonus to all certified and classified staff according to the established growth model.
- Provide stipends to the school's administrative staff and district representative for their dedicated services to the CSI school.
- Provide funding to support student incentives and field trips that are aligned with the standards and provide exposure.
- To fund materials and supplies when hosting informative meetings to encourage parent and community engagement.

Justification for 2022-2023 budget:

- **Response:** To fund the vendor (RTI) to provide guidance, support and implement the plan of action for the third year of implementation.
- Provide funding for newly recruited staff members, tiered based on their EVAAS effectiveness data and the tested grades. Also, a stipend will be provided to all certified and classified staff that remained with the school for the entire school year.
- To fund the salary of the Instructional Coach.
- Complete the process to build 21st Century classrooms. Obtain quotes and purchase items that best fits the needs of the school within the allotted funds.
- Continue the extended year summer program.
- Provide PD for staff based on the identified areas to assist in building teacher capacity and leadership.
- Provide funding for supplies and materials that staff may need to fully implement the plan. This funding will also be used to address the supplies that may be needed for the staff paid with these funds.
- Provide a performance bonus to all certified and classified staff according to the established growth model.
- Provide stipends to the school's administrative staff and district representative for their dedicated services to the CSI school.
- Provide funding to support student incentives and field trips that are aligned with the standards and provide exposure.
- Continue to sponsor programs that will benefit parents

(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	20 th Day	40 th Day	60 th Day	80 th Day	100 th Day	120 th Day	140 th Day	160 th Day	180 th Day	Final
ISS (Incident Count)	2018 – 19	0	0	15	42	40	66	53	43	1	260
	2019 – 20	0	0	9	0	0	0				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	25	72	75	57	73	70	78	66	15	531
	2019 – 20	25	47	49	80	67	47				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	92.9	91.49	91.04	90.90	91.18	90.94	91.03	90.97	96.84	91.92
	2019 – 20	90	93.9	94.01	92.64	91.69	89.7				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	94.3	95.1	90.8	87.2	89.5	90.8	90.1	85.8	0	90.45
	2019 – 20	96.84	95.37	95.16	92.3	92.7	94.8				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Math 3 (GLP / CCR %)	2018 – 19	15.86/4.83	Math 4 (GLP / CCR %)	2018 – 19	16.67 / 7.25	Math 5 (GLP / CCR %)	2018 – 19	28.68 / 13.24	Math Composite (GLP / CCR %)	2018 – 19	18.3/14.9
	2019 – 20			2019 – 20			2019 – 20			2019 – 20	
	Average			Average			Average			Average	
	2020 – 21			2020 – 21			2020 – 21			2020 – 21	
	2021 – 22			2021 – 22			2021 – 22			2021 – 22	
	2022 – 23			2022 – 23			2022 – 23			2022 – 23	
Reading 3 (GLP / CCR %)	2018 – 19	18.75/12.50	Reading 4 (GLP / CCR %)	2018 – 19	26.62/16.55	2018 – 19 = Pre-Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1 – Full Implementation Year 2021 – 22 = Year 2 – Full Implementation Year 2022 – 23 = Year 3 – Sustainability Year					
	2019 – 20			2019 – 20							
	Average			Average							
	2020 – 21			2020 – 21							
	2021 – 22			2021 – 22							
	2022 – 23			2022 – 23							
Reading 5 (GLP / CCR %)	2018 – 19	20.29/10.87	Reading Composite (GLP / CCR %)	2018 – 19	20.9/12.9	Data Point Goals		2020–21	2021–22	2022–23	+ / -
	2019 – 20			2019 – 20		ISS Incident #		208 (80%)	175	130	
	Average			Average		OSS Incident #		431 (-100)	331	231	
	2020 – 21			2020 – 21		Student Attendance %		90.00	92.0	94.0	
	2021 – 22			2021 – 22		Certified Attendance %		95.0	96.0	97.0	
	2022 – 23			2022 – 23		Math GLP / CCR %		18.0/10	23/15	25/20	
Science 5 (GLP / CCR %)	2018 – 19	41.30/26.09	Total Composite (GLP / CCR %)	2018 – 19	26.8/36.49	Reading GLP / CCR %		25/18	30/23	35/28	
	2019 – 20			2019 – 20		Science GLP / CCR %		48/15	53/20	58/25	
	Average			Average		Total Composite GLP / CCR %		30.3/14.33	35.3/19.3	39.33/24.33	
	2020 – 21			2020 – 21							
	2021 – 22			2021 – 22							
	2022 – 23			2022 – 23							

LEVEL I SCORING RUBRIC – PEER REVIEW

- Sections A – B: Informational sections only. Sections must be completed in full but have no point value.
- Section C, subsections I and II are Informational and required by all applicants. Subsection III is required only for those applicants who did not select an external partner from the pre-vetted list of nine; rather, selected an “Other” Partner. Justification for selecting a partner “other” than one on the pre-vetted list will receive an overall rating of “Highly qualified”, “Somewhat qualified”, or “Not qualified”. “Other” partners scored as “Not qualified” will not be accepted and there will be no further review of the application.

Section C does not receive a numeric score counted toward the overall application score; rather is used for: 1) recording external partner organizational information (Sub-sections I and II); and 2) reviewed separately to determine whether the “Other” Partner is deemed “qualified” as an external partner for assisting the CSI school in implementing research-based strategies that will lead to improved student achievement, and ultimately to assist the school with exiting the federal identification and status of CSI (Sub-section III).

- Sections D - L: Each scored response can receive a score of: Leading = 8-7, Developing = 6-5, Emerging = 4-3, or Lacking = 2-0.

Definitions for Scoring Rubric Scales for Questions D - L:

Scale	Pt. Range	Definition
Leading	8 - 7	Evidence indicates that all aspects of the prompt have been effectively addressed. Rationale is specific and compelling that change can occur.
Developing	6 - 5	Evidence suggests that all aspects of the prompt were addressed. Rationale in general is adequate, but additional detail would make a stronger case that change can occur.
Emerging	4 - 3	Evidence suggests that some, but not all aspects of the prompt were addressed. Response lacks detail to indicate sufficient argument that change can occur.
Lacking	2 - 0	Response does not sufficiently address the prompt and does not make a case that change can occur.
<i>Note: No response (or N/A) to a required prompt or field will result in a zero score for the question.</i>		

Maximum Possible Points by Section

Section	Max. Pts.
A. Required Assurances	0
B. School to Be Served – informational	0
C. External Partner – informational, plus required fields if non-vetted partner is selected – <i>see Section C note above</i>	0
D. Needs Assessment	32
E. Partnership Selection and Planning	56
F. Capacity to Implement	16
G. Implementation	48
H. Performance Monitoring	16
J. Sustainability	8
K. Budget	8
L. Data Tracking Logs	8
Maximum Possible Score	192

Level II Review Assignment of Priority Points

Priority points will be assigned to applications that:

- Select an External Partner(s) from the Pre-Vetted list – applicants will be assigned one (1) priority point for selecting an external partner from the list of nine pre-vetted partners:
 - Darden/UVA, DRIVE Educational Systems, Ed Direction, MASS Insight, Public Impact, RTI International, Success for All Foundation, UPD Consulting, WestEd (alpha order)
 - No priority point will be assigned if the external partner is not selected from the pre-vetted list of nine partners – even if the “other” partner selected is deemed “qualified”.
- Serve a CSI School in a high- or medium-ranked economically distressed county:
 - Tier 1 counties – (high economically distressed ranking) – 2 pts.
 - Tier 2 counties – (medium economically distressed ranking) – 1 pt.
 - Tier 3 counties – (low economically distressed ranking) – will not receive receive any priority points (0 pts.)

See County Distress Rankings (Tiers) at: <https://www.nccommerce.com/grants-incentives/county-distress-rankings-tiers>