

## IPG Application:

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

**ENTITY:** Edgecombe County Public Schools

**ENTITY Code:** 330

**SCHOOL:** Coker Wimberly Elementary School

**NCDPI SCHOOL #:** 312

**IPG Entity Contact Name:** Shawna Andrews

**IPG Entity Contact Title:** Director of Title I

**IPG Entity Contact Phone:** 252-641-2600

**IPG Entity Contact Email:** sandrews@ecps.us

#### **Purpose of the Program:**

To carry out the State Educational Agency’s statewide system of technical assistance and support for Entities,<sup>1</sup> which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school<sup>2</sup> visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

#### **Eligibility:**

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

#### **Special Provisions:**

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

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

#### **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](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.)

---

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

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

All IPG questions / correspondence should be directed to:

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

**(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:

**S** 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;

**S** 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;

**S** 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)

**S** 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.

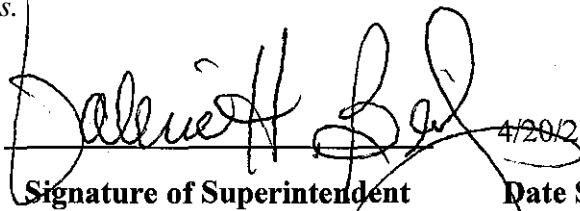
**S** Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach’s time and services will be at the IPG awarded school (July 1, 2020 – June 30, 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.

lil 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 I We HEREBY CERTIFY that to the best of my I our knowledge, the iriformation 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 fuljill 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 NCDPifor consideration of an award for the 2020-2023 IPG Cohort IB Competition. Any changes in scope or sequence of this original application mus e submitted to the State IPG Coordinator for approval before taking action on such changes.*

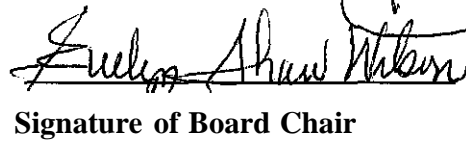
Dr. Valerie H. Bridges

  
Signature of Superintendent

4/20/2020

Date Signed

Dr. Evelyn Shaw Wilson

  
Signature of Board Chair

4/20/2020

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.  
here to enter text.

If Applicable -Awarded Amount: Click or tap

**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”.

School Name:	County	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Coker-Wimberly Elementary School	Edgecombe	PK-5	Traditional / Restart	330-312	RTI International

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).

\*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, EdD

***(c) Position of contact:***

**Response:** Director, Center for Education Services

***(d) Telephone number of contact:***

**Response:** 804-350-0737

**(e) Email address of contact:**

**Response:** lbaker@rti.org

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

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

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

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

**Response:** Not applicable

**(b) Type of service provider:**

**Response:** Not applicable

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

**Response :** Not applicable

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

**Response:** Not applicable

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

**Response:** Not applicable

**RTI(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:**

Coker-Wimberly Elementary School (CWES), located in rural Battleboro, NC, has struggled to overcome a long history of low proficiency in reading, math, and science. For the five consecutive years between 2014 and 2018, the school received a letter grade “F,” with an average performance score of 34. Students “met growth” in all but 2 of the past 6 years, but “exceeding growth” remains an elusive goal for CWES.

In the 2018-2019 school year, CWES saw an increase in proficiency, resulting in an overall school performance grade of “D” and a performance score of 43. This upward momentum continues into the 2019-2020 school year, with benchmark scores and school culture improving each quarter. With this grant, Edgecombe County Public Schools (ECPS) intends to further invest in interventions aligned to the school’s greatest needs: ensuring high-quality core instruction through inquiry-based learning (IBL), building a culture of joy through social-emotional learning (SEL), developing strong multi-tiered system of support (MTSS) processes to support all scholars in developing academic and social-emotional skills, and building a resilient foundation for this critical work by increasing capacity within the CWES leadership team. We are confident that this “whole school” approach will result in CWES exceeding growth and significantly increasing proficiency across all grade levels and subject areas.

Since 2016, CWES has been part of ECPS’s own “Innovation Zone,” which comprises the three schools in the North Edgecombe High School feeder pattern: CWES, Phillips Middle, and North Edgecombe High. This feeder pattern has historically struggled more than any other in Edgecombe, a county that ranks 99 out of 100 overall on the Public School Forum’s *2019 Roadmap of Need*. The *Roadmap* assesses 20 indicators of youth wellness across four domains: health, youth behavior and safety, education, and economic development. Over the course of the past four school years, district and school staff have conducted hundreds of empathy interviews with parents, students, and community members in the “Innovation Zone” to better understand the challenges they face in each of these domains and to learn about their hopes and dreams for themselves and their children. Systemic racism, generational poverty, a lack of economic opportunity, and low expectations for students are pervasive in this area of Edgecombe County, and yet the community remains incredibly hopeful and resilient. We have heard calls for more consistency in teacher and principal leadership; better early literacy instruction; more opportunities for students to explore their interests; and more focus on building trust between students, school staff, and community.

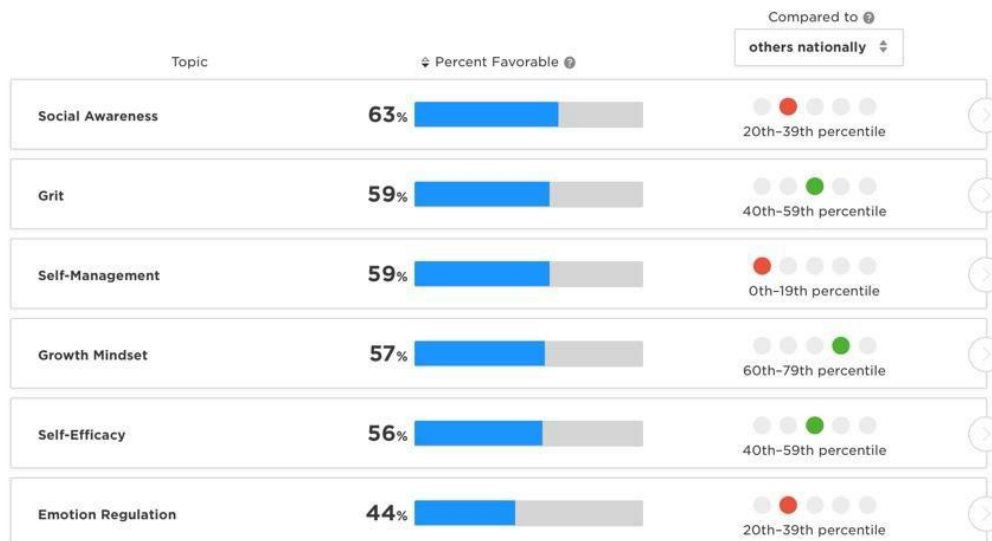
School-level data has also helped the ECPS and CWES teams prioritize areas for improvement, as our ultimate aim is to ensure that all scholars have the academic and social-emotional skills necessary to succeed in middle school, high school, and higher education, and to become the architects of their own lives. As Table 1 indicates, although the school has met growth projections, academic achievement is low across all subgroups. Until students are reaching a basic level of proficiency in reading and math, we cannot say with confidence that they are on the path to success in middle school, high school, and postsecondary education, or that they have the foundational skills necessary to become the architects of their own lives.

**Table 1**

<b>2018-19</b>		Ach	Growth	Perf	Grade
Overall	ALL	33.0	81.5	43	D
	AMIN				<u>Insuff</u>
	ASIA				<u>Insuff</u>
	BLCK	29.5	80.4	40	D
	HISP	45.8		46	D
	MULT				<u>Insuff</u>
	WHITE				<u>Insuff</u>
	EDS	28.5	75.8	38	F
	ELS	42.1		42	D
	SWD	14.0	81.5	28	F
Reading 3-8		33.8	82.5	44	D
Math 3-8		30.1	80.2	40	D

Table 2 provides a summary of how CWES 3rd-, 4th-, and 5th-grade students perceived themselves on six measures of SEL at the end of the 2018-19 school year, per the district-wide Panorama survey. The results indicate that CWES scholars report that their skills fall well below national benchmarks in the areas of social awareness, self-management, and emotion regulation.

**Table 2**





Since the inception of the Innovation Zone, leaders from ECPS, CWES, Public Impact, New Leaders, and Hill Learning Center have been partnering to answer the call to improve student achievement and social-emotional development in a variety of ways, and we are eager to add RTI International to the team. The focus of these partnerships has been on talent recruitment, retention, and development; strengthening literacy instruction; providing students with regular, scaffolded practice opportunities; and creating space for daily social-emotional development. As we describe in detail below, we seek to continue strengthening these foundational practices and building on them through our partnership with RTI. This collaboration will enable CWES to shift toward a more student-centered learning environment while continuing to provide excellent foundational literacy instruction and expanding SEL opportunities.

ECPS firmly believes that school improvement efforts will not be effective without excellent teachers and leaders in every classroom and school. During the 2017-18 school year, CWES, along with its sister schools in the Innovation Zone, piloted Opportunity Culture. ECPS was fortunate to be selected for the first cohort of NCDPI's Advanced Teaching Roles, which enabled the district to partner with Public Impact and design a career ladder that has resulted in more opportunities for excellent teachers to support their colleagues and ultimately increase student outcomes. CWES leveraged Restart flexibility to hire two Multi-Classroom Leaders (MCLs), one Expanded Impact Teacher (EIT) who has since become an MCL, and two Reach Associates (RAs). These teacher leaders are trained and supported by New Leaders; through the year-long Emerging Leaders program, MCLs learn to facilitate data-driven instruction (DDI), engage in observation and feedback cycles, and create a culture of coaching throughout the building. Armed with these skills, MCLs provide their colleagues with intensive support in reading, math, and science. School leadership credits them with much of the academic growth the school has experienced in the past 2 years.

Not only has student achievement increased as a result of Opportunity Culture, but talent retention has improved, as well. Prior to the 2017-18 school year, it was not unusual for CWES to have persistent vacancies, resulting in students learning from a substitute for an entire year. In fact, there are students in the Innovation Zone who did not have a permanent math or English Language Arts (ELA) teacher for all or part of 4th and 5th grades. Since the implementation of Opportunity Culture, CWES has been nearly fully staffed, and in the rare cases when teachers have resigned, MCLs have been able to step in to support the substitutes and ensure the continuation of strong instruction.

Now, stronger teacher leadership is in place, teachers are becoming more proficient in delivering standards-aligned instruction, and a coaching culture has been established. The CWES team is poised to build on this foundation by partnering with RTI to implement a student-centered, inquiry-based approach to learning. We believe that if CWES scholars are going to become the architects of their lives, they must begin asking questions and solving challenging problems in kindergarten. RTI will develop teachers' instructional capacity for this work by focusing on six interrelated areas of high-quality teaching and learning: student agency and efficacy; culture of caring; future and real-world oriented activities; intentional design; learning environment; and public practice.

The second primary area of focus since 2017 has been on improving foundational literacy instruction. This strategy has been four-pronged: providing teachers with strong, research-based curricula; supporting them with intensive coaching and real-time feedback; deploying the entire staff to provide targeted intervention for every student on a daily basis; and introducing the HillRAP reading program for Tier II and III scholars. All teachers at CWES are using the Benchmark Advance literacy curriculum; this will provide the basis for their IBL; the themes are perfect for interdisciplinary projects and activities. RTI will also support the CWES staff to develop and implement stronger MTSS processes, ensuring that core instruction in literacy continues to improve, and data are used to identify the students who will benefit most from high-quality interventions like HillRAP. CWES seeks to increase the number of students receiving the HillRAP intervention by employing a full-time HillRAP instructor for the next 3 years.

The third focus area—providing students with regular, scaffolded practice opportunities—began during the tenure of the previous principal and has been a key priority of the current principal, Mr. Kristian Herring. During the 2019-20 school year, students are engaging with iReady on a regular basis, in addition to receiving rigorous classroom instruction. The lessons are targeted to fill in learning gaps as students work toward mastery of grade-level content. Scholars are able to track their progress and see their Lexile and

quantile levels improve. They have access to iReady at home, during Enhancements twice a week, or when they finish work in class time. In addition to the iReady intervention, students have opportunities to continue growing their academic skills during Saturday Academies. All scholars are invited, and nearly a third of the student population attends each Saturday session. Building on the research that indicates that intensive tutoring from a high-quality instructor results in increased achievement, CWES’s most effective teachers engage small groups of no more than seven students during these Saturday sessions. They design practice opportunities focused on the ELA, math, and science standards students most need to master, as identified by iReady and teacher-created common formative assessments. CWES will continue to leverage Title I and PRC 105 funds to provide these learning experiences for students as a scaffold as we move toward a student-centered, inquiry-based approach to core instruction. In addition, through this grant, we seek to provide hotspots to students without reliable internet access so they can continue using iReady and other research-based programs to practice at home.

Finally, CWES has been part of ECPS’s inaugural School Design Cohort during the 2019-20 school year. Each of the four schools in the Design Cohort have established a team of educators who are engaging in a year-long human-centered design process. This process has been especially important for CWES, as its sister schools, Phillips Middle and North Edgecombe High, engaged in this process 2 years ago and developed a new school model, the North Phillips School of Innovation. CWES is seeking to align its school design to this model, which supports students to explore their passions through design thinking and to develop resilience. As such, CWES is currently piloting a morning meeting experience for students, with the objectives of building trust and community, and teaching students to independently regulate their emotional reactions throughout the day. This work is directly aligned to feedback gathered during empathy interviews with a variety of stakeholders and will help students develop the foundations for rigorous academic learning throughout the day. RTI will partner with the CWES team to deepen and expand the work of this pilot by engaging all teachers in a suite of SEL workshops developed by RTI’s Center for Education Services. Teachers will be trained in cognitive debiasing and sustaining relationships with students and staff; integrating core instruction with SEL; and building trauma-sensitive learning environments.

ECPS has seen time and time again that the challenging work of improving student outcomes and school culture requires a leadership team that is cohesive, fully committed, and incredibly focused in their approach. Mr. Herring has cultivated a talented team of leaders, and RTI will support this team to articulate their vision and theory of action, develop a change management plan, and develop clear project plans with benchmarks and built-in task accountability structures.

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

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

**Response:** 

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

**Response:** 

2) If the answer above is to “retain”, please provide responses to the following:

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

Response: [REDACTED]

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

Response: 4

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: [REDACTED]

(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**

**Technology Infrastructure**

The CWES building boasts a solid technology infrastructure. CWES has one access point installed in each classroom to support learning through wireless devices. There are also four network ports per room to allow for devices that need to be hardwired to access the network. The network has a 10gb connection that facilitates communication between all Intermediate Distribution Frames and Main Distribution Frames.

We are currently using a 1GB WAN connection at the school to 2GB connection at our main infrastructure. Less than 50% of this bandwidth is currently being used. CWES has a technician who visits once a day to support the school’s technology needs.

The community, on the other hand, is not as well equipped. District and school leadership estimates that fewer than 50% of CWES students have internet access at home, as the extremely rural areas where the students live do not have broadband access. Through this grant, we aim to provide internet access to all students and their families by providing hotspots for each student who cannot currently access the internet in the home.

**Physical Infrastructure**

The CWES building, although in need of some maintenance, is an adequate learning facility. The school lacks a maker space, which will be essential as students engage in interdisciplinary, inquiry-based

projects that require the development of a physical product. We are excited about the prospect of engaging students in the design of the maker space as one of their early inquiry-based projects, therefore ensuring that the physical workspaces and the materials meet their needs.

### **Human Capital**

As noted in D-I(a), ECPS has invested heavily in building the capacity of the teachers, teacher-leaders, and administrators at CWES over the past several years. The challenge the CWES team faces now is retaining the high-performing and high-potential staff. In ECPS’s current Opportunity Culture model, the EIT role has provided opportunities for classroom teachers to expand their impact to more students while remaining in the classroom and providing excellent instruction. School leaders who have employed EITs report that not only do students benefit, but that the EITs report greater job satisfaction, leading to a greater likelihood of retention. CWES intends to create three EIT roles—one for grades K-1, one for 2-3, and one for 4-5—to provide opportunities for irreplaceable teachers to continue to grow in their craft, have a greater impact on the school community, and make more money, as the EIT role currently carries a \$4,000-\$6,000 annual pay differential.

In addition, as we shift to a more inquiry-based approach to instruction, we recognize the need for a Curriculum Designer who can partner with RTI and the CWES staff to design interdisciplinary units and serve on the IPG Leadership Team. Our current team members lack the time and depth of experience in curriculum design necessary to create inquiry-based units that foster student agency and standards mastery. Finally, we aim to hire a full-time MTSS Facilitator, who will serve as the liaison between the RTI team and the CWES staff and be responsible for the implementation of a comprehensive MTSS strategy that ensures that every CWES student has the academic and social-emotional support necessary to access grade-level instruction on a daily basis.

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

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

Maximum point value for this section is 56.

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

#### **(a) Response**

**FAMILY INPUT:** CWES seeks and values the input of the families and community it serves. The Parent/Teacher Organization hosted a family/community night, and the district used this forum to share information about the Innovative Partnership Grant and the list of vetted partners. Parents and community members engaged in this process and provided helpful feedback. The district developed presentation boards sharing the services and supports that each partner could offer to CWES. District personnel provided detailed information to parents and community members, answered questions, and collected input from parents and community members on their choice of partners. Parents were in favor of the selection of RTI as the partner of choice.

**(b) Response**

COMMUNITY INPUT: CWES’s formal School-Community Team met to discuss the opportunities available by way of the Innovative Partnership Grant. This team is composed of clergy who lead local congregations and churches, community organizations (e.g., DownEast Partnership for Children) and leaders, and members from the school. The School-Community Team viewed information regarding the vetted partners and shared their support for the selection of RTI as the partner of choice.

After concluding in-depth interviews with selected partners, the district team and school principal considered the identified needs of the school, parent/community feedback, and staff feedback before selecting a partner. The district team and principal agreed that the best partner to meet the needs of CWES would be RTI International.

***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**

District representatives prepared a presentation for the staff of CWES regarding the IPG grant. These representatives thoroughly explained the process and details of the grant application process. After inviting questions and discussion, the district distributed a survey for the staff to complete. As part of the survey, staff were asked to indicate their interest in having the district/school move forward with the application. Staff were also asked to review the nine vetted partners and provide feedback regarding their top three choices for partners, including a rationale for why they believe the partners they selected would be the best fit for the school. Results of the survey can be found below:

- 21 of 22 staff members responded that they wished to move forward with the IPG grant application.
- One did not wish to move forward with the grant application.

The top three partners selected by the CWES staff are listed below. These selections occurred before partner interviews were conducted.

- RTI International
- DRIVE
- MASS Insight

Once survey results were analyzed, the district team scheduled conference calls with the top three partners. The principal of the school, Superintendent, Assistant Superintendent of Curriculum and Instruction, and grade-level directors were invited to participate in the calls. The calls were structured so that district staff and school leadership could ask questions of the vetted partner to determine which partner would best meet the needs of CWES and district. The principal brought questions from the School Improvement Team to the calls and reported back the responses from the potential partners so that this team would have the information necessary to make an informed decision.

At the same time that this vetting process was underway, the school leadership team at CWES led a needs assessment of the school with the School Improvement Team. When conducting the needs assessment, the school considered a variety of data, including but not limited to academic data, student attendance, teacher turnover, Panorama social-emotional survey data, office discipline referrals and Kindergarten Entry Assessment data. The results of the comprehensive needs assessment were used to inform the decision of the selected vetted partner.

***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 top three vetted partners were invited to engage in one-on-one interviews with district personnel and school leadership to determine the strengths of the partner and to determine which partner could best meet the needs of the school. A set of interview questions was used for each partner, and answers

to these questions were used to make the best decision for support of the school. Once an interview schedule was developed, the district team and school leadership led an intense interview with the selected partner. Questions were asked about the services of the partner and how they would best be able to meet the needs of CWES. The team also asked for references of schools or districts in which the partner had evidence of proven success and strategies used. In addition, questions were also asked about the sustainability of success after the partner exited the district. The district team and school leadership evaluated the interviews and checked references to choose the best partner to meet the needs of school. At that point, the team was optimistic about joining forces with RTI International, but requested an additional conversation with their leadership to be sure that the “fit” was right. After this conversation, CWES Principal Herring and the School Improvement team, in conjunction with the district leadership team, eagerly and confidently selected RTI as the partner.

**(b) Response:** As indicators of quality, we considered the following information when assessing the best fit for our selected support partner: this school needs a partner who understands our community, who is dedicated to helping our practitioners improve their craft of teaching, who incorporates research-based supports, and who will help us become self-sufficient with these initiatives over time. RTI add all four of these crucial components to this work:

**Local Experience:** 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 to 13, RTI supports schools and districts with integrated methods of staff development that blend knowledge acquisition with hands-on application. Every engagement is customized based on the specific context and desired outcomes of the school or district. The result is a tailored support profile that enables RTI to best match staff experiences, skills, and resources to the needs of each project. To date, more than 90% of school and district clients choose to continue their relationship with RTI after the initial engagement.

**Practitioner-Focused:** More than 80% of RTI school consulting team members are former licensed K–12 educators with experience leading classrooms, schools, and districts in North Carolina. One of the fundamental components of implementation success is based on support from “purveyors who know interventions from a practice point of view” (Fixsen et al., 2010). The team supporting CWES is led by Drs. Angela Hinson Quick and Laurie Baker, both former teachers and principals in North Carolina. The CWES and ECPS teams are familiar with and have a great deal of respect for Dr. Quick’s work.

**Research-Driven:** RTI’s support of schools is differentiated by proximity and access to seminal experts in education research. RTI 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, which 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.

**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).

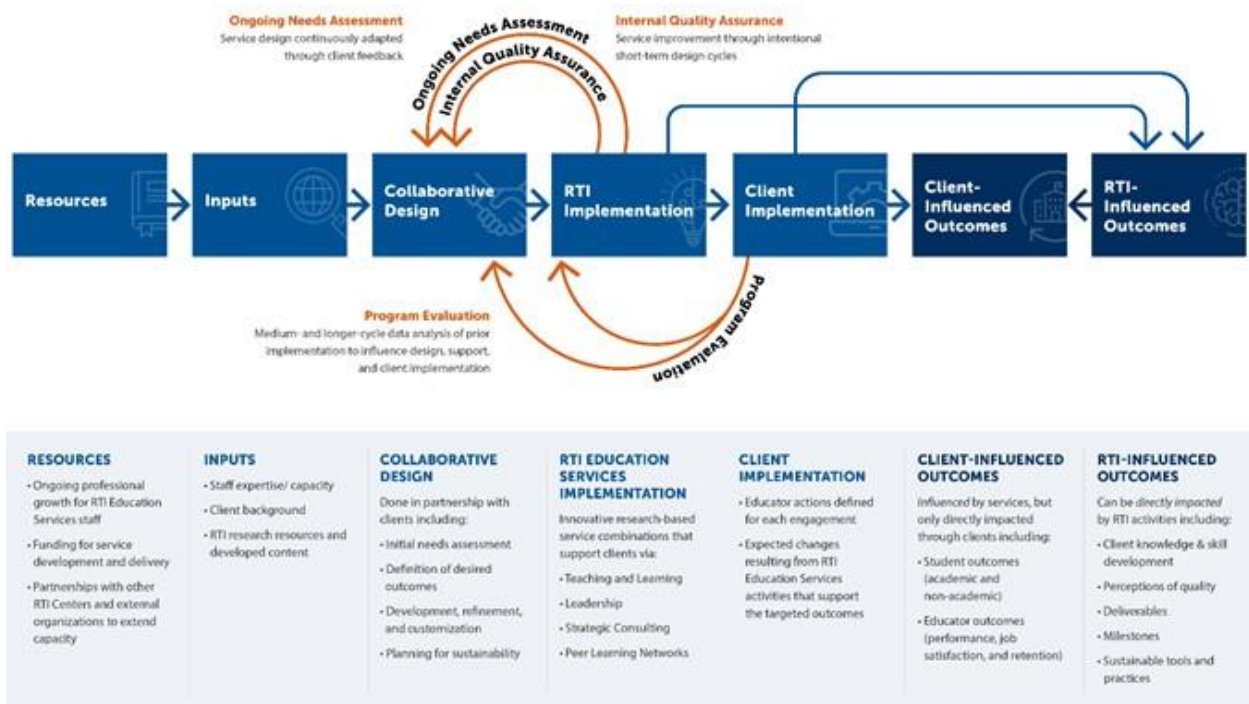
**(c) Response:** The IPG leads from ECPS, CWES, and RTI will engage in monthly Plan, Do, Study, Act (PDSA) cycles. Shortly following the submission of the monthly data log to NCDPI, this collaborative IPG leadership team will meet to plan interventions, study the impact of those interventions, and adjust course as necessary. Additionally, the district will request a written summary from RTI on a quarterly basis that summarizes progress being made toward established goals and challenges that must be addressed.

***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:***

**(a) Response:** CWES 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, support is never delivered without first engaging in planning conversations with school and district leadership. The approach is not based on a one-size-fits-all model, but is customized based on the situation, strengths, and desired outcomes.

The work of RTI is guided by an overarching Theory of Change represented in the graphic below. At the core, this approach is based on educators being the catalyst for improving student achievement. Therefore, RTI works directly with educators to build capacity, self-efficacy, instructional practices, and organizational structures that translate into improved student learning and, ultimately, achievement.



Education is deeply contextual and successful implementation of any intervention must include meaningful service codesign and customization with educators. Furthermore, the education environment changes rapidly with demands that continuous and objective improvement mechanisms be embedded before, during, and after any meaningful change effort. RTI’s work is also guided by recognition that peer teaching is an accelerant to adult learning. The principle of Cognitive Congruence suggests that the gap between experts and novices is better addressed by leveraging peers to co-teach and explain content in relatable ways (Jauregui et al., 2008). Thus, we use peer-learning networks and partner codesign of professional development to facilitate learning and sustainability.

In partnership with RTI, our process for school support will begin with an in-depth needs assessment to inform how we codesign a plan of action that best matches the situation. Although we have already engaged in early efforts to establish a shared understanding of context (by virtue of preparing this application), the needs assessment process will include a deeper effort to assess the strategies that best match current conditions at CWES. This effort will result in a data-based performance baseline; engagement of stakeholders (including students, teachers, and community members); and alignment of planning efforts to district, community, and state initiatives.

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

The change management approach we will use is based on RTI’s research-based model described in detail in its 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. Its 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, CWES 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.):***

### **Response**

ECPS is committed to supporting the full implementation of the strategies outlined in this grant and partnering with the school and RTI to ensure smooth implementation and monitoring. ECPS will use IPG funds to hire the required school coach, in addition to a school-based Curriculum Designer and an MTSS specialist, who will partner with the CWES principal and RTI in the design and implementation process and serve on the IPG Leadership Team. ECPS will also use available district-level resources and personnel to support the professional development and coaching of teachers and leaders at CWES. This additional support will align with the blueprint developed by CWES and RTI during the gap-based planning process and the needs identified during the monthly PDSA cycles. The ECPS Elementary Curriculum Director and ECPS Director of Innovation will collaborate with RTI, school administration, and the new school coach to provide support during the planning and implementation phase of the work. Throughout the engagement, the ECPS Curriculum and Instruction team will continue to conduct growth walks at CWES. After each growth walk, the team will identify the trends and needs from the data collected and bring these data to the monthly reflection meetings with the IPG Leadership Team. In addition, both the Director of Innovation and the Elementary Director will continue coaching Principal Herring on a weekly basis.

To add to the instructional expertise that the IPG Leadership Team, RTI, and the Elementary Curriculum Director bring to this collaboration, ECPS will deploy K-8 Instructional Coaches for both Literacy and Math to support CWES staff, as needed. ECPS will also continue to support lead teachers that are serving as MCLs through monthly Instructional Coach seminars and rigorous professional development offerings such as UnboundEd’s Standards Institute and New Leaders’ Emerging Leaders program, which all MCLs are required to complete during their first year in the role. The newly hired EITs will be supported by MCLs and the CWES Curriculum Designer to effectively implement core and supplementary instruction.

Careful planning and pre-work will allow the school to be poised to move forward with implementation on day one of the 2020-21 school year.

***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:***

**Response**

CWES and ECPS staff have worked diligently over the past 3 years to align resources to the priorities outlined in the Needs Assessment. Currently, Title I, Exceptional Children, and NCPReK provide funding for two Pre-K classrooms on site at CWES. The school's Title I funds have also supported the implementation of Opportunity Culture by providing salary differentials for advanced teaching roles, including MCLs, EITs, and RAs. The school has received Comprehensive Support and Improvement (CSI) funds and used these funds to hire a Dean of Students, implement Saturday Academies, and provide staff with targeted professional development. Each of these supports will continue to complement overall school improvement during the partnership with RTI. The district also has a Barnhill Family Foundation grant that covers the costs of a tutor to deliver the HillRAP literacy program. The HillRAP tutor provides Tier 3 interventions to students with significant reading deficits, and we seek to expand this offering through this grant.

NCDPI's Advanced Teaching Roles grant has provided funding for training MCLs and an opportunity for the principal and MCLs to attend UnboundEd's Standards Institute.

The district has identified the Sanford Harmony social-emotional curriculum for use by elementary schools in our district. We are beginning implementation in the spring of 2020 and will continue this in the 2020-21 school year. This curriculum is a free resource and the district expectation is that all principals will include a time for implementation in the 2020-21 master schedule. The CWES team plans to implement this work during Pod Time, which is being piloted during the 2019-20 school year. The social-emotional workshops provided by RTI will support teachers in effectively implementing this curriculum during Pod Time and throughout the school day.

**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 CWES team will engage families with the implementation of Family Nights and Parent University so that all community partners will understand the inquiry-based approach to instruction and students' SEL needs, receiving training that will facilitate this understanding. Here, family SEL projects will be the aim. In addition, the focus of Parent University will be to provide parents with educational opportunities (e.g., providing GED requirements) and topics (e.g., healthy meals, reading techniques, balancing time, good study habits) that will lead to increased student success. Likewise, families will have the opportunity to complete projects with scholars after hours and be invited to Saturday maker space family engagement sessions. With their new hotspots, families will be able to continue this learning outside of the times established during the training and maker space opportunities. Additional Family Nights will be centered around helping families understand curriculum in an effort to help close learning gaps. During family night, scholars will be able to demonstrate their learning and lead discussions relative to their goals and data with their parents. The curriculum staff will support the Family Night events by providing activities aligned to the standard course of study, whereby parents can learn how to best support their scholars at home. These family engagement events and activities will occur at least once monthly.

To strengthen literacy connections, the entire school community will read at least three books together during the academic year. This encourages familial bonding and will help build a community of

readers. Daily, scholars will be invited to answer trivia questions to pique their interest. Moreover, the chosen texts will be those that also have an accompanying movie; therefore, after each book is read, the school community will have a culminating celebration to view the movie and participate in extended learning opportunities facilitated by the curriculum staff.

**(b) Response**

Community participation will be critical to the success of the Family Nights and Parent University discussed above. In addition, community leaders will be invited to dress in disguises to come read to assigned classes and the scholars will attempt to determine who is the “Mystery Reader.” The CWES team will further engage the business and nonprofit community by having them pitch project ideas for scholars to tackle. These community partners will serve as project mentors and will sponsor field trips that aim to help scholars ideate regarding possible solutions to further explore project-based learning. The faith-based community will be asked to host the various monthly events, in an effort to engage them in the work. Our Innovation Zone Community Engagement Partner, a position funded by a Walton Family Foundation grant, will work with the CWES IPG Leadership Team to facilitate these engagement opportunities.

***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**

**Foundations for Innovation**

CWES will emphasize IBL and SEL as we pursue our ultimate goal of achieving our ECPS Graduate Aims. By the time our students are 25, they will be able to say the following is true:

1. I know my purpose and passion, and I am living this out.
2. I possess global awareness and agency
3. I am making positive contributions to my community
4. I create or seize opportunities to return to - or stay - in Edgecombe County
5. I continue to be resilient in the face of challenges

In sum, all scholars will be the architects of their own lives. In order to achieve these aims, we believe that we must re-imagine, based on research, the traditional school model. As noted in our Needs Assessment, our focus for the past three years has been on talent recruitment, retention, and development; strengthening literacy instruction; providing students with regular, scaffolded practice opportunities; and creating space for daily social-emotional development. We are eager to continue strengthening these foundational practices and building upon them through our partnership with RTI. This collaboration will enable CWES to shift toward a more student-centered learning environment, while continuing to provide excellent foundational literacy instruction and expanding SEL opportunities.

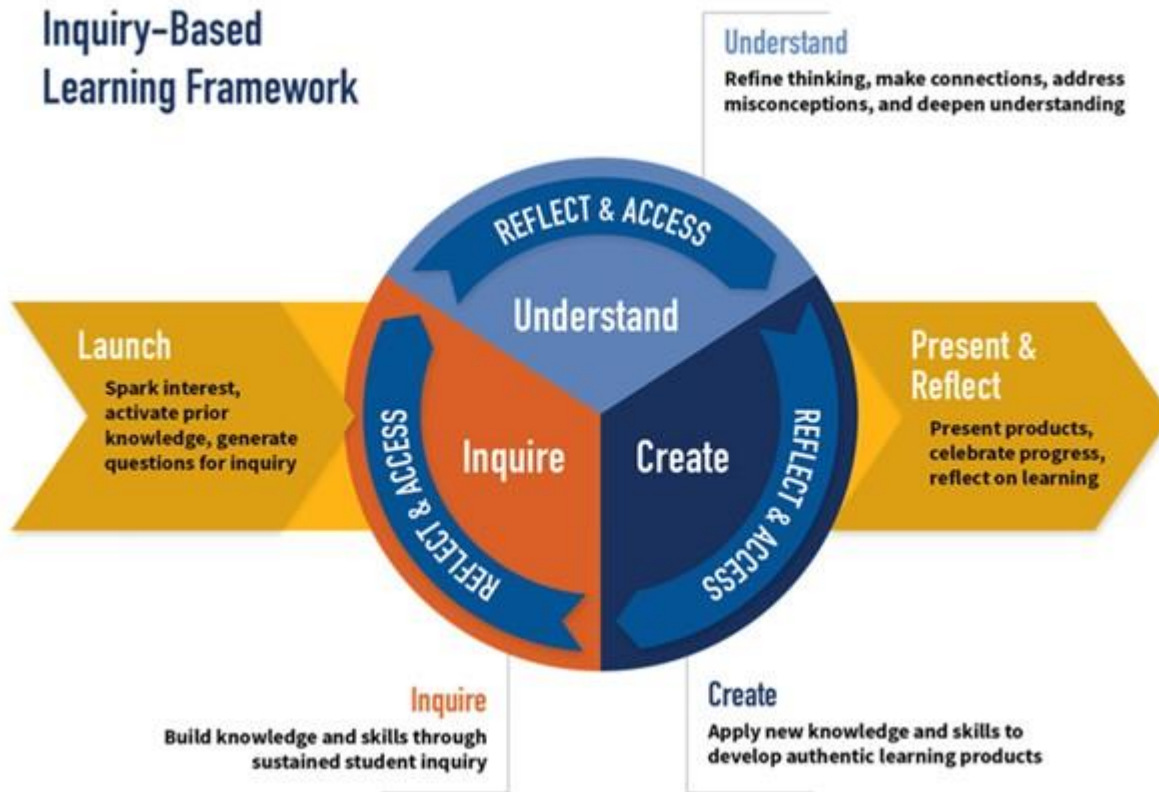
RTI International brings the expertise in research-based approaches to high-quality core instruction, SEL, multi-tiered systems of support, and managing change. Through this grant, ECPS and CWES will ensure that all scholars who attend CWES move on to middle school, high school, and post-secondary education with the skills and dispositions necessary to be the architects of their own futures.

**High-Quality Core Instruction through Inquiry-Based learning**

IBL builds on the belief that understanding is constructed in the process of people working together as they pose and solve problems, make discoveries, and rigorously test the ideas that arise in the course of shared activity. An IBL approach is conducive to interdisciplinary teaching and learning. Leveraging instructional expertise, staff experience, and research insights, RTI’s Center for Education Services offers tailored support services for a foundational understanding of rigorous IBL and tools and strategies to support design and implementation.

Our approach is aligned with the national framework for High-Quality Project-Based Learning and focuses on authentic problems and products, public audience, real-world connections, and structured

collaboration for student ownership. The graphic below describes the overall cycle of inquiry that we use in all of our IBL support.



Implementation of an effective IBL approach requires an aligned curriculum and a common language as a foundation. According to Schooling, Toth, and Marzano (2013), misaligned systems impact teacher effectiveness, and when schools don’t have clearly defined approaches and common language to provide feedback and discuss their progress, growth can be stymied.

The IBL approach will be connected to a high-quality instructional approach that builds on the broader student engagement efforts of the school. RTI will support staff to improve core instruction by enabling the continuous learning, reflection, and revision of practice by professional educators who make their practice public, solicit feedback and critique, and focus on continuous improvement. Strengthening teacher agency and efficacy is essential to these principles because empowered teachers are more likely to empower students less likely to just “cover” material (they are more interested in the actual learning than getting through the textbook) and more likely to be innovative/take risks in the classroom (Bandura, 1989, Elmore, 2005; Lopez & Louis, 2009; Ryan & Deci, 2000). In the initial stages of this work, the new Curriculum Designer will be charged with developing interdisciplinary units of study so that teachers can focus primarily on improving their implementation of the IBL approach. As the teaching staff become more comfortable with implementation, the Curriculum Designer will gradually release responsibility for unit and lesson planning.

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

Emphasis Area	What it Looks Like
<b>Student Agency and Efficacy</b>	Classroom activities instill a sense of ownership and efficacy in students, preparing them to be lifelong learners with the necessary skills to guide their own learning and thinking through college, careers, and life (Aguilar, 2013; Knight, 2007).

<b>Culture of Caring</b>	The classroom environment is safe, welcoming, and joyful, supporting students to be confident in themselves as they take risks and generate ideas. Each student is well-known by teachers and classmates and has a sense of belonging (Friedman & Farber, 1992; Hock 1988; Maslach & Leiter, 2016).
<b>Future- and Real-World Oriented Instruction</b>	Learning activities and resources are authentic, and outcomes include explicit instruction that prepares students to be global citizens in a future not yet imagined (Costa & Garmston; 2007; Hulleman & Harackiewicz, 2009).
<b>Intentional Design</b>	Standards-based instruction is designed to lead to intended outcomes for all students including curricular alignment, sequencing, use of data and scaffolding instruction. Outcomes are clearly communicated with students in the classroom (Costa & Garmston; 2007; Knight, 2007). The Curriculum Designer will lead this work initially as teachers develop their skills across all six domains.
<b>Learning Environment</b>	The classroom environment provides a safe space for all students to learn and take risks and instills in students a sense of confidence and belonging (Aguilar, 2013; Ting & Scisco 2006).
<b>Public Practice</b>	Educators work together to continuously improve instruction through classroom observation, improvement strategies, and reflection through networks of peers. Instructional equity is created by centering inquiries on student learning and differentiated instruction for all students (Aguilar, 2013; City, Elmore, Fiarman, & Teitel, 2009; Danielson, 1996; Knight, 2007).

Structured as whole group and blended professional learning with job embedded coaching and planning support, the focus will be on building staff’s knowledge, skills, and dispositions to plan for and implement student-centered learning that not only engages students but creates a culture of rigorous and authentic learning.

### **Support for MTSS**

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

As collaboration strategies become embedded into the day-to-day practices of staff, these techniques can be leveraged to support CWES’s MTSS processes. Through a series of consultation sessions, RTI can assist the school with developing a robust system of support that uses data to best support Tier I, II, and III students. The new MTSS Facilitator will lead the work in this area with guidance from RTI, supporting teachers to identify student needs, modify their core instruction, and implement interventions that ensure the success of all students.

### **Building a Culture of Joy Through Social and Emotional Learning**

SEL involves the building of competencies through processes where adults and students are given the opportunity to apply the knowledge, attitudes, and skills necessary to manage emotions, establish and maintain authentic and positive relationships, show empathy for others, and make responsible decisions (CASEL, 2017). Although schools and districts across the country employ a variety of interventions to meet the SEL needs of students, research shows that approaching SEL in a way that includes a set of connected and coordinated activities is most important. Activities are authentic and engaging and include opportunities for dialog and practice. This practice is centered around a common language that schools come to consensus

on to foster understanding and buy-in among the school community. Lastly, SEL activities target specific social and emotional skills that align with one another in meaningful ways (Durlak et al., 2011).

RTI's Center for Education Services provides a systematic framework grounded in scholarship from the fields of education, mental health, and sociology to support schools with meeting their unique needs around SEL. The framework the Center for Education Services has developed serves to strengthen the SEL competence of educators and the academic and SEL competence of students. Specifically, CWES strives to eliminate the knowing-doing gap in supporting students' academic, social, and emotional needs. Sometimes action around the development of social and emotional competence can stall after a solid knowledge base is built around the need to focus on SEL in schools. This can follow professional learning or consulting work in schools and districts, leading to a gap in taking action on that knowledge to enact practices, policies, and processes that make a difference in the SEL needs of schools. This is why RTI partners with schools and districts, to serve as a bridge to applying knowledge of SEL to the learning settings, student experiences, and student outcomes for schools and districts.

RTI's suite of SEL services focuses on essential elements such as

- establishing relationship-based and equitable learning environments;
- cultivating learning environments that foster a sense of belonging and connection;
- modeling appropriate social and emotional skills;
- employing trauma-sensitive practices that empower students, staff, and families;
- embedding social and emotional skills into rigorous academic content and learning experiences; and
- striving for cultural competence for student academic success and life well-being.

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. CWES may choose any combination of strands; however, cognitive debiasing/building relationships and the integration of SEL and academics are suggested based on recent conversations with the school/district.

Research suggests that authentic relationships, awareness, and motivation are the top three drivers that build SEL competence and foster successful outcomes. Therefore, each of these series incorporates learning related to each of those drivers. Additionally, each series is designed to take into consideration research, experience, and the unique context in which the workshops are facilitated.

Each of the workshop series are designed with a purposeful and intentional focus on

1. strengthening the SEL competence of educators, and
2. the academic, social, and emotional learning competence of students.

Support will be structured as whole group workshops along with job-embedded coaching. RTI will place special emphasis on building the capacity of the Dean of Students, MTSS Facilitator, Curriculum Designer, and MCLs, who will support teachers in translating the learning from these workshops to their classrooms.

### **Team Leadership Development with Project Management Support (building capacity and sustainability)**

This support will be structured as a group development approach with the CWES IPG Leadership Team, composed of the Principal, Assistant Principal, IPG School Coach, Dean of Students, MTSS Facilitator, Curriculum Designer, and MCLs. RTI recommends that this occurs over the first 24 months and then includes targeted support and facilitation around emerging needs.

Targeted outcomes:

- Observable use of consistent planning methods and tools shared during the change management training aligned to IPG focus areas
- Self-reported improvement in confidence and command of change management concepts (pre-post assessment)
- Evidence of improved stakeholder buy-in to school reform priorities
- Clear project plans are in place with clear, date-driven progress milestones and task accountability for both activity and decision-making

Focus on developing acumen with change management strategies across the school’s leadership staff: This planning approach is grounded in the belief that we operate in a VUCA environment: volatile, uncertain, complex, and ambiguous (Wolf, 2007). This description feels particularly apt in education, where policy changes, leader attrition, and emerging technologies regularly change the way we engage across the P-20 experience. As such, the need for a nimble and “living” plan is paramount. Our process prioritizes frameworks to guide decision making rather than specific tasks. This will be structured as a workshop series with the leadership team that uses practical application and current problems of practice as the focal point, coupled with in-practice support.

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

**(a) Response**

The school will use multiple effective oversight strategies throughout the duration of the grant. Students will be monitored using data from formative, summative, and informal assessments. Students and parents will assess student progress by attending parent-student-teacher conferences. Following the annual School Improvement Plan review process, data will be reviewed on a monthly basis using results from math, science, reading, attendance, and discipline to determine if the strategies that were put into place are contributing to academic success. In addition, students, staff, and families will be surveyed at the middle and end of each school year to obtain their feedback about areas of strength and growth in school culture and strategies for academic improvement, and students will continue taking the Panorama social-emotional survey twice a year.

For the past 2 years, the Curriculum and Instruction team in ECPS has conducted quarterly walk-throughs followed by deep data dives at each school; this practice will continue at CWES throughout the duration of this grant. The 20-day log, walk-through data, and formative assessment data will be used to set the agenda for these discussions and drive improvement.

**(b) Response**

**Leadership Coaching**

Effective implementation of new practices requires effective leadership. RTI will provide both professional learning and leadership coaching to principals and assistant principals. In addition, ECPS district leadership will continue supporting the principal and assistant principal (AP) in a variety of ways. Principals and APs receive professional development and opportunities for collaboration at monthly leadership team meetings. The CWES principal receives coaching from the Director of Innovation and the Elementary Curriculum Director, who will collaborate with RTI in this new model to identify, communicate, and coach around areas of strength and growth in IPG implementation. Principals in ECPS also have a strong informal network of support; for example, the Innovation Zone principals meet monthly to discuss issues relevant to the entire feeder pattern and to align their efforts toward their ultimate goal of students becoming the architects of their lives.

***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**

<b>Activity</b>	<b>Expected Timing</b>	<b>Outcome</b>
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation. Refine vision across key IPG elements and establish buy-in and ownership for the plan (facilitated by RTI).	July–August	Staff alignment, level setting, and review of implementation plan.
<b>Organize professional development and coaching plan</b> for the 2020-21 year.	July–August	Roadmap for support developed.
<b>IPG launch and organization</b> , including facilitated planning sessions focused on project structure (roles and responsibilities), work teams, communication cadence, scheduling (with an emphasis on minimizing time away from instruction), and introduce support team from RTI. Complete necessary service contracts for IPG support.	July–September	Project plan refined to guide IPG implementation. Define and institutionalize measurable goals for success.
Complete a facilitated <b>change management diagnosis</b> to identify barriers and strategies that best match the situation.	August–September	Assessment of current causes of challenges to better target support activity.
<b>Hire and onboard IPG coach, MTSS Facilitator, and Curriculum Designer.</b>	July–October	Full-time staff hired.
<b>Develop IPG overview communications</b> for stakeholder awareness.	August–September	Foster broad awareness of IPG efforts.
<b>Monthly facilitated leadership team work sessions</b> with RTI, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision. Complete DPI IPG reporting needs .	September–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.
<b>Receive job-embedded professional learning focused on IBL and SEL.</b> Customized based on annual professional learning plan. Includes co-training and modeling specific content approaches to build local capacity. Expected to include half-day faculty workshops and job embedded	September–May	Enhance locally sustainable practices that support high-quality teaching and learning.



instructional coaching support cycles with staff throughout the school year. Support will include attention to alignment to the MTSS approach used at the school. Specific content will be mapped during the summer blueprint planning period to best match context and maximize relevance.		
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning.	January	Mid-point adjustments made to continuously adapt the approach to the context
<b>Engage in sharing and vetting session with peer IPG schools</b> (facilitated by RTI).	April–June	Network with peer IPG schools to learn from implementation.
<b>Refine blueprint</b> during summer planning period, including development of implementation schedule for 2021-22 year. Reassess progress toward identified goals.	June	Revised blueprint prepared to guide 2021-22 year.
<b>Develop staff tools, protocols, templates, and resources</b> for future school-based use (led by school leadership team and RTI).	June	Prepare resources to support sustainable practices.
<b>Assessment and refresh of annual service contracts.</b>	June	Evaluate and tune support services.

2021–22 (Full Implementation Year):

**(b) Response**

<b>Activity</b>	<b>Expected Timing</b>	<b>Outcome</b>
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation. Assess and modify support plan to best align with year one progress and year two goals.	July–August	Staff alignment, level setting, and review of implementation plan.
<b>Communicate IPG programming updates</b> to community stakeholders and solicit input on the process so far.	Ongoing	Foster awareness and community engagement in IPG efforts.
<b>Organize professional development and coaching plan</b> for the 2022-23 year; engage in <b>summer enrichment professional development for staff.</b>	July–August	Roadmap for support developed with aligned support.
Refresh the <b>change management diagnosis</b> to identify barriers and strategies that best match the situation.	August–September	Assessment of current causes of challenges to better target support activity.
<b>Monthly facilitated leadership team work sessions</b> with	September–	Develop leadership team

RTI, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision. Complete DPI IPG reporting needs.	June	acumen with core change management principles such as project management, cultivating urgency, and aligning initiatives. Improve staff facility to use data.
<b>Receive job embedded professional learning focused on IBL and SEL.</b> Customized based on annual professional learning plan. Includes co-training and modeling specific content approaches to build local capacity. Expected to include half-day faculty workshops and job embedded instructional coaching support cycles with staff throughout the school year. Support will include attention to alignment to the MTSS approach used at the school. Specific content will be mapped during the summer blueprint planning period to best match context and maximize relevance.	September–May	Enhance locally sustainable practices that support high-quality teaching and learning.
<b>Sustainability planning</b> through a gradual release and co-lead support from RTI to ensure that capacity of local staff has been effectively established to sustain practices.	January–June	Prepare for sustainability of IPG practices.
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning.	January	Mid-point adjustments made to continuously adapt the approach to the context.
<b>Engage in sharing and vetting session with peer IPG schools</b> (facilitated by RTI).	April–June	Network with peer IPG schools to learn from implementation.
<b>Develop staff tools, protocols, templates, and resources</b> for future school-based use (led by school leadership team and RTI).	June	Prepare resources to support sustainable practices.
<b>Assessment and refresh of annual service contracts.</b>	June	Evaluate and tune support services.
<b>Refine blueprint</b> during summer planning period, including development of implementation schedule for 2022-23 year. Reassess progress toward identified goals.	June	Revised blueprint prepared to guide 2022-23 year.

2022–23 (Full Implementation Year):		
(c) Response		
Activity	Expected Timing	Outcome
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for plan implementation. Assess and modify support plan to best align with year two progress and year three goals.	July–August	Staff alignment, level setting, and review of implementation plan.
<b>Communicate IPG programming updates</b> to community stakeholders and solicit input on the process so far.	Ongoing	Foster awareness and community engagement in IPG efforts.
<b>Organize professional development and coaching plan</b> for the 2022-23 year; engage in <b>summer enrichment professional development for staff</b> .	July–August	Roadmap for support developed with aligned support.
Refresh the <b>change management diagnosis</b> to identify barriers and strategies that best match the situation.	August–September	Assessment of current causes of challenges to better target support activity.
Monthly facilitated leadership team work sessions with RTI, emphasis on change management, community engagement, and school climate. Includes time to coordinate activities, implement change management strategies, review data, and align on instructional vision. Complete DPI IPG reporting needs.	September–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.
Receive job embedded professional learning focused on IBL and SEL. Customized based on annual professional learning plan. Includes co-training and modeling specific content approaches to build local capacity. Expected to include half-day faculty workshops and job embedded instructional coaching support cycles with staff throughout the school year. Support will include attention to alignment to the MTSS approach used at the school. Specific content will be mapped during the summer blueprint planning period to best match context and maximize relevance.	September–May	Enhance locally sustainable practices that support high-quality teaching and learning.
<b>Sustainability planning</b> during final year of implementation to ensure structures and processes will endure beyond IPG term. RTI has begun a gradual release to ensure capacity of local staff has been effectively established.	July–December	Prepare for continuity of practices post-IPG.
<b>Midyear continuous improvement assessment</b> that includes stakeholder engagement and plan adjustment based	January	Mid-point adjustments made to continuously adapt

on emerging variables. This is also a time to revisit the original action hypothesis and assess any needed tuning.		the approach to the context.
<b>Engage in sharing and vetting session with peer IPG schools</b> (facilitated by RTI).	April–June	Network with peer IPG schools to learn from implementation.
<b>Develop staff tools, protocols, templates, and resources</b> for future school-based use (led by school leadership team and RTI).	June	Prepare resources to support sustainable practices.
<b>Final review of implementation effort</b> during summer planning period. This will also include development of an implementation schedule for 2023-24 year. Reassess progress toward identified goals.	June	Revised blueprint prepared to guide 2023-24 year.

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

Maximum point value for this section is 16.

***H-I. The Entity must describe how it will monitor the CSI School, that receives IPG funds including: a) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and, b) Measuring progress on the leading indicators as defined in the Assurances Section (e.g., dropout rate (if applicable), in school suspension (if applicable), out-of- school suspensions, student attendance rate, and certified staff attendance) of this application:***

**(a) Response**

The district has proposed the following ELA and math grade-level proficiency (GLP) goals for the grant period:

Implementation Year 1: 50% GLP in ELA; 45% GLP in math

Implementation Year 2: 60% GLP in ELA; 55% GLP in math

Implementation Year 3: 65% GLP in ELA; 60% GLP in math

The district has proposed the following ELA, math, and science college and career readiness (CCR) goals for the grant period:

Implementation Year 1: 35% CCR in ELA; 30% CCR in math

Implementation Year 2: 45% CCR in ELA; 40% CCR in math

Implementation Year 3: 50% CCR in ELA; 45% CCR in math

The district will continue to monitor the school’s progress throughout the course of each year. The district uses quarterly benchmarks to progress monitor student achievement. Schools are expected to assess between benchmarks and record their common formative assessment data. Curriculum Directors and school administrators will review these data prior to monthly PDSA cycles, where the IPG Leadership Team will make modifications to curriculum and instruction in collaboration with RTI. Administrators, teachers, and MCLs will participate in regular DDI cycles using common formative assessment data to develop corrective

instruction action plans. The ECPS Curriculum Maps and the Framework for Instruction have already been updated for Year 1, with a focus on timely delivery of instruction measured by timely assessments.

### (b) Response

Attendance for scholars and staff is a priority for the CWES team and the district, as this has a tremendous impact on the teaching and learning process. Tardies, early check outs, and absences have an adverse effect on scholars' academic success—as do out-of-school suspensions. It is more difficult for children to learn to read and to gain other foundational academic skills when they are not present. Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade and are more likely to have poor attendance in later grades. Students also suffer when educators are not present to deliver quality instruction. Therefore, we aim to continue decreasing out-of-school suspension incidents (CWES does not have in-school suspension), and significantly increase student and staff attendance rates by the end of the grant period.

### Student Behavior Goals

During the 2019-20 school year CWES has employed a Dean of Students, who leads the staff in employing a positive, restorative approach to discipline. OSS incidents at CWES are rare; during the 2019-20 school year to date, the school averaged three OSS incidents per month, whereas the school averaged nine OSS incidents per month in the 2018-19 school year. CWES aims to continue this downward trajectory, as seen in the table below.

Behavior Goals	ISS Incidents	OSS Incidents
Implementation Year 1	N/A	Maintain at 3 per month
Implementation Year 2	N/A	Decrease to 2 per month
Implementation Year 3	N/A	Decrease to 1 per month

### Student Attendance Goals

The CWES student attendance rate was 93.8% in 2018-19. The goal is for the school average attendance rate to be at or above 96% by the end of the 2022-23 school year.

### Staff Attendance Goals

The CWES staff attendance rate was 96% in 2018-19. The goal is for the staff attendance rate to be at or above 98% annually by the end of the 2022-23 school year.

**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

RTI's primary objective during the grant period is to build the capacity of the CWES staff to facilitate the development of students' academic and social-emotional skills. 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. Over the course of the grant period, teaching will improve dramatically, as will the leadership skills of the IPG Leadership Team. This leadership team will be poised to not only provide continued support to the current staff, but also to train new staff in the practices that will have become the "new normal" at CWES: inquiry-based instruction, integrating academics and SEL, and providing effective interventions in real-time. Through continued

implementation of advanced teaching roles and thoughtful planning, a succession plan will be in place for leadership team members who choose to take on new professional opportunities.

The RTI team knows 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 throughout each 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).

The school-based staff positions funded by the grant will either be strategically phased out or funded through alternative sources. The products created by the Curriculum Designer will continue to be enhanced each year as the teachers and MCLs assume more design responsibilities, so this position may not be necessary after the funding period ends. The MTSS Facilitator's work, although critical during the first 3 years of implementation, may be folded into the MCL or Dean of Students job description. The CWES team will explore using Title I funds and Restart flexibility to continue funding the HillRAP teacher and the salary differentials for the EITs. Through our work with Restart and Opportunity Culture, the CWES and ECPS leadership teams are well versed in creating and funding positions that support innovative programs, and we will leverage this experience to ensure the sustainability of the reforms funded through this grant.

**(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	<b>\$1,435,000</b>
<b>SCHOOL (<u>PROPOSED</u>) BUDGET</b>			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
\$494,167.64	\$499,376.99	\$499,994.26	\$1,493,538.89

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

Justification for 2020-2021 budget:

**(a) Response:**

Initiative & Justification	Estimated Cost
<p><b>IPG School Coach</b> (Salary Budget Code: 3.5420.115.116.312.000.00) <i>The School Coach will track data, report data to NCDPI, inform instructional practices, and ensure that the grant is implemented with fidelity. The coach will be employed by the school and work 12 months per year for 40 hours per week. Once the grant has been awarded, the position will be advertised and interviews conducted so the School Coach can be in place by July 31, 2020.</i></p>	\$109,339.97
<p><b>MTSS Facilitator</b> (Salary Budget Code: 3.5330.115.135.312.000.00) <i>The MTSS Facilitator will participate in in-depth MTSS professional development led by NCDPI, ECPS, and RTI. They will provide relevant training to the CWES IPG Leadership Team and the CWES instructional staff, and work directly with teachers to design and implement differentiated core instruction and data-driven, student-specific interventions. The MTSS Facilitator will be employed by the school and work 11 months during Year 1 for 40 hours per week. Once the grant has been awarded, the position will be advertised and interviews conducted so the MTSS Facilitator can be in place by July 31, 2020.</i></p>	\$94,363.08
<p><b>Curriculum Designer</b> (Salary Budget Code: 3.5110.115.121.312.000.00) <i>The Curriculum Designer will be responsible for developing or adapting K-5 units of study that are inquiry-based, interdisciplinary, and standards-aligned. He or she will collaborate with classroom teachers to pilot these units and iterate on the design, ultimately transferring responsibility for unit development to MCLs and EITs. The Curriculum Designer will be employed by</i></p>	\$94,363.08

<i>the school and work 11 months during Year 1 for 40 hours per week. Once the grant has been awarded, the position will be advertised and interviews conducted so the Curriculum Designer can be in place by July 31, 2020.</i>	
<p><b>Salary Differentials for 3 EITs</b> (Salary Differential Budget Code: 3.5119.115.187.312.000.00) <i>EITs will ensure that all teachers in their grade level have the resources necessary to effectively implement inquiry-based instruction and support students' social-emotional needs. This role is a step up on the career ladder for highly effective teachers, and a springboard into MCL and school leadership roles. EIT candidates will engage in a Behavioral Event Interview during the summer of 2020 and begin in their new roles in August 2020. They will be classified as teachers, continue to serve as 10-month employees, and receive a \$4,000.00 / year stipend.</i></p>	\$15,400.80
<p><b>Full-Time HillRAP teacher (requesting half of salary and benefits)</b> (Salary Budget Code: 3.5330.115.121.312.000.00) <i>The HillRAP teacher will provide the intensive, research-based HillRAP literacy intervention to groups of four Tier 2 and 3 students throughout the school day so that they develop the reading skills necessary to effectively engage in inquiry-based instruction. This teacher will also support the classroom teachers to implement Hill literacy strategies in their classrooms for HillRAP students and other struggling readers. The HillRAP teacher is a 10-month employee working 40 hours per week and will be in place when school begins in August 2020.</i></p>	\$41,754.68
<p><b>Maker Space</b> (Budget Code: 3.5110.115.411.312.000.00) <i>The IPG Leadership Team will develop a fully functioning maker space, where students can create authentic products derived from their inquiry-based learning experiences. The maker space will include age-appropriate tools and materials needed to build prototypes and final products. Storage containers and workspaces will also be purchased with IPG funds.</i></p>	\$10,000.00
<p><b>Visible HotSpots</b> (Budget Code: 3.5330.115.343.312.000.00) <i>Purchase hotspots for families needing internet access at a rate of \$25/month x 12 months x 100 families.</i></p>	\$30,000.00
<p><b>RTI IPG Partnership Costs</b> (Budget Code: 3.5110.115.311.312.000.00) <i>Fully inclusive of all RTI labor, travel, materials associated with the proposed scope of services: IBL, MTSS, SEL, Team Change Management.</i></p>	\$86,000.00
<p><b>Indirect Costs – 3.228%</b> (Budget Code: 3.8100.115.392.000.00)</p>	\$12,946.02
<b>Year Total</b>	\$494,167.64



Justification for 2021-2022 budget:

**(b) Response:**

Initiative & Justification (Budget Codes same as Year 1)	Estimated Cost
<p><b>IPG School Coach</b>  <i>The School Coach will track data, report data to NCDPI, inform instructional practices, and ensure that the grant is implemented with fidelity. The coach will be employed by the school and work 12 months per year for 40 hours per week.</i></p>	\$118,787.87
<p><b>MTSS Facilitator</b>  <i>The MTSS Facilitator will participate in in-depth MTSS professional development led by NCDPI, ECPS, and RTI. They will provide relevant training to the CWES IPG Leadership Team and the CWES instructional staff and work directly with teachers to design and implement differentiated core instruction and data-driven, student-specific interventions. The MTSS Facilitator will be employed by the school and work 10 months for 40 hours per week.</i></p>	\$94,392.62
<p><b>Curriculum Designer</b>  <i>The Curriculum Designer will be responsible for developing or adapting K-5 units of study that are inquiry-based, interdisciplinary, and standards-aligned. He or she will collaborate with classroom teachers to pilot these units and iterate on the design, ultimately transferring responsibility for unit development to MCLs and EITs. The Curriculum Designer will be employed by the school and work 10 months for 40 hours per week.</i></p>	\$94,392.62
<p><b>Salary Differentials for 3 EITs</b>  <i>EITs will ensure that all teachers in their grade level have the resources necessary to effectively implement inquiry-based instruction and support students' social-emotional needs. This role is a step up on the career ladder for highly effective teachers, and a springboard into MCL and school leadership roles. EITs will be classified as teachers and continue to serve as 10-month employees, and receive a \$4,000.00 / year stipend.</i></p>	\$15,524.40
<p><b>Full-Time HillRAP teacher (requesting half of salary and benefits)</b> <i>The HillRAP teacher will provide the intensive, research-based HillRAP literacy intervention to groups of four Tier 2 and 3 students throughout the school day so that they develop the reading skills necessary to effectively engage in inquiry-based instruction. This teacher will also support the classroom teachers to implement Hill literacy strategies in their classrooms for HillRAP students and other struggling readers. The HillRAP teacher is a 10- month employee working 40 hours per week.</i></p>	\$45,333.46
<p><b>Maker Space</b>  <i>Purchase consumable materials for Maker Space.</i></p>	\$2000.00

<b>Visible HotSpots</b> (Budget Code: 3.5330.115.343.312.000.00) <i>Purchase hotspots for families needing internet access at a rate of \$25/month x 12 months x 100 families.</i>	\$30,000.00
<b>RTI IPG Partnership Costs</b> (Budget Code: 3.5110.115.311.312.000.00) <i>Fully inclusive of all RTI labor, travel, materials associated with the proposed scope of services: IBL, MTSS, SEL, Team Change Management.</i>	\$86,000.00
<b>Indirect Costs – 3.228%</b>	\$12,946.02
<b>Year Total</b>	\$499,376.99

Justification for 2022-2023 budget:

**(c) Response:**

<b>Initiative &amp; Justification (Budget Codes same as Year 1)</b>	<b>Estimated Cost</b>
<b>IPG School Coach</b> <i>The School Coach will track data, report data to NCDPI, inform instructional practices, and ensure that the grant is implemented with fidelity. The coach will be employed by the school and work 12 months per year for 40 hours per week.</i>	\$129,109.53
<b>MTSS Facilitator</b> <i>The MTSS Facilitator will participate in in-depth MTSS professional development led by NCDPI, ECPS, and RTI. They will provide relevant training to the CWES IPG Leadership Team and the CWES instructional staff and work directly with teachers to design and implement differentiated core instruction and data-driven, student-specific interventions. The MTSS Facilitator will be employed by the school and work 10 months for 40 hours per week.</i>	\$101,914.48
<b>Curriculum Designer</b> <i>The Curriculum Designer will be responsible for developing or adapting K-5 units of study that are inquiry-based, interdisciplinary, and standards-aligned. He or she will collaborate with classroom teachers to pilot these units and iterate on the design, ultimately transferring responsibility for unit development to MCLs and EITs. The Curriculum Designer will be employed by the school and work 10 months for 40 hours per week.</i>	\$101,914.48
<b>Salary Differentials for 3 EITs</b> <i>EITs will ensure that all teachers in their grade level have the resources necessary to effectively implement inquiry-based instruction and support students' social-emotional needs. This role is a step up on the career ladder for highly effective teachers and a springboard into MCL and school leadership roles. EITs will be classified as teachers and continue to serve as 10-month employees and receive a \$4,000.00 / year stipend.</i>	\$15,655.20

<b>Full-Time HillRAP teacher</b> <i>The HillRAP teacher will provide the intensive, research-based HillRAP literacy intervention to groups of four Tier 2 and 3 students throughout the school day so that they develop the reading skills necessary to effectively engage in inquiry-based instruction. This teacher will also support the classroom teachers to implement Hill literacy strategies in their classrooms for HillRAP students and other struggling readers. The HillRAP teacher is a 10-month employee working 40 hours per week.</i>	\$49,241.51
<b>RTI IPG Partnership Costs</b> (fully inclusive of all RTI labor, travel, materials associated with the proposed scope of services: IBL, MTSS, SEL, Team Change Management)	\$60,000.00
<b>Maker Space</b> <i>Purchase consumable materials for Maker Space.</i>	\$2000.00
<b>Visible HotSpots</b> <i>Purchase hotspots for families needing internet access at a rate of \$25/month x 12 months x 88 families.</i>	\$26,400.00
<b>RTI IPG Partnership Costs</b> <i>Fully inclusive of all RTI labor, travel, materials associated with the proposed scope of services: IBL, MTSS, SEL, Team Change Management.</i>	\$60,000.00
<b>Indirect Costs – 3.228%</b>	\$13,759.06
<b>Year Total</b>	\$499,994.26

**(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 <sup>th</sup> Day	40 <sup>th</sup> Day	60 <sup>th</sup> Day	80 <sup>th</sup> Day	100 <sup>th</sup> Day	120 <sup>th</sup> Day	140 <sup>th</sup> Day	160 <sup>th</sup> Day	180 <sup>th</sup> Day	Final
<b>ISS (Incident Count)</b>	2018 – 19	0	3	2	3	5	5	2	1	2	23
	2019 – 20	0	0	0	0	0	0				
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
<b>OSS (Incident Count)</b>	2018 – 19	5	3	8	14	4	15	21	18	15	103
	2019 – 20	0	7	2	1	5	3				
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
<b>Student Attendance %</b>	2018 – 19	96.70	92.84	93.93	93.99	93.47	93.25	93.13	93.35	93.51	93.8
	2019 – 20	96.6	96.2	95.8	95.6	94.6	93.97				
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
<b>Certified Attendance %</b>	2018 – 19	99	95	94	93	95	96	98	94	98	96
	2019 – 20	98	98	96	98	98	96				
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
<b>Math 3 (GLP / CCR %)</b>	2018 – 19	51.0 / 38.8	<b>Math 4 (GLP / CCR %)</b>	2018 – 19	14.3 / 6.1	<b>Math 5 (GLP / CCR %)</b>	2018 – 19	25.0 / 5.0	<b>Math Composite (GLP / CCR %)</b>	2018 – 19	30.4 / 17.4
	2019 – 20			2019 – 20			2019 – 20			2019 – 20	
	<i>Average</i>			<i>Average</i>			<i>Average</i>			<i>Average</i>	
	2020 – 21			2020 – 21			2020 – 21			2020 – 21	
	2021 – 22			2021 – 22			2021 – 22			2021 – 22	
	2022 – 23			2022 – 23			2022 – 23			2022 – 23	
<b>Reading 3 (GLP / CCR %)</b>	2018 – 19	38.8 / 26.5	<b>Reading 4 (GLP / CCR %)</b>	2018 – 19	30.6 / 12.2	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							
	<i>Average</i>			<i>Average</i>							
	2020 – 21			2020 – 21							
	2021 – 22			2021 – 22							
	2022 – 23			2022 – 23							
<b>Reading 5 (GLP / CCR %)</b>	2018 – 19	30.0 / 22.5	<b>Reading Composite (GLP / CCR %)</b>	2018 – 19	33.3 / 20.3	<b>Data Point Goals</b>	2020–21	2021–22	2022–23	+ / -	
	2019 – 20			2019 – 20		<b>ISS Incident #</b>	0	0	0		
	<i>Average</i>			<i>Average</i>		<b>OSS Incident #</b>	27	18	9		
	2020 – 21			2020 – 21		<b>Student Attendance %</b>	94	95	96		
	2021 – 22			2021 – 22		<b>Certified Attendance %</b>	97	98	98		
	2022 – 23			2022 – 23		<b>Math GLP / CCR %</b>	45 / 30	55 / 40	60 / 45		
<b>Science 5 (GLP / CCR %)</b>	2018 – 19	40.0 / 32.5	<b>Total Composite (GLP / CCR %)</b>	2018 – 19	32.9 / 20.6	<b>Reading GLP / CCR %</b>	50 / 35	60 / 45	65 / 50		
	2019 – 20			2019 – 20		<b>Science GLP / CCR %</b>	50 / 40	60 / 50	65 / 55		
	<i>Average</i>			<i>Average</i>		<b>Total Composite GLP / CCR %</b>	47.8 / 33.6	57.9 / 43.6	62.9 / 52.9		
	2020 – 21			2020 – 21							
	2021 – 22			2021 – 22							
	2022 – 23			2022 – 23							