

## IPG Application:

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

**ENTITY:** Edgecombe County Public Schools

**ENTITY Code:** 330

**SCHOOL:** Phillips Middle School

**NCDPI SCHOOL #:** 330-332

**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

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

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

New Roman. (\*Note: Applicant may use up to five (5) additional pages to respond to Questions in C-III ONLY, if applicable.)

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

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

**(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.*

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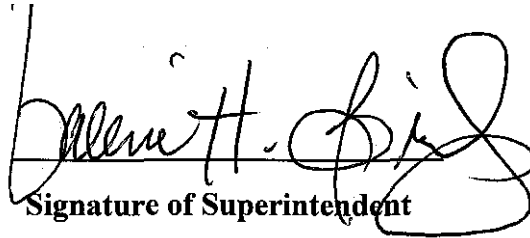
**X** Ensure the CSI school is using NCStar for School Improvement planning.

x 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 information contained in this application is correct; and the Entity, if awarded an Innovative Partnership Grant, will abide by all assurances that are checked above and throughout this application, as well as follow this application as submitted We understand that failure, at any time to foljill 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 must be sub 'ted to the State JPG Coordinator for approval before taking action on such changes.*

Dr. Valerie H. Bridges

**Name of Superintendent**



**Signature of Superintendent**

4-20-2020

**Date Signed**

Dr. Evelyn Shaw Wilson

**Name of Board Chair**



**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*:
Phillips Middle School	Edgecombe	6–8	Traditional/ Restart	330-332	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)

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

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

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

**Response:** RTI International

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

**Response:** Laurie Baker, Ed.D.

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

**Response:** Education Services

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

**Response:** 804-350-0737

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

**Response:** lbaker@rti.org

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***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**

**(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:**

Phillips Middle School is located in Battleboro, North Carolina, and serves a large geographical area lovingly known as the “northside” of Edgecombe County. It includes communities in Whitakers, Battleboro, and the northern portions of Rocky Mount and Tarboro. Phillips Middle School is at 92% poverty based on the most recent Title I data. Edgecombe County is listed with the North Carolina Department of Commerce as a Tier I district. Tier I districts represent the highest poverty counties in the state.

Since 2016, Phillips Middle School has been part of Edgecombe County Public Schools’s (ECPS’s) own “Innovation Zone,” which comprises the three schools in the North Edgecombe High School feeder pattern: Coker-Wimberly Elementary School, Phillips Middle School, and North Edgecombe High School. 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 4 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, as well as 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. Phillips Middle School has 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.

ECPS firmly believes that school improvement efforts will not be effective without excellent teachers and leaders in every classroom and school. During the 2017–2018 school year, Phillips Middle School, along with its sister schools in the Innovation Zone, piloted Opportunity Culture in partnership with Public Impact. Opportunity Culture restructures pre-K–12 schools to extend the reach of excellent teachers, principals, and their teams to more students, for more pay, within recurring school budgets. 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. As can be seen in Chart 2 below, Phillips Middle School met growth the first year of full Opportunity Culture implementation, increasing its School Performance Grade from 27 the year prior to 35. Phillips Middle School leveraged Restart flexibility to hire a Multi-Classroom Leader (MCL), an Extended Impact Teacher (EIT), and a Reach Associate (RA) and to restructure the master schedule. MCLs extend their impact by leading other adults and students. At Phillips Middle School, the Math MCL led a team of three and taught students of her own. MCLs are accountable for the learning of all the students on the team. EITs plan and deliver in-person instruction for more students than the typical teacher and/or take on additional instructional responsibilities. The science EIT taught science to all students at Phillips Middle School, taking on larger class sizes than the average teacher and partnering closely with the RA to minimize the drawbacks of large classes. The RA collaborated closely with the EIT by pulling small groups of students and co-facilitating learning.

After the first year of implementation, the decision was made to repurpose the RA and EIT positions for several reasons. The EIT made the decision to return to the high school level, and the school was unable to recruit a teacher talented enough to fill the position. The social studies teacher for 6th and 7th grades designed an engaging cross-curricular model for social studies and science, leveraging the Bill & Melinda Gates Foundation’s Big History Project, and Phillips Middle School piloted a new school model with North Edgecombe High School that required one teacher to teach 8th grade math and science.

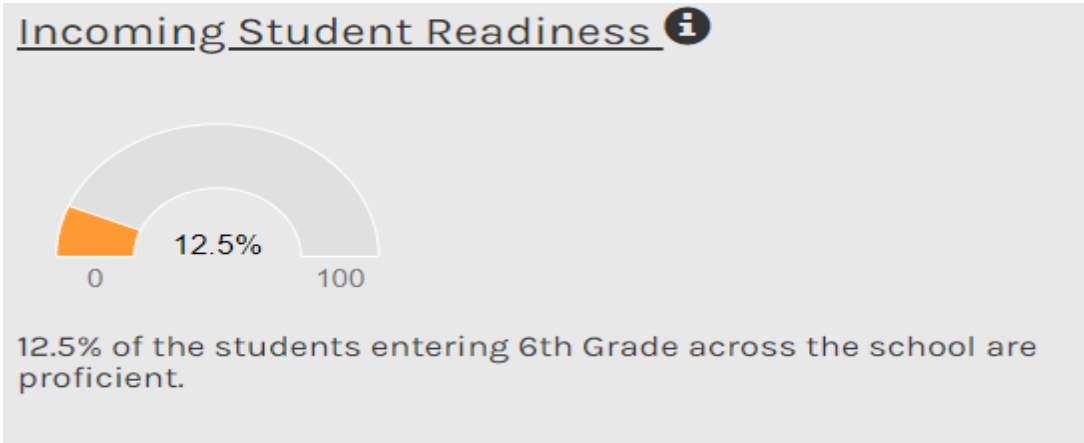
The MCL was trained and supported by New Leaders, an organization committed to developing dedicated, skilled leaders at every level through their yearlong Emerging Leaders program. MCLs learned to facilitate data-driven instruction, engage in observation and feedback cycles, and create a culture of

coaching throughout the building. Armed with these skills, MCLs provide their colleagues with intensive support in reading, math, and science. As a result of strong MCL leadership for 2 years, Phillips Middle School teachers have demonstrated growth in data-driven instruction, planning for and executing rigorous grade-level and standards-aligned lessons, and instructional decision-making.

The North Carolina School Report Card data clearly shows that only 12.5% of students entering 6th grade at Phillips Middle School are proficient as compared with the state average of 46.6%. This is alarming and defines a need for talented teacher leaders who can grow students far more than 1 year and requires proven transition strategies to prepare students for 6th-grade readiness.

The elementary feeder school has experienced high teacher turnover rates, thus leaving many students with substitute teachers in 4th and 5th grades. In order to prepare incoming 6th-graders for middle school, Phillips Middle School realizes the need to recruit, grow, and retain the strongest possible teachers for 6th grade, to collaborate more with the elementary school, and to provide a summer transition program to better prepare rising 6th-graders for the transition. A Teacher Leader Academy that includes professional development opportunities for teachers may support the retention and growth of excellent teachers. The district currently supports a summer remediation program for students during the month of June, but based on the data represented in Chart 1, a more comprehensive summer transition program will help reduce the summer learning slide.

Chart 1: Incoming Student Readiness



EVAAS growth shows that Phillips Middle School did not meet growth in the area of math. It also did not meet growth in the All, Black, and Economically Disadvantaged subgroups. The school did meet growth in reading and in the Hispanic and Students with Disabilities subgroups. Based on these data and End-of-Grade trend data, the school has determined that math is a major area of focus for the school. When looking at the achievement data in Chart 4 only 14.40% of the students were proficient in math as measured by the North Carolina End-of-Grade Assessment. This is unacceptable and a focus has to be placed on high-quality professional development in the area of math as well as student learning and scaffolding.

Even though math has the lowest overall proficiency and the school did not meet EVAAS growth in math, it cannot be ignored that the overall reading proficiency for the school is at 25% which is a five-point drop from the previous year. The school must continue to emphasize literacy and provide professional development to grow the capacity of middle school teachers to teach reading foundational skills as well as comprehension.

Chart 2: EVAAS Growth Statistics Over Time

	2016–2017	2017–2018	2018–2019
Growth Status	Not Met	Met	Not Met
Composite	-2.10	0.83	-3.25



<b>School Performance Grade</b>	F	F	F
<b>Performance Score for School Performance Grade</b>	27	35	31

**Chart 3: EVAAS Growth 2018–2019**

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Scores	292			205	34			193	12	39	129	126		
Index	-3.25			-3.59	-0.50			-3.42	-0.01	-0.40	-1.97	-2.30		
Status	<b>Not Met</b>			<b>Not Met</b>	<b>Met</b>			<b>Not Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Not Met</b>		

**Chart 4: Achievement Data Over Time**

<b>Reading Results</b>	<b>2016–2017</b>	<b>2017–2018</b>	<b>2018–2019</b>	<b>Difference (2017–2018 compared with 2018–2019)</b>
6th Grade	18.40%	24.40%	27.10%	+2.70
7th Grade	31.80%	36.60%	29.30%	-7.30
8th Grade	8.70%	29.30%	18.60%	-10.70
Average	19.50%	30.10%	25.00%	-5.10

<b>Math Results</b>	<b>2016–2017</b>	<b>2017–2018</b>	<b>2018–2019</b>	<b>Difference (2017–2018 compared with 2018–2019)</b>
6th Grade	18.40%	19.50%	14.60%	-4.90
7th Grade	13.60%	12.20%	17.10%	+4.90
8th Grade	<5.00%	9.80%	11.60%	+1.80
Average	10.90%	13.80%	14.40%	+.60

**2019–2020 CASE21 Benchmark Results**

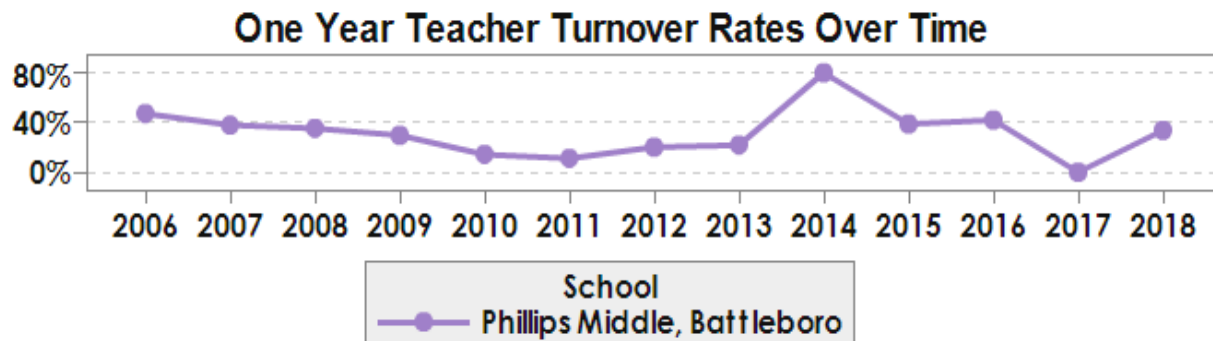
	<b>Reading</b>		<b>Math</b>	
	Benchmark 1	Benchmark 2	Benchmark 1	Benchmark 2
6th Grade	42.9%	43.2%	24.4%	31.7%
7th Grade	35.3%	46.2%	15.4%	17.0%
8th Grade	40.9%	47.7%	15.9%	9.8%

Phillips Middle School has a pattern of a high teacher turnover rate. The lowest teacher turnover percentage was in 2017, but for the past few years, teacher turnover rates have hovered around 40%. Phillips

Middle School has used Teach for America to staff the school with teachers. Most of these teachers have chosen to leave after the 2-year commitment, which has contributed to the high teacher turnover rate.

Empathy interviews conducted with teaching staff in October 2019 demonstrated that instructional staff members are committed to Phillips Middle School but would like more opportunities to collaborate with one another, to grow personally and professionally, and to make an impact on the lives of students. The school must offer leadership opportunities to teachers to design and implement solutions to the greatest challenges, to attend professional development aligned to those solutions, and to seek inspiration from high-performing schools and organizations. Teachers also need the chance to collaborate with their teams at high levels and to feel a part of something bigger.

**Chart 5: Teacher Turnover Rates**



In the spring of 2019, ECPS used the Panorama Survey, a district-wide measure to measure student social-emotional states and skills. The Panorama Survey tool is a researched-backed school climate survey developed by the Harvard Graduate School of Education and Panorama Education for students, families, teachers, and staff to better understand and build a positive school climate. The survey measured students' sense of belonging and safety as well as six competencies, as listed in Chart 6. In the fall of 2019, Phillips Middle School chose to re-administer the Panorama Survey. Phillips Middle School attributes the growth in safety and belonging to two innovative school-wide systems the team has implemented: Banners and Houses. Inspired by Harry Potter and The Ron Clark Academy, Phillips Middle School began the school year by sorting students into three houses. Through multiple activities and competitions, Phillips Middle School learners have cultivated house identities, which are leveraged to create a sense of belonging to something bigger than oneself. Knowing that belonging to a larger collective would not be enough, Phillips Middle School also implemented Banner, a morning meeting time where students begin their day with a teacher of their choice. Early in the year, students were asked to select teachers with whom they felt a strong connection and were organized into Banners. Banner time is used for community circles, social-emotional lessons, trust building, affirmations, and practicing critical skills, such as sending a professional email. Although there was a decrease in emotion regulation from spring to the fall, this could be attributed to the survey occurring before explicit lessons on the topic in the current school year. The survey puts Phillips Middle School in the 90th percentile nationwide for school safety among middle schools and 99th percentile among middle schools with high free and reduced-price lunch percentages. Phillips Middle School falls in the 80th percentile in sense of belonging among all middle schools nationwide and the 90th percentile among middle schools with high free and reduced-price lunch percentages. Because Phillips Middle School is seeing success in fulfilling student's sense of safety and belonging, the school is well positioned to shift its focus to rigorous academics and improved student outcomes.

**Chart 6: Panorama Survey Data: Student Supports and Environment Area**

	Social-Emotional Measure	Spring 2019	Fall 2020
	Sense of Safety	49%	64%
	Sense of Belonging	44%	56%

	Emotion Regulation	43%	41%	
	Growth Mindset	52%	55%	
	Self-Management	60%	Not Measured	
	Self-Efficacy	54%	Not Measured	
	Social Awareness	54%	Not Measured	
	Grit	53%	Not Measured	

Phillips Middle School demonstrated growth in attendance in the 2018–2019 school year. This can be attributed to multiple attendance initiatives, including monthly AttenDANCES, where students earned treats and time in the gym during lunch for perfect attendance each month, quarterly perfect attendance pizza parties sponsored by the Phillips/Bricks Alumni Association, and systematic student and parent contact for students with high absenteeism. Phillips Middle School also leveraged Restart flexibility to embed five release days on Fridays where teachers and students were out of school at the most stressful or difficult times of the year. As with the social-emotional learning data in Chart 6, this positions Phillips Middle School to make radical changes in student learning outcomes and academic performance.

#### Chart 7: Student Attendance

2016-2017			2017-2018			2018-2019		
ADA	ADM	RATIO	ADA	ADM	RATIO	ADA	ADM	RATIO
115	124	92.74	113	122	92.62	125	132	94.70

As demonstrated in Chart 8, Phillips Middle School has greatly reduced Office Discipline Referrals and lost instructional time due to suspensions. This can be attributed to Banners and Houses and the restorative and trauma-informed practices put in place by the Dean of Students in collaboration with teachers.

#### Chart 8: Discipline Data

Year	Office Discipline Referrals	In-School Suspension Days	Out-of-School Suspension Days
2018–2019 (Aug–June)	224	309	251
2019–2020 (Aug–March)	133	95	109

According to a parent survey sent out in early March 2020, in which parents rated their satisfaction on topics on a 1 to 5 Likert Scale, parents are satisfied with the family-like culture of the school and believe their children are safe at school. However, they are less satisfied with teaching methods and instruction. Parents express that they wish students had more “hands-on” and real-world opportunities. As a response, the school must invest in professional development on design thinking and inquiry-based learning (IBL), increased collaboration to strengthen Professional Learning Communities, and increased staff support and coaching.

#### Chart 9: Parent Needs Data

Quality of Education	Quality of Instruction	Teaching Methods	Campus Safety
4.11	3.75	3.78	4.11

According to the 2018 North Carolina Teacher Working Conditions Survey, 91% of teachers agreed or strongly agreed that teachers have time available to collaborate with colleagues. However, when asked, few teachers are able to explain what high-level collaboration looks, sounds, and feels like among a team. For example, teachers typically pointed to wanting collaborative time to align behavioral expectations but failed to consider how else the team could collaborate to innovatively deliver cross-curricular or aligned instruction to make the student learning experience more connected, meaningful, and rigorous. There is an opportunity to use collaborative time in a more purposeful and focused way. In empathy interviews conducted in the fall of 2019, teachers expressed a desire to collaborate more with their colleagues. However, teachers do not need more time to collaborate; rather they need professional development on how to collaborate efficiently and effectively.

One major need as it relates to parents is reaching more parents. Typically, it is the same core group of parents who attend Parent-Teacher Organization meetings and school events, complete surveys, and engage in empathy interviews and focus groups. There is a major opportunity to reach more parents.

#### Chart 10: North Carolina Teacher Working Conditions Survey

Teachers have time available to collaborate with colleagues.

91%

Based on the data described above, these are the highest needs for Phillips Middle School moving forward:

1. Transition programs to ensure next-level grade readiness, especially for rising 6th-grade students
2. Design thinking and IBL professional development and implementation to engage students in relevant and rigorous teaching and learning
3. Increased capacity for collaboration among all teachers and staff
4. Retaining of excellent teachers through teacher leadership opportunities, inspiration visits, coaching supports, and professional development opportunities
5. Improved data tracking throughout the school year to inform decisions every 20 days
6. Math and literacy experts who can support teachers in high-yield strategies in both content areas to fill student gaps and to support design thinking and IBL
7. Instructional supplies for students to demonstrate their learning in ways beyond tests, including public presentations, podcasts, YouTube channels, and more
8. Staff leadership retreats to promote and maintain an aligned vision and staff collaboration and morale
9. Team Leadership Development to maximize the effectiveness of the school leadership, especially the School Improvement Team, in project management

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

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

**Response:** [REDACTED]

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

**Response:** [REDACTED]

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

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

**Response:** [REDACTED]

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

**Response:** [REDACTED]

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

**Response:** [REDACTED]

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

**Response:** [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:**

With just 143 students, Phillips Middle School has limited human resources. Based on Average Daily Membership, the school receives seven state-allotted positions. These positions include all core teachers as well as a shared band/music teacher, a shared art teacher, and a full time health & physical education teacher. Seven allotted state positions not only leads to difficulties in providing a variety of services and opportunities for all scholars but also leads to challenges in ensuring that all students receive a sound, basic education in reading, math, science, and social studies. With five core teachers expected to teach four subject areas to three grade levels, educators are stretched.

Due to these challenges, Phillips Middle School uses other resources to supplement the state-allotted positions. A Dean of Students has been hired using PRC 105 funds to support social-emotional learning throughout the school. Restart funding paired with Title I funding has been used to create a sixth teaching position for the 2019–2020 school year to support core instruction.

In 2017–2018 and 2018–2019, Phillips Middle School used Restart funds and Title 1 funds to support an MCL in lieu of the sixth position to support math teachers at Phillips Middle School, as described above in the needs assessment. Nonetheless, due to the high needs of Phillips Middle School students, an

increase in teaching staff and teacher leaders is necessary to transform the outcomes of learners at Phillips Middle School.

When it comes to technology and infrastructure, Phillips Middle School has one access point installed in each classroom to support 1:1 learning through wireless devices. There are also four network ports per room to allow for devices that must be hardwired to access the network. The network has a 10GB connection that facilitates communication between all Intermediate Distribution Frames and Main Distribution Frames. A 1GB WAN connection is currently used at the school, and a 2GB connection at the main infrastructure. Less than 50% of this bandwidth is currently being used. Phillips Middle School also has a technician come once a day to meet the needs of the school's technology.

The main concern for the families and community of Phillips Middle School is access to the internet at home and in the surrounding community. Many families live in areas with no high-speed internet access and inconsistent cell phone service. During the COVID-19 crisis, 55% of families elected to get student work in packet form. This could indicate a preference for paper learning for some students, but it could also be the case that most of these families do not have internet or cell phone access. There is a need for mobile hotspots set up in areas around the community that students can easily access near their homes. Students use Chromebooks during the school day, but many do not have devices at home on which they can continue their learning. During the COVID-19 crisis, Phillips Middle School distributed Chromebooks to families that notified the school that they did not have access to a device. These families make up 30% of the student population.

In summary, as related to infrastructure, Phillips Middle School and its community need the following:

- Additional professionals (MCLs, RAs, tutors, or additional teaching positions) to facilitate teaching and learning
- Continued funding for a Dean of Students
- Devices for highest need students to take home
- Hot spots in communities where students do not have broadband or cell phone access

**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 and community input is very important to Phillips Middle School. In order to reach as many parents and community members as possible, Phillips Middle School has become creative in ways to reach parents where they are. The school found that many parents and community members attend sporting events on a regular basis, so the school now strategically hosts curriculum and information sessions prior to games. The Phillips Middle School team collected input from parents on partners at widely attended sporting events in January 2020. Parents reviewed information on partners, then completed a survey, selecting their top three partners. Parents also shared ideas for the grant based on needs from their perspectives. Parents selected Success for All and RTI as their top choices.

**(b) Response:**

The Phillips Middle School team collected input from community members at the same sporting events as with parents. Community members reviewed information on partners, then completed a survey, selecting their top three partners. Community members selected Success for All and RTI as their top two choices.

Phillips Middle School has established strong partnerships with various community organizations and will continue to engage these partners in a feedback loop on decisions as it relates to the IPG.

- i. Phillips Middle School and the Phillips/Bricks Alumni Association co-sponsor community activities including an annual Black History Month Program and a College & Career Extravaganza. Local businesses, professionals, and college representatives attend the College & Career Extravaganza to share insight with Phillips Middle School students.
- ii. Phillips Middle School partners with the Edgecombe County Office of the Sheriff. It provides mentors and coaches who support the school as well as yearly presentations on safety and making good choices.
- iii. The Montrezi Harrell Youth Foundation sponsors programs to motivate students to achieve more, including rewards for growth in grades and field trips.
- iv. Local churches partner to support meeting the needs of students, including providing weekend Backpack Buddy bags with food and snacks.
- v. Phillips Middle School collaborates with the Strategic Twin-Counties Education Partnership (STEP), an organization whose mission is to improve educational opportunities for students pre-K to postsecondary by “facilitating collaboration by all groups involved and interested in public education,” according to their mission. STEP has supported Phillips Middle School by connecting students and teachers with local businesses and by presenting at parent nights. STEP has also facilitated a partnership between the engine manufacturer Cummins and the Phillips Middle School science, technology, engineering, and mathematics (STEM) team. Cummins sends four engineers weekly to Phillips Middle School to support students as they tackle a STEM challenge.

***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:***

District representatives presented at a Phillips Middle School staff meeting on the IPG. 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 members indicated their interest in having the district/school move forward with the application. Staff members also reviewed the nine vetted partners and provided feedback regarding their top three choices, including a rationale for why they believe the partners they selected would be the best fit for the school.

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

- RTI
- Success for All
- DRIVE

After analyzing survey results, the district team held conference calls with the top four partners. The Principal of the school, Superintendent, Assistant Superintendent of Curriculum and Instruction, and Grade-Level Directors participated in calls. District staff and school leadership asked questions (see sample questions below) to determine which partner would best meet the needs of Phillips Middle School.

**Sample Interview Questions:**

- What schools in North Carolina have you supported?
- What has support looked like in those schools?



- In which districts or schools have you seen the most gains in student achievement and what did the support in those schools look like? Were those gains sustainable once you were no longer supporting the school?
- What is your experience with support in the areas of trauma and social-emotional learning?
- Do you have experience supporting schools with a high population of students with disabilities? If so, what did those supports look like?
- What does leadership development look like?

Based on the identified needs of the school and the interviews of the partners, Phillips Middle School Administration and District Leadership determined that RTI is most aligned with the needs of the school. Before making a final decision, district and Phillips Middle School leaders engaged RTI in a second call and discussed in detail the needs of the school and how RTI could support those needs. After the call and based on parent, staff, and community input, the team determined that RTI was the best choice for Phillips Middle School.

***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 five 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 were 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 interview with the selected partners. Questions were asked about the services of the partners and how they could best meet the needs of Phillips Middle School. 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 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. Before making the final decision, the district and school leadership conducted a second interview with the proposed partner. During this interview, the district asked targeted questions about how the partner could support the identified needs of the school. After this interview, it was determined RTI would be the best choice for Phillips Middle School.

**(b) Response:** The district and school will ensure the quality of the vendor through regular checks. The 20-day data charts will be shared with the school, district, and vendor. Collaboratively, all parties will look at the data collected in the chart and progress toward school improvement goals, then determine areas of highest need and make the necessary adjustments to the support being provided. The school has direct support from the Director of Federal Programs and the Grade-Level Director who will also be working closely with the partner. This collaborative structure will allow for concerns to be addressed on an as-needed basis. Monthly check-ins will occur after data sheets have been completed.

**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 Phillips Middle



School is led by Drs. Angela Hinson Quick and Laurie Baker, both former teachers and principals in North Carolina.

**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 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). 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. 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).

**(c) Response:** The district will hold monthly data reviews with both the Principal and the vetted partner. These meetings will occur following the submission of the monthly data to NCDPI. These frequent and ongoing reviews will provide the district the opportunity to make immediate necessary adjustments to effectively increase student achievement and meet the goals of the grant. Additionally, the district will request a written summary that aligns the work of the partner to progress being made towards established goals.

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

**(a) Response:**

In 2017–2018, a design team consisting of the Principal of Phillips Middle School, the Principal of North Edgecombe High School (the high school of the Innovation Zone), the Superintendent, and the Director of Innovation of ECPS participated in the Transcend-New Schools Collaborative, a cohort designed to accelerate the exploration, learning, and transition of school districts towards high-performing school models that meet the needs of communities. When the team first applied to the cohort, Jennifer O’Meara, now Principal of Phillips Middle School, was the Assistant Principal of North Edgecombe High School, and the team applied only for North Edgecombe High School. When Ms. O’Meara moved to Phillips Middle School as Principal, the design team decided to use this as an opportunity to impact both school designs. The team recognizes that alignment among feeder pattern schools is critical to student success, so the team has worked over the past 2 years to include the elementary school in new iterations of the design.

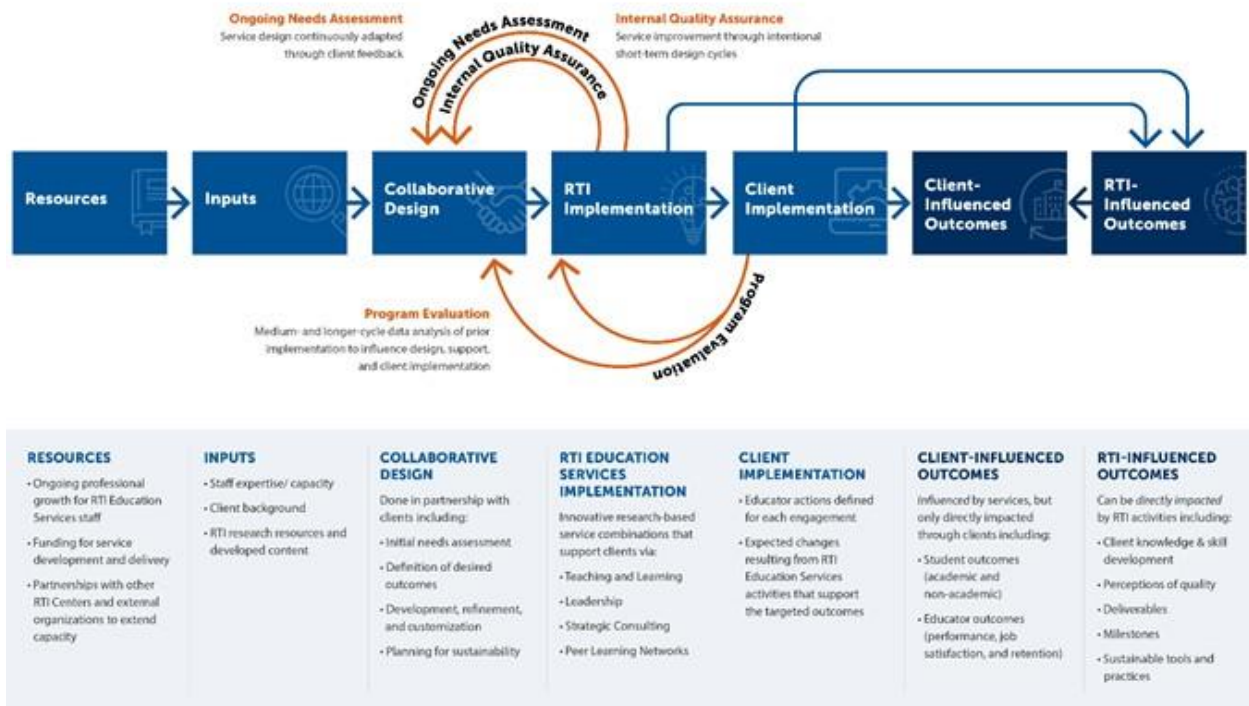
The design team conducted hundreds of empathy interviews and leveraged the equity and human-centered design thinking process, mostly rooted in the work of Stanford, to create a radically different school model rooted in community and the science of learning. This means the team first took time to acknowledge and address its own biases, conducted empathy with the community, defined the problems based on insights from empathy, then ideated, piloted, and tested new potential learning experiences for students. One such experience was Meta Moments, a morning time in which students initially learned and practiced mindfulness techniques. The team conducted more empathy work with students to learn how Meta Moments worked or did not work, and Meta Moments eventually evolved into Banner today. This ultimately led to the founding of the North Phillips School of Innovation (NPSI) in 2018–2019, a collaborative micro-school serving 18 8th-graders and 12 9th-graders between North Edgecombe High School and Phillips Middle School on the former’s campus. The primary focus of the pilot program was on project-based, interdisciplinary learning and building student resilience. In 2019–2020, the school was scaled to reach all 8th-graders, now located at Phillips Middle School, and all 9th- and 10th-graders located at North Edgecombe High School.

According to social-emotional learning, discipline, and attendance data, the new innovative model is proving to be a promising one. The students in NPSI, who mirrored the larger population of Phillips Middle School, had an attendance rate two points higher than all of Phillips Middle School and an Office Discipline Referral rate less than half of that of all of Phillips Middle School. They also outperformed the Phillips Middle School average on all End-of-Grade assessments. As such, Phillips Middle School intends to expand the model to all grade levels, with a focus on improving student academic outcomes.

Phillips Middle School is partnering with RTI to develop and implement a comprehensive improvement plan to scale NPSI. RTI believes that all children, regardless of circumstances, deserve access to a quality education that empowers them to thrive. RTI’s 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.



Phillips Middle School will partner with RTI to guarantee successful implementation of the interventions it is currently pursuing, including the NPSI model, paired with interventions it will pursue, including IBL. 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 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, peer-learning networks and partner co-design of professional development is used to facilitate learning and sustainability as the school scales NPSI, strives to prepare teachers for design thinking and IBL, and to implement all interventions.

In partnership with RTI, Phillip Middle School's process for school support will begin with a needs assessment to inform how to co-design a plan of action that best matches the situation. Though the school has 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 Phillips Middle School. 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, Phillips Middle School 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? The school will then diagnose the type of change desired and match it with the best-aligned change strategies.

The change management approach to be used 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. The change model is based on three components: Leadership, Momentum, and Organization.



Phillips Middle School will seek support from RTI in auditing current buy-in among school stakeholders and staff for alignment in vision, then ensure all stakeholders are headed in the same direction, running towards innovation, community, empathy, and student-centered school redesign.



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, Phillips Middle School will work with RTI to conduct an annual pre-mortem process as part of the annual planning adjustment phase of the project. The pre-mortem 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 prioritize concerns and assess probable causes as well as both the impact and likelihood of each cause. Finally, teams define specific mitigating adjustments that can be made in the project to avoid such outcomes. Research indicates many advantages afforded by the pre-mortem process, including diminished groupthink (Serrat, 2012), diminished fear of negative outcomes, and increased ability to correctly identify reasons for future outcomes by 30% (Mitchell, Russo, & Pennington, 1989).

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

Maximum point value for this section is 16.

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

**(a) Response:**

ECPS is committed to supporting the full implementation of the strategies outlined in this grant and partnering with the school and vetted partner to ensure smooth implementation and monitoring. ECPS will also use available resources and personnel to support the professional development and coaching needs of teachers and leaders at Phillips Middle School. The district's Curriculum and Instruction Support Services team will collaborate with RTI, school administration, and the School Coach to provide support during the planning and implementation of the researched-based strategies outlined in this plan. Further, the Curriculum and Instruction Support Services team will continue to conduct growth walks at Phillips Middle School. After each growth walk, the team will identify the trends and needs from the data collected. At that time, the team will prioritize and deploy the support the district can and should provide to the school. ECPS currently has a K–8 Instructional Coach for both literacy and math that will be part of the support plan for the school. ECPS currently tiers the schools within the district and provides district support by priority. Phillips Middle School is given top priority.

Phillips Middle School and ECPS will implement the 20-day data tracker. These data will allow them to begin assessing how these critical data points impact student achievement on a monthly basis. The district and school believe the data within the 20-day tracker can be used to inform overall school plans, including the school improvement plan.

Careful planning and pre-work will allow the school to be poised to move forward with implementation on day 1 of the 2020–2021 school year. Work has already begun on the job descriptions for additional necessary staff.

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

**(a) Response:**

Phillips Middle School uses CSI funding to hire a Dean of Students to support social-emotional learning within the school. The goals for the position are

- to promote the Phillips Middle School vision, “we are the architects of our lives,” by creating a culture of authentic student success in which every student grows academically, behaviorally, and socially;
- to collaborate with the school social worker to increase student attendance rates to at least 97%;
- to increase the use of restorative and accountable practices;
- to increase student self-regulation, self-control, and self-confidence; and
- to promote Phillips Middle School competencies and life skills among all students.

Based on instructional data, math instruction and intervention is a priority for the school. The school budgeted new CSI funds to hire additional math support through a tutor for small-group interventions. Providing students with personalized learning opportunities will better address math needs and gaps.

Phillips Middle School has used Title I funds to support Opportunity Culture by providing a portion of an MCL position and differential. The MCL participated in New Leaders Training and was instrumental in leading professional learning communities in data-driven decision-making. The MCL also provided real-

time coaching for teachers, professional development sessions, and school-wide leadership. Tragically, the MCL passed away in August 2019, and the school was forced to restructure its leadership program. However, there continues to be a need for an MCL and for ongoing coaching and support.

Phillips Middle School applied for, was awarded, and continues to operate with Restart status beginning in the 2017–2018 school year. This status has allowed the school to implement calendar flexibility to maximize the time for teaching and learning, licensure flexibility to hire the right teachers for the right positions, and funding flexibility to more strategically fund school needs. Phillips Middle School has leveraged calendar flexibility to incorporate release days—Fridays that all staff and students have off at the most stressful or difficult times of the year. The school has seen an increase in student and staff attendance. Phillips Middle School also started the 2019–2020 school year fully staffed for the first time in 3 years. This can be attributed to the licensure flexibility. Finally, Phillips Middle School has used budgeting flexibility to create a sixth core teacher position paired with Title I funds.

As a part of the NPSI, Phillips Middle School has also received grants from the Walton Foundation and the Kenan Foundation. These grants have been used for teacher training during the summer and inspiration visits. An inspiration visit is a visit to a high-performing, innovative school. Phillips Middle School sends teachers, parents, students and community members who are then tasked to bring back ideas and systems aligned to school needs which then inform its own school design. The grant also supports two positions: a Design MCL who leads the project-based work of 8th grade, designs social-emotional learning curriculum for Banner, and leads strategy to scale the school; and a Community Engagement Partner who is creating a Strategic Community and Family Engagement Plan. Both positions will be critical in implementing and aligning the current work to the work of the IPG.

**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:**

Phillips Middle School believes in the importance of meaningful engagement with families and is already engaging families in several key ways:

- i. Phillips Middle School has a Parent-Teacher Organization that is committed to engaging more families in innovative ways, including hosting STEM and parent nights in community centers outside of the school.
- ii. Phillips Middle School has a Community Engagement Partner, an expert in human-centered design thinking, who is developing a comprehensive community engagement strategy for the entire feeder pattern.
- iii. As a part of the NPSI, 8th-grade teachers currently engage students in IBL, at the end of which students present their projects in a showcase to parents and guardians.
- iv. Phillips Middle School believes in the value of empathy work. As such, it conducts empathy interviews, focus groups, and surveys with parents to continuously learn from their perspectives.

There is, however, an opportunity to reach more parents.

Although Phillips Middle School has started the work of critical family engagement, the school is committed to further expanding it. Survey and empathy interview data show that the most involved parents/guardians

wish more parents/guardians would engage and wish they had opportunities to learn more about what their children are learning. The Community Engagement Partner will play a critical role in communicating to families what the selected research-based strategies are and why they have been chosen. She will also continue to do empathy work with families in order to create a continuous feedback loop with families on the strategies and to create more involvement.

The NPSI will scale to include 6th and 7th grades. As such, the entire school will shift from traditional teaching pedagogy to full project-based learning and IBL. Each quarter, students will participate in a major cross-curricular project in groups that will culminate with a showcase and public-facing expo. Phillips Middle School will partner with the Parent-Teacher Organization to identify ways to motivate 100% of families to attend these IBL showcases. Additionally, students will engage in Passion Projects, a time similar to genius hour in which students explore potential passions. At the end of the school year, students will present a Case Study of Self from these Passion Projects to parents and family members.

Finally, as Phillips Middle School staff members grow in their ability to collaborate with the support of RTI, the team will also turn its attention to innovative ways to collaborate with families.

**(b) Response:**

As it believes in meaningful family engagement, Phillips Middle School also believes in the power of community involvement and partners closely with multiple community organizations, including the Phillips/Bricks Alumni Association, local churches, the Montrezi Harrell Youth Foundation, and local businesses. Phillips Middle School currently engages community in the following ways:

- i. Phillips Middle School and the Phillips/Bricks Alumni Association co-sponsor community activities including an annual Black History Month Program and a College & Career Extravaganza. Local businesses, professionals, and college representatives attend the College & Career Extravaganza to share insight with Phillips Middle School students.
- ii. Phillips Middle School partners with the Edgecombe County Office of the Sheriff. It provides mentors and coaches who support the school as well as yearly presentations on safety and making good choices.
- iii. The Montrezi Harrell Youth Foundation sponsors programs to motivate students to achieve more, including rewards for growth in grades and field trips.
- iv. Local churches partner to support meeting the needs of students, including providing weekend Backpack Buddy bags with food and snacks.
- v. Phillips Middle School collaborates with the STEP, an organization whose mission is to improve educational opportunities for students from pre-K to postsecondary by facilitating collaboration by all groups involved and interested in public education. STEP has supported Phillips Middle School by connecting students and teachers with local businesses and by presenting at parent nights. STEP has also facilitated a partnership between the engine manufacturer Cummins and the Phillips Middle School STEM team. Cummins sends four engineers weekly to Phillips Middle School to support students as they tackle a STEM challenge.

As with engaging families, Phillips Middle School must deepen engagement with the community in order for school improvement strategies to be sustainable. Phillips Middle School will leverage current partners and positions in order to engage more authentically with community organizations, especially with project-based learning, IBL, and Passion Projects. It will create a “genius bar,” a menu of local individuals and organizations that students can use in order to connect with experts who can support their projects or explore possible passions. The school will also engage local experts throughout IBL so they can provide feedback to students on their products and act as panelists for final presentations. Phillips Middle School will also engage community members in all IBL showcases and expos.

***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:**

Phillips Middle School will emphasize maximizing human potential as it pursues the ultimate goal of achieving ECPS Graduate Aims: by the time 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 order to achieve these aims, Phillips Middle School believes it must use research to re-imagine the traditional school model while simultaneously growing the capacity of the entire school team.

To support local capacity for growth, Phillips Middle School will leverage IPG funding to add the following positions: 1.0 School Coach, 1.0 Literacy MCL, 1.0 STEM MCL, and 1.0 Passion Project Advisor.

Teacher leadership opportunities will be critical in retention and growth of the greatest talent. As such, Phillips Middle School will implement the Teacher Leaders Academy, a yearlong leadership development opportunity for four teachers per year. Teacher leaders will be expected to engage in the design process and implement a pilot to test a solution to a problem they define rooted in student empathy. They will participate in inspiration visits and Train-the-Trainer Professional Development aligned to the problem they have defined. Inspiration visits are visits to organizations or schools implementing innovative and effective strategies. Teachers will be expected to then “pay it forward” by facilitating staff professional development, modeling new learning in their own classrooms, or managing a school structure. Those in the Teacher Leaders Academy will receive Teacher Leaders Stipends.

Phillips Middle School will also implement three major research-based school improvement strategies:

**Research-Based School Improvement Strategy #1: Design Thinking and IBL: Driving Students’ Purpose and Passion**

Phillips Middle School recognizes the significance of engaging students in a rigorous and relevant curriculum. It also believes that equity is in the details of teaching and learning. Therefore, the first priority will be to develop teachers so they are able to facilitate Passion Projects and cross-curricular projects with all students using human-centered design thinking and IBL and ensuring rising 6th-grade students are prepared for the rigorous work with which they will engage at Phillips Middle School.

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. Design thinking is a mindset and approach to learning that looks at problems from different points of view to create a systems solution. A design thinking and 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 design thinking and IBL and tools and strategies to support design and implementation.

RTI’s 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 RTI uses in all IBL support.

Implementation of an effective design thinking and 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 do not have clearly defined approaches and common language to provide feedback and discuss their progress, growth can be stymied.

The design thinking and IBL approach will be a connected high-quality instructional approach that builds upon 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).

To foster teacher efficacy and support improvements in student academic outcomes, RTI will develop instructional capacity at Phillips Middle School focused on six inter-related 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.

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



RTI's support will be structured as whole-group and blended professional learning with job-embedded coaching and planning support focusing 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. A brief description of the six areas is provided below. This approach will be enabled through professional learning and instructional coaching with staff.

Emphasis area	What it Looks Like
Student Agency and Efficacy	Classroom activities instill a sense of ownership and efficacy in students, preparing them to be lifelong learners with the necessary skills to guide their own learning and thinking through college, careers, and life. (Knight, 2007; Aguilar, 2013)
Culture of Caring	The classroom environment is safe, welcoming, and joyful, supporting students to be confident in themselves as they take risks and generate ideas. Each student is well-known by teacher and classmates and has a sense of belonging. (Maslach and Leiter, 2016; Hock 1988; Friedman & Farber, 1992)
Future- and Real-World Oriented Instruction	Learning activities and resources are authentic, and outcomes include explicit instruction that prepares students to be global citizens in a future not yet imagined (Costa & Garmston; 2007; Hulleman & Harackiewicz, 2009)
Intentional Design	Standards-based instruction is designed to lead to intended outcomes for all students including curricular alignment, sequencing, use of data and scaffolding instruction. Outcomes are clearly communicated with students in the classroom. (Knight, 2007; Costa & Garmston; 2007)
Learning Environment	The classroom environment provides a safe space for all students to learn and take risks and instills in students a sense of confidence and belonging. (Aguilar, 2013; Ting & Scisco 2006)
Public Practice	Educators work together to continuously improve instruction through classroom observation, an improvement strategies, and reflection through networks of peers. Instructional equity by is created by centering inquiries on student learning and differentiated instruction for all students. (Danielson, 1996; Knight, 2007; Aguilar, 2013; City, Elmore, Fiarman, & Teitel, 2009)

In tandem with the support of RTI, Phillips Middle School will implement various other strategies to ensure that teachers can facilitate Passion Projects and cross-curricular projects with all students using human-centered design thinking and IBL. This includes the creation of a Literacy MCL and a STEM MCL. Both MCLs will work closely with administration and the School Coach to guarantee that every teacher engages in a reflective coaching cycle every week. By providing all teachers personalized, job-embedded professional development paired with planning support, teachers' efficacy will dramatically increase, leaving teachers the social, emotional, and physical space to take risks, reflect, and shift their practice towards IBL.

Empathy interviews with teachers have indicated that they are more likely to stay in the profession and at Phillips Middle School when they have access to new opportunities. Additionally, in order for teachers to embrace innovative strategies in teaching, they must see examples in action. Thus, IPG funds would be used to take teachers, alongside students, parents and community members, on inspiration visits. Phillips Middle School has used inspiration visits in the past to spark new thinking, and the pay-offs have been tremendous. On inspiration visits, community members visit high-performing and innovative schools, gain insights, then design using those insights. This will lead to increased investment in IBL and re-imagining school.

Finally, in order to prepare students for the rigorous IBL that will take place beginning in 6th grade, Phillips Middle School will implement a yearly bridge program for all 6th-grade students. In partnership with RTI and based on school data and research, a team of teachers will identify key academic skills, mindsets, and behavioral expectations students will need to be successful at Phillips Middle School and plan the summer experience around these. The Summer Bridge Program will also be used as a time to give teachers live practice, coaching, and feedback with IBL.

#### Research-Based School Improvement Strategy #2: Support for School-wide Collaboration

Collaboration is a critical skill for students to learn. How do schools teach, model, and define what collaboration looks like for students? Support from RTI will allow teachers to learn best practices for collaborative group work strategies for students as well as how they can model these same practices with other staff across the school. Staff will learn strategies and tools that they can apply to both their engagement with peers and students. Through active engagement in collaborative group work and reflective conversations with colleagues, teachers will learn how to promote equitable contributions and support planning to enhance the work of collaborative groups, while also leaning to design and facilitate effective student groups in their classrooms. Through this experience, participants will:

- Model and practice protocols that promote effective communication
- Define characteristics of high-quality collaborative group work
- Intentionally plan for and structure high quality collaborative group work
- Identify and refine strategies for collaborative group work to use in the classroom

Empathy interviews with teachers have indicated that teachers value time to collaborate with one another. While they believe they have enough time to collaborate, there is an opportunity to maximize collaboration and communication among staff. Practicing strategies together will be a key first step to spreading high level collaboration school wide.

Collaboration is not just an end unto itself. It will also be a vehicle to retain highly effective teachers who value collaboration. Phillips Middle School will use IPG funds to facilitate team retreats at the beginning of the year and middle of the year. The school will focus on research-based strategies to improve collaboration and staff culture and to continue alignment in vision.

After staff cultivates strong skills in collaborating among themselves and are able to model it, they will facilitate Passion Projects and cross-curricular inquiry-based projects with students. Through these projects, teachers will support students in their own understanding of and ability to collaborate. Eighth grade students will also have projects from community organizations, called inbound projects, in which the students must collaborate with one another and a community organization partner in order to design a solution to a problem the organization is facing. IPG funds will be used to hire a NPSI Passion Coach, whose primary role will be to explicitly teach students how to work together, coach student teams as they collaborate on their projects, and provide rapid feedback to students on their work.

Collaboration with families and communities will be critical to student success. A Phillips Middle School Parent Learning Lab where parents can learn collaboration, design thinking, and other important skills will be designed and facilitated by the school counselor with a team of teachers.

### **Research-Based School Improvement Strategy #3: Team Leadership Development with Project Management Support (building capacity and sustainability)**

RTI will take a group development approach with the School Improvement Team over the first 24 months followed by targeted support and facilitation around emerging needs (e.g., in year 3, it may be appropriate to revisit the project management approach based on lessons learned).

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

RTI will facilitate change management development as a workshop series with the School Improvement Team that uses practical application and current problems of practice as the focal point. This may be coupled with in-practice support to aid with relevant application of the approaches.

***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:**

Phillips Middle School will utilize multiple effective oversight strategies throughout the duration of the grant. Students will be monitored utilizing data from formative, summative, and informal assessments. Students and parents will assess student progress by attending student-led parent-teacher-student conferences. The School Improvement Team will continue to monitor EVAAS growth data and the NC STAR School Improvement Plan. Following the annual School Improvement Plan review process, data will be reviewed on a monthly basis utilizing results from math, science, reading, attendance, and discipline to determine if the strategies that were put into place are contributing to academic success. The Instructional Coach will collect data every 20 days. The Coach will analyze the data with the School Improvement Team, RTI, and district leaders. School leaders will then hold monthly meetings with the staff, which will include IPG information, updates, and staff engagement.

The ECPS Curriculum and Instruction Support Team will conduct monthly walkthroughs with the Principal and Coach. The walkthroughs will focus on effective teaching practices and student engagement and learning. The Phillips Middle School Instructional Leadership Team, which will include the Principal, Coach, and MCLs, will conduct weekly walkthroughs. The district will also create a team that will meet monthly with the Principal, Coach, and RTI. The district will also invite DPI Federal Program Representatives to monthly meetings, as needed.

**(b) Response:**

**Leadership Coaching:** Effective implementation of new practices requires effective leadership. RTI will provide both professional learning and leadership coaching to the Principal and other school leaders. Professional learning will emphasize how to lead teachers in implementation of new instructional practices.

**District-Level School Support:** In addition to leadership support, the district will provide targeted support to the school staff. The Grade-Level Director, Assistant Superintendent of Curriculum and Instruction, the Director of Innovation, and the two district Math and English language arts (ELA) Specialists will provide support on a weekly basis to the administration and staff. The district-level support will consist of leadership coaching from the Grade-Level Director and Director of Innovation. District Instructional Specialists will work with MCLs to provide coaching and feedback to teachers. In addition to working with the administration and teachers, the district team will support school improvement planning and implementation as well as provide the necessary professional development needed by the school.

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

2020–2021 (Full Implementation Year):

**(a) Response:**

Activity	Expected Timing	Outcome
<b>Staff leadership retreat</b> , including a review of data, onboarding of new staff members, and preparation for implementation plan. 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 2020–2021 year.	July–August	Roadmap and schedule for embedded support.

<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 introduction of 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>Post and hire IPG Coach</b> position and onboard.	July–October	Full-time Coach 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.</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.	September–May	Enhance locally sustainable practices that support high-quality teaching and learning.
Engage staff in enrichment workshops/small team consulting sessions focused on <b>enhancing collaboration</b> , to include the use of group vetting and instructional refinement. Organize structure for sustainable and ongoing collaboration groups.	September–May	Enhance collaboration and integration among staff to continuously strengthen practice.
<b>Mid-year 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,	June	Revised blueprint

including development of implementation schedule for the 2021–2022 year. Reassess progress towards identified goals.		prepared to guide the 2021–2022 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.
2021–2022 (Full Implementation Year): <b>(b) Response:</b>		
<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 1 progress and year 2 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 2022–2023 year; engage in <b>summer enrichment professional development for staff.</b>	July–August	Roadmap for job-embedded support developed. Enrichment for staff.
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 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 and improve staff facility to use data.
<b>Receive job-embedded professional learning focused on IBL.</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. This year will focus on	September–May	Enhance locally sustainable practices that support high-quality teaching and learning.

enhancing existing implementation concepts.		
Engage staff in enrichment workshops/small team consulting sessions focused on <b>enhancing collaboration</b> , to include the use of group vetting and instructional refinement. Organize structure for sustainable and ongoing collaboration groups.	September–May	Enhance collaboration and integration among staff to continuously strengthen practice.
<b>Sustainability planning</b> through a gradual release and co-led support from RTI to ensure capacity of local staff has been effectively established to sustain practices.	January–June	Prepare for sustainability of practices.
<b>Mid-year 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 the 2022–2023 year. Reassess progress towards identified goals.	June	Revised blueprint prepared to guide the 2022–2023 year.

2022–2023 (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 2 progress and year 3 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 2022–2023 year; engage in <b>summer enrichment</b>	July–August	Roadmap for job-embedded support

<b>professional development for staff.</b>		developed. Enrichment for staff.
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 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 and improve staff facility to use data.
<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>Receive job-embedded professional learning focused on IBL.</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.	September–May	Enhance locally sustainable practices that support high-quality teaching and learning.
Engage staff in enrichment workshops/small team consulting sessions focused on <b>enhancing collaboration</b> , to include the use of group vetting and instructional refinement. Organize structure for sustainable and ongoing collaboration groups.	September–May	Enhance collaboration and integration among staff to continuously strengthen practice.
<b>Mid-year 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>Final review of implementation effort</b> during summer	June	Revised blueprint

planning period. This will also include development of an implementation schedule for the 2023–2024 year. Reassess progress towards identified goals.		prepared to guide the 2023–2024 year
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**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:**

Implementation Year 1:	40% proficiency in ELA; 36% proficiency in math
Implementation Year 2:	60% proficiency in ELA; 50% proficiency in math
Implementation Year 3:	80% proficiency in ELA; 65% proficiency in math

The goal for year 1 is based on EVAAS data for both ELA and math. It includes the total number of students projected to be proficient, half of the students projected to earn a level 2, and a tenth of the students predicted to earn a level one. The goals are also based on recent benchmark scores. On these benchmark scores, Phillips Middle School has demonstrated an increase of 20 points on average in ELA. This trend can continue with the IPG and partnership with RTI. There is not as much rapid progress for math, but given the interventions selected, great growth can still occur over three years.

The district will continue to monitor school progress throughout the course of each year. The district uses quarterly benchmarks to monitor student achievement progress. Phillips Middle School additionally conducts common formative assessments between benchmarks. Phillips Middle School will continue to use the Uncommon Schools Driven by Data (data-driven instruction) framework to ensure deep and actionable analysis of data that results in Corrective Action Instruction Plans. The School Improvement Team will use data collected every 20 days and NC STAR to monitor progress.

Curriculum Directors and school administrators will review these data, participate in data day discussions, and make modifications to curriculum and instruction on an ongoing basis. Administrators, teachers, and MCLs will participate in a data-driven instruction cycle to disaggregate data and come up with an instructional action plan. Curriculum Maps and the Framework for Instruction have been updated for the planning year with a focus on timely delivery of instruction measured by timely assessments.

**(b) Response:**

Behavior Goals	In-School Suspension Incidents	Out-of-School Suspension Incidents
Implementation Year 1	Decrease to 55	Decrease to 35
Implementation Year 2	Decrease to 40	Decrease to 25
Implementation Year 3	Decrease to 25	Decrease to 10



As Phillips Middle School continues to implement trauma-informed and restorative practices, decreases are anticipated each year in in-school suspension and out-of-school suspension incidents. ECPS is also committed to restructuring the discipline policy, which will also decrease in-school suspension and out-of-school suspension incidents.

#### **Student Attendance:**

The current school student attendance rate is 95%. The goal is for the school average attendance rate to be at or above 98% by the end of the 2022–2023 school year. Students will miss school due to illness, family emergencies, and other urgent situations, but high student attendance is still the goal.

#### **Staff Attendance:**

The current staff attendance rate is 93.5%. The goal is for the staff attendance rate to be at or above 98% by the end of the 2022–2023 school year. Teachers may miss work due to illness, family emergencies, and other urgent situations, but high staff attendance is still the goal.

The district is committed to monitoring not only academic data but all data listed in the assurances as well as behavioral health and social-emotional data. The district and school will begin using the 20-day data tracking sheet immediately to provide support and guidance throughout the remainder of this school year. The team believes this is a beneficial tool that can be implemented immediately with positive results.

In addition, the district is launching an attendance campaign in the spring of 2020 to raise awareness of the importance of school attendance. This campaign will also provide incentives for students to attend school regularly. This campaign will continue in the 2020–2021 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):***

#### **Response:**

RTI's primary objective during the grant period is to build the capacity of the Phillips Middle School staff to facilitate the development of students' academic and social-emotional skills. Over the course of the grant period, teaching will improve dramatically, as will the leadership skills of the school 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 Phillips Middle School: inquiry-based instruction, school-wide collaboration, and 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.

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. 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 staff positions funded by the grant will either be strategically phased out or funded through alternative sources including Title I. The products created by MCLs will continue to be enhanced each year as teachers assume more design responsibilities. The Phillips Middle School team will explore using Title I

funds and Restart flexibility to continue funding Opportunity Culture positions and the salary differentials. Through work with Restart and Opportunity Culture, the Phillips Middle School team and ECPS leadership teams are well-versed in creating and funding positions that support innovative programs and 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**

<b>SCHOOL (<u>SAMPLE</u>) BUDGET</b>			
<b>Year 1 2020-2021</b>	<b>Year 2 2021-2022</b>	<b>Year 3 2022-2023</b>	<b>Three - Year Total</b>
\$475,000	\$480,000	\$480,000	<b>\$1,435,000</b>
<b>SCHOOL (<u>PROPOSED</u>) BUDGET</b>			
<b>Year 1 2020-2021</b>	<b>Year 2 2021-2022</b>	<b>Year 3 2022-2023</b>	<b>Three - Year Total</b>
\$447,368.71	\$462,395.56	\$470,340.50	<b>\$1,380,104.77</b>

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:**

<b>Budget Item</b>	<b>Description/Justification</b>	<b>Amount</b>
<b>School Coach 3.5420.115.116 Salary &amp; Benefits</b>	The School Coach will track data, report data to NCDPI, inform instructional practices, and ensure the grant is implemented with fidelity. The School 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 1, 2020.	\$109,339.97
<b>Contracted Services with RTI 3.5110.115.311</b>	Partner with RTI to offer services to Phillips Middle School. Contract will begin July 1, 2020.	\$54,000.00
<b>Literacy MCL I Salary &amp; Benefits 3.5110.115.121</b>	Hire a Literacy MCL I to lead ELA, science, and social studies teachers in implementation of data-driven instruction, improved literacy practices, and an ongoing coaching cycle.	\$95,659.06
<b>Math MCL I Salary &amp; Benefits 3.5110.115.121</b>	Hire a Math MCL I to lead math teachers in implementation of data-driven instruction, implementation of the Common Core Mathematical Practices, and an ongoing coaching cycle.	\$95,659.06
<b>Transition Program, Including Supplies &amp; Teacher Salary 3.5350.115.198 3.5350.115.411</b>	Design and implement a summer transition program for students entering 6th grade to address readiness skills. Provide transition activities for rising 7th- and 8th-graders using another funding source.	\$7,903.64
<b>Instructional Supplies: STEM 3.5110.115.411</b>	Purchase supplies to add to a Makerspace where students have opportunities to apply IBL and explore math as a real and relevant discipline.	\$10,000.00
<b>Instructional Supplies: Passion Projects (Materials, Travel for Internship, etc.) 3.5110.115.411</b>	Purchase supplies for students to pursue Passion Projects in the NPSI.	\$10,000.00
<b>Teacher Leader Academy Stipends &amp; Benefits (Four Teachers per Year) 3.5110.115.187</b>	Yearlong leadership development opportunity for four teachers per year. Teacher leaders will be expected to <ul style="list-style-type: none"> <li>engage in the design process to develop a solution to a problem they define rooted in student empathy;</li> <li>participate in inspiration visits and Train-the-Trainer Professional Development aligned to the problem they have defined; and</li> </ul>	\$20,534.40
<b>Professional Development</b>		\$8,000.00

<b>(Teacher Leader Academy)</b> <b>3.5110.115.312</b>	<ul style="list-style-type: none"> <li>collaborate with colleagues to implement and test their proposed solution.</li> </ul>	
<b>Inspiration Visits</b> <b>3.5110.115.312</b>		\$5,000.00
<b>Staff Leadership Retreats</b> <b>3.5110.115.196</b>	Focus on staff culture, collaboration, and aligned visions at the start of the year with a mid-year retreat to continue to hone the vision and guarantee alignment.	\$17,325.90
<b>Indirect Cost</b> <b>3.8100.115.392</b>		\$13,946.68

Justification for 2021–2022 Budget:

**(b) Response:**

<b>Budget Item</b>	<b>Description/Justification</b>	<b>Amount</b>
<b>School Coach</b> <b>3.5420.115.116</b> <b>Salary &amp; Benefits</b>	Continue the employment of a School Coach to track data, report data to NCDPI, inform instructional practices, and ensure the grant is implemented with fidelity. The School Coach will be employed by the school and work 12 months per year for 40 hours per week.	\$118,787.87
<b>Contracted Services with RTI</b> <b>3.5110.115.311</b>	Partner with RTI to offer services to Phillips Middle School.	\$54,000.00
<b>Literacy MCL I Leader Salary &amp; Benefits</b> <b>3.5110.115.121</b>	Continue to fund a Literacy MCL I to lead ELA, science, and social studies teachers in implementation of data-driven instruction, improved literacy practices, and an ongoing coaching cycle.	\$103,272.92
<b>Math MCL I Salary &amp; Benefits</b> <b>3.5110.115.121</b>	Continue to fund a Math MCL I to lead math teachers in implementation of data-driven instruction, implementation of the Common Core Mathematical Practices, and an ongoing coaching cycle.	\$103,272.92
<b>Transition Program, Including Supplies &amp; Teacher Salary</b> <b>3.5350.115.198</b> <b>3.5350.115.411</b>	Continue summer transition program for students entering 6th grade to address readiness skills. Provide transition activities for rising 7th- and 8th-graders using another funding source.	\$7,903.64
<b>Instructional Supplies: STEM</b> <b>3.5110.115.411</b>	Purchase supplies to add to a Makerspace where students have opportunities to apply IBL and explore math as a real and relevant discipline.	\$5,000.00

<b>Instructional Supplies: Passion Projects (Materials, Travel for Internship, etc.)</b> <b>3.5110.115.411</b>	Purchase supplies for students to pursue Passion Projects in the NPSI.	\$5,000.00
<b>Teacher Leader Academy Stipends &amp; Benefits (Four Teachers per Year)</b> <b>3.5110.115.187</b>	Yearlong leadership development opportunity for four teachers per year. Teacher leaders will be expected to <ul style="list-style-type: none"> <li>engage in the design process to develop a solution to a problem they define rooted in student empathy;</li> <li>participate in inspiration visits and Train-the-Trainer Professional Development aligned to the problem they have defined; and</li> <li>collaborate with colleagues to implement and test their proposed solution.</li> </ul>	\$20,699.20
<b>Professional Development (Teacher Leader Academy)</b> <b>3.5110.115.312</b>		\$8,000.00
<b>Inspiration Visits</b> <b>3.5110.115.312</b>		\$5,000.00
<b>Staff Leadership Retreats TAPs for Staff</b> <b>3.5110.115.196</b>	Focus on staff culture, collaboration, and aligned visions at the start of the year with a mid-year retreat to continue to hone the vision and guarantee alignment.	\$17,464.95
<b>Indirect Cost</b> <b>3.8100.115.392</b>		\$13,946.68
Justification for 2022–2023 Budget: <b>(c) Response:</b>		
<b>Budget Item</b>	<b>Description/Justification</b>	<b>Amount</b>
<b>School Coach</b> <b>3.5420.115.116</b> <b>Salary &amp; Benefits</b>	Continue the employment of a School Coach to track data, report data to NCDPI, inform instructional practices, and ensure the grant is implemented with fidelity. The School Coach will be employed by the school and work 12 months per year for 40 hours per week.	\$129,109.53
<b>Contracted Services with RTI</b> <b>3.5110.115.311</b>	Partner with RTI to offer services to Phillips Middle School.	\$34,000.00
<b>Literacy MCL I Salary &amp; Benefits</b> <b>3.5110.115.121</b>	Continue to fund a Literacy MCL I to lead ELA, science, and social studies teachers in implementation of data-driven instruction, improved literacy practices, and an ongoing coaching cycle.	\$111,586.01
<b>Math MCL I Salary &amp; Benefits</b>	Continue to fund a Math MCL I to lead math teachers in implementation of data-driven instruction, implementation of the	\$111,586.01

<b>3.5110.115.121</b>	Common Core Mathematical Practices, and an ongoing coaching cycle.	
<b>Transition Program, Including Supplies &amp; Teacher Salary</b> <b>3.5350.115.198</b> <b>3.5350.115.411</b>	Continue summer transition program for students entering 6th grade to address readiness skills. Provide transition activities for rising 7th- and 8th-graders using another funding source.	\$8,001.16
<b>Instructional Supplies: STEM</b> <b>3.5110.115.411</b>	Purchase supplies to add to a Makerspace where students have opportunities to apply IBL and explore math as a real and relevant discipline.	\$5,000.00
<b>Instructional Supplies: Passion Projects (Materials, Travel for Internship, etc.)</b> <b>3.5110.115.411</b>	Purchase supplies for students to pursue Passion Projects in the NPSI.	\$5,000.00
<b>Teacher Leader Academy Stipends &amp; Benefits (Four Teachers per Year)</b> <b>3.5110.115.187</b>	Yearlong leadership development opportunity for four teachers per year. Teacher leaders will be expected to <ul style="list-style-type: none"> <li>engage in the design process to develop a solution to a problem they define rooted in student empathy;</li> <li>participate in inspiration visits and Train-the-Trainer Professional Development aligned to the problem they have defined; and</li> <li>collaborate with colleagues to implement and test their proposed solution.</li> </ul>	\$20,873.60
<b>Professional Development (Teacher Leader Academy)</b> <b>3.5110.115.312</b>		\$8,000.00
<b>Inspiration Visits</b> <b>3.5110.115.312</b>		\$5,000.00
<b>Staff Leadership Retreats TAPs for Staff</b> <b>3.5110.115.196</b>	Focus on staff culture, collaboration, and aligned visions at the start of the year with a mid-year retreat to continue to hone the vision and guarantee alignment.	\$17,612.10
<b>Indirect Cost</b> <b>3.8100.115.392</b>		\$14,572.09

**(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
ISS (Incident Count)	2018 – 19	8	5	15	32	10	17	16	7	10	120
	2019 – 20	1	9	11	11	3	13				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	5	5	5	8	10	7	9	6	6	61
	2019 – 20	0	5	3	6	7	7				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	95.35%	96.09%	95.38%	93.94%	96.24%	93.33%	91.85%	93.28%	94.78%	94.47%
	2019 – 20	96.30%	95.40%	95.07%	94.65%	94.63%	94.01%				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	97.50%	95.83%	95.83%	92.50%	93.33%	95.41%	91.67%	95.41%	95.41%	94.77%
	2019 – 20	95.50%	97.00%	94.50%	93.50%	96.50%	91.50%				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Math 6 (GLP / CCR %)	2018 – 19	14.6/<5	Math 7 (GLP / CCR %)	2018 – 19	17.1/7.3	Math 8 (GLP / CCR %)	2018 – 19	11.6/<5	NC Math I (GLP / CCR %)	2018 – 19	21.7/0
	2019 – 20			2019 – 20			2019 – 20			2019 – 20	
	Average			Average			Average			Average	
	2020 – 21			2020 – 21			2020 – 21			2020 – 21	
	2021 – 22			2021 – 22			2021 – 22			2021 – 22	
	2022 – 23			2022 – 23			2022 – 23			2022 – 23	
Math Composite (GLP / CCR %)	2018 – 19	14.4/<5	Reading 6 (GLP / CCR %)	2018 – 19	27.1/8.3	Reading 7 (GLP / CCR %)	2018 – 19	29.3/19.5	2018 – 19 = Pre-Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1-Full Implementation Year 2021 – 22 = Year 2 –Full Implementation Year 2022 – 23 = Year 3 – Sustainability Year		
	2019 – 20			2019 – 20			2019 – 20				
	Average			Average			Average				
	2020 – 21			2020 – 21			2020 – 21				
	2021 – 22			2021 – 22			2021 – 22				
	2022 – 23			2022 – 23			2022 – 23				
Reading 8 (GLP / CCR %)	2018 – 19	18.6/9.3	Reading Composite (GLP / CCR %)	2018 – 19	25/12.1	Data Point Goals		2020-21	2021-22	2022-23	+ / -
	2019 – 20			2019 – 20		ISS Incident #		55	40	25	
	Average			Average		OSS Incident #		35	25	10	
	2020 – 21			2020 – 21		Student Attendance %		96%	97%	98%	
	2021 – 22			2021 – 22		Certified Attendance %		95%	97%	98%	
	2022 – 23			2022 – 23		Math GLP / CCR %		36/20	50/34	65/50	
Science 8 (GLP / CCR %)	2018 – 19	46.5/25.6	Total Composite (GLP / CCR %)	2018 – 19	23.5/10.4	NC Math I GLP / CCR %					
	2019 – 20			2019 – 20		Reading GLP / CCR %		40/27	60/47	80/67	
	Average			Average		Science GLP / CCR %		56.5/35.6	70/50.6	85/65.6	
	2020 – 21			2020 – 21		Total Composite GLP / CCR %		38.5/25.4	53/40	70/57	
	2021 – 22			2021 – 22							
	2022 – 23			2022 – 23							