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

ENTITY: Edgecombe County Public Schools   **ENTITY Code:** 330
SCHOOL: Stocks Elementary School   **NCDPI SCHOOL #:** 330-354
IPG Entity Contact Name: Shawna Andrews
IPG Entity Contact Title: Director of Federal Programs
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,[1] which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school[2] visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

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

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

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

March 27, 2020 – Innovative Partnership Grant Applications due date to NCDPI:
Two (2) applications are due to mailto:susan.brigman@dpi.nc.gov (copied to mailto:IPG_application@serve.org) by 5:00 p.m. One (1) final PDF version of the IPG application with all identifiers noted, and one (1) PDF version of the IPG application that removes ALL identifiers of the specific Entity and replaces the LEA name with "Entity", or the Charter Entity name with "Charter", and the School name with "School". Both copies of the application should be sent in the same email. The second version (without identifiers) will be used by the external partner as a blind copy during the actual application review and Level I scoring. To be equitable and transparent – no application received after 5:00 p.m. on March 27, 2020 will be reviewed or considered for this competition. The application should be no longer than 40 pages total*, single-spaced with one-inch (1") margins on all sides, and using a 12pt font in Times New Roman. (*Note: Applicant may use up to five (5) additional pages to respond to Questions in C-III ONLY, if applicable.)

All IPG questions / correspondence should be directed to:
Susan Brigman, Interim Assistant Director, Federal Programs @ NCDPI   Email:
mailto:susan.brigman@dpi.nc.gov

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

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

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

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

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

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

S Use its Innovative Partnership Grant, <u>in collaboration with a Partner</u>, to implement fully and effectively research-based school improvement strategies in each CSI School that the Entity commits to serve;

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.*

assurance may be met by contracting with an external provider- 40 hours per week I 12 months.

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 fulfill the Assurances, will be cause for the grant award to be rescinded   As authorized individuals with the Entity identified in this application, we submit this application with NCDPi for consideration of an award for the 2020-2023 IPG Cohort IB Competition. Any changes in scope or sequence of this original application must be submitted to the State IPG Coordinator for approval before taking action on such changes.
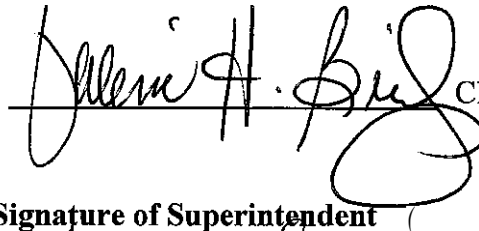
Click or tap here to enter text.   Click or tap to enter a date.

Dr. Valerie H. Bridges,   **4/20/2020**

Name of Superintendent	**Signature of Superintendent**	**Date Signed**

Click or tap here to enter text.   lick or tap to enter a date.

Dr. Evelyn Shaw Wilson   **4/20/2020**

Name of Board Chair	**Signature of Board Chair**	**Date Signed**

For State Use Only

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

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

APPLICATION NARRATIVE:

> **(B) SCHOOL TO BE SERVED: An Entity must include the following information with respect to the school it will serve with an Innovative Partnership Grant.**
>
> Required information – no point value assigned for this section.

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

School Name:	County	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Stocks Elementary School	Edgecombe	PreK–5	Traditional	330-354	RTI International

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

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

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

(C) EXTERNAL PARTNER: The Entity/School must use its Innovative Partnership Grant, in collaboration with a Partner, to implement fully and effectively research-based school improvement strategies. The Partners the Entity may collaborate with (without further justification on the Entity's part) are: (1) Darden UVA; (2) Drive; (3) Ed Direction; (4) Mass Insight; (5) Public Impact; (6) RTI; (7) Success for All; (8) UPD Consulting; and (9) WestEd (listed in alphabetical order, not rank order).

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

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

C-I. Select the proposed partner from the pre-vetted list of partners below that the Entity/School plans to develop a partnership with:

Response:

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

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

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

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

(b) Name of the proposed organization's contact:
    Response: Laurie Baker, 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

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

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

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

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

   Response: Click or tap here to enter text.

(b) Type of service provider:

   Response: Click or tap here to enter text.

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

   Response: Click or tap here to enter text.

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

   Response: Click or tap here to enter text.

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

   Response: Click or tap here to enter text.

(D) NEEDS ASSESSMENT: An Entity must include the following information in its application for an Innovative Partnership Grant. Please provide a detailed response to each required element below (every element must have a detailed response with the exception of those marked "if applicable" – for those elements that are "not applicable" to your Entity's application – indicate "not applicable").

Maximum point value for this section is 32.

D-I. For the CSI School that the Entity commits to serve (if awarded), the Entity must demonstrate that the Entity has analyzed the needs of the school, such as: a) Instructional Programs, b) School Leadership and c) School Infrastructure. This analysis, among other things, examines the needs identified by families and the community, school staff, and selected interventions aligned to the needs the school has identified. (32 pts. maximum)

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

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

Response: *(a)* Instructional Programs:

Needs Assessment: Stocks Elementary School is located along U.S. Highway 64, approximately 20 miles east of Interstate 95, in the town of Tarboro. With a population of 11,310 people, Tarboro's racial composite is 47.2% White, 48.3% Black or African American, and 4.9% Hispanic. Very few citizens identify with more than one race and other races. The median income for households is $33,542, while the mean household income is $51,630. Edgecombe County is listed with the North Carolina Department of Commerce as a Tier I district. *The Roadmap of Need* published by the Public School Forum of North Carolina and the Center for Afterschool Programs shows that Edgecombe County has an overall ranking of 99 out of 100 counties. This puts Edgecombe in the bottom five counties where young people are most at risk. The data found in *The Roadmap of Need* further demonstrate the severity of need across multiple indicators—including behavior, education, and health—for our families and students.

Of the total student enrollment at Stocks Elementary School, the ethnic groups and percentages are as follows: 11.5% White, 72.4% Black or African American, 12% Hispanic, and 3.6% multiracial. When Comprehensive Eligibility Provision (CEP) data are considered with a 1.6% multiplier applied, Stocks is at 100% poverty. Stocks is on the Innovative School District list.

The school completed a needs assessment during development of the 2019–2020 School Improvement Plan. During this process, the school identified weaknesses across all grade levels (K–5) in reading and a need for strengthening instructional practices beginning with pre-K. Although the school was able to serve 54 students in pre-K, only 26 of those Stocks Pre-K students progressed into the Stocks Kindergarten program. The remaining students enrolled in other elementary schools in the district or local charter schools. The school identified a need for serving rising kindergarten students in their school-based pre-K classrooms. Pre-K has been proven to provide significant improvement in learning for economically disadvantaged and dual-language learners. Participation in a quality pre-K program has also been shown to improve literacy and numeracy skills in students. As reported in an ASCD article, a regression analysis conducted by child and family policy expert Julia Isaacs in 2012 reveals strong evidence to support the importance of preschool. Her analysis reveals that children who attend a preschool program at age 4 are 9 percentage points more likely to be school ready than other children. Additionally, Isaacs concluded that expanding preschool enrollment offers the most promise for increasing poor children's school readiness. Meta-analyses, including a comprehensive examination of 123 studies conducted in the United States since 1960, have linked preschool to gains on cognitive tests;

improvements in social and emotional development; and improvements in school success, including less grade repetition, less special education placement, and increased high school graduation (Camilli, Vargas, Ryan, & Barnhett, 2010; Barnett, 2013).

Although we do not have formal data to support this observation, our Pre-K Coordinator informally reports that pre-K students entering kindergarten at Stocks have been negatively affected by a lack of transportation. Parents who decline participation in the program often cite not having transportation as the reason for not having their child attend. The district does not offer transportation to our pre-K students except those identified under the exceptional children's program. The school has identified transportation for pre-K students as a high-priority need and a barrier for pre-K attendance. Transportation for these students would not only allow us to serve our neediest students but would also increase the number of students who transition from Stocks pre-K into the Stocks kindergarten program.

In addition to academic data, the school and district also factored in results from parent survey data. The 2019 Kindergarten Readiness Survey was conducted by the Down East Partnership for Children in collaboration with Stocks Elementary School. This survey polled parents of current kindergarten students at Stocks. The data from this readiness survey revealed the following:

- 41 of 52 parent responses said that their child attended a pre-K program or childcare before entering kindergarten at Stocks,
- 28 of 52 parent responses believed that attending childcare or pre-K helped their child's transition into kindergarten,
- 48 said their child was academically ready to start kindergarten, and
- 18 of the 52 responses were from parents whose child attended Stocks pre-K.

Note that more than 50% of parents who completed the survey believed that attending childcare or pre-K helped their child's transition into kindergarten. The survey data also revealed that 92.3% of parents surveyed believed their student was ready to start kindergarten. These data raise the question of how well parents understand kindergarten readiness and present an opportunity for greater education about school readiness and how parents can support this work.
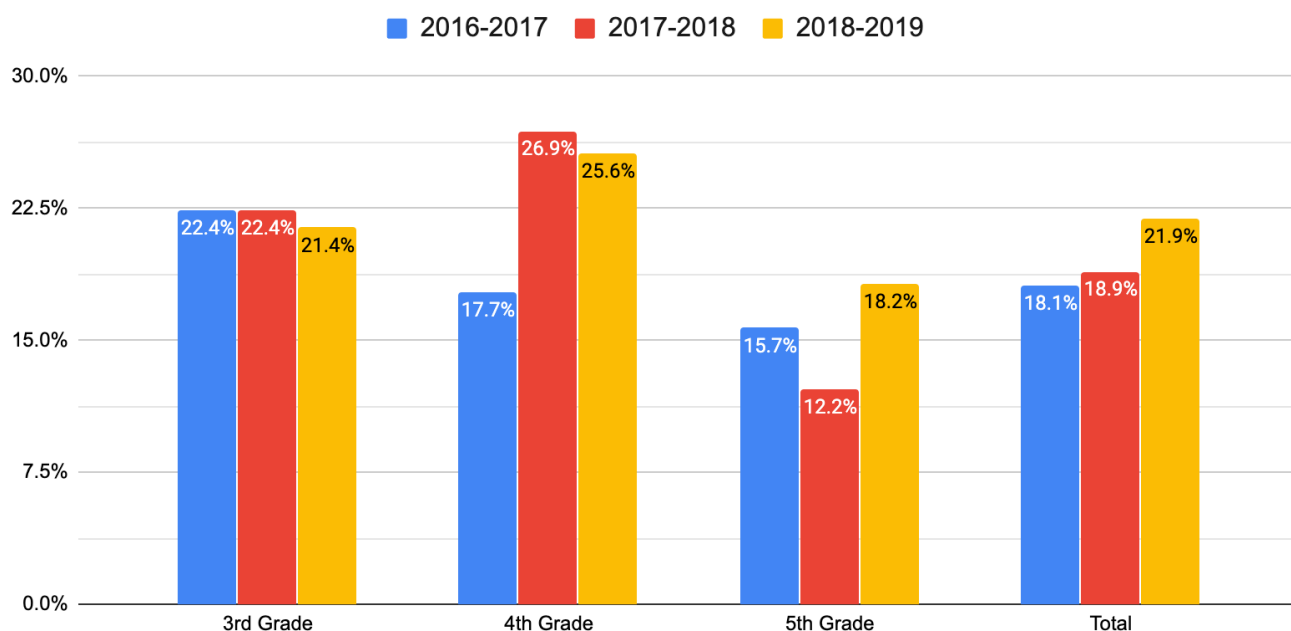
EVAAS Growth Statistics for Stocks Elementary School

The tables below provide specific details about the consistent low performance of our economically disadvantaged students, both in total and by subgroups. (Note that subgroups with insufficient data were omitted from the subgroup chart.)

	2016–2017	2017–2018	2018–2019
Growth Status	Met	Met	Met
Composite	-0.89	0.17	-1.97
SPG Grade	F	F	F
Performance Score for SPG	32	34	37

EVAAS Growth Statistics by Subgroups (2018–2019)

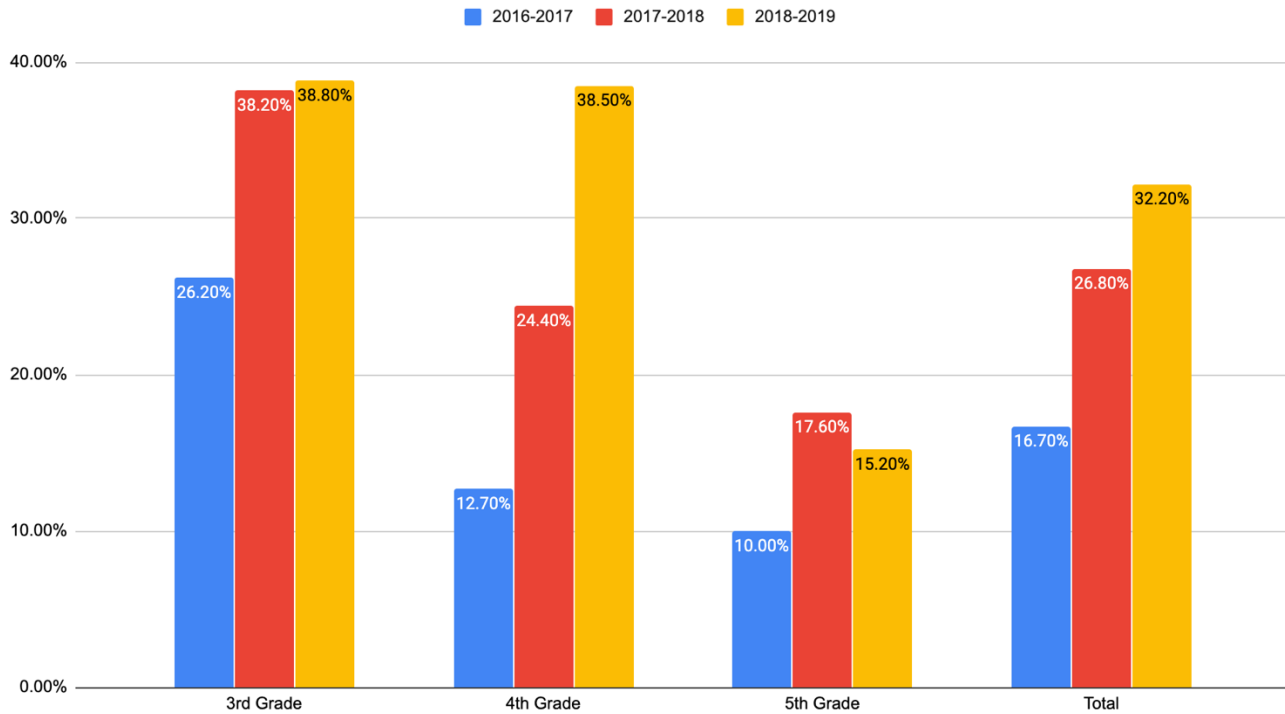|	All	Black	Hisp	White	EDS	ELS	SWD	Reading	Math
#Scores	433	326	25	50	285	22	61	233	141
Index	-1.97	-1.76	0.61	-0.17	-2.61	0.80	-1.25	-1.00	-0.48
Status	Met	Met	Met	Met	Not Met	Met	Met	Met	Met
Ach	28.4	22.7	39.5	46.9	21.6	31.3	8.8	22.3	33.5
Growth	70.1	71.2		79.1	66.9		73.7	75	77.6
Perf	37	32	40	53	31	31	22	33	42
Grade	F	F	D	D	F	F	F	F	D

Stocks Elementary School Reading Results

Reading results for Stocks Elementary School over a 3-year period (2016–2019) show an overall 3.8-point growth in proficiency. According to EVAAS growth data, Stocks met growth in 2018–2019 in reading with an indicator of -1.00. This growth in proficiency is not sufficient to meet the needs of the students. Edgecombe County Public Schools and Stocks are committed to implementing changes that will increase growth in proficiency exponentially.

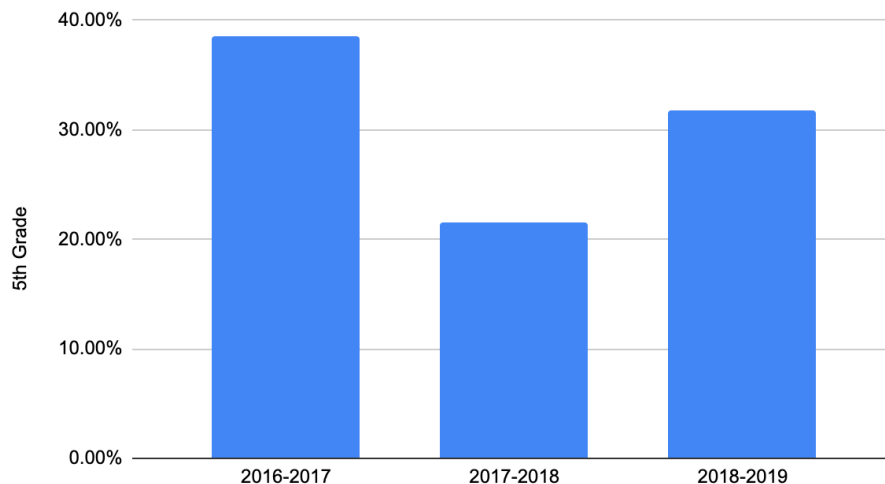| mClass	2018–2019 Below Proficiency— DIBELS Literacy Tests	2018–2019 Below Proficiency— Text Reading Comprehension
Kindergarten	23%	59%
First	54%	78%
Second	48%	64%

According to mClass end-of-year data for 2018–2019, 59% or more of students in grades K–2 are below grade-level expectations on text reading comprehension. Sixty-four percent of students at Stocks entered grade 3 reading and comprehending below grade level per the mClass assessment. This barrier affects all student outcome data in grades 3–5. The needs assessment speaks to the need for strong early learning programs and interventions, as well as coaching and professional development to support literacy.

Stocks Elementary School Math Results

Although math proficiency results indicate positive trends in grades 3 and 4, cohort data for grades 4 and 5 indicate that students are not making adequate growth. Overall, math proficiency has increased by 15.5 percentage points. Currently, the district is using the NC2ML framework for pacing and curriculum maps. There is a need for additional support with curriculum materials and high-quality instructional materials. Continued coaching and professional development in math would be instrumental in continued growth for this subject area.

Stocks Elementary School Science Results

As evident in the chart above, Stocks Elementary School saw a 10.2-percentage-point gain in science in the 2018–2019 school year; however, the science achievement rates still do not meet the proficiency achieved in 2016–2017. The team attributes this growth from 2017–2018 to 2018–2019 to the implementation of a Science, Technology, Engineering, and Math (STEM) Lab in the Learning Commons in the 2018–2019 school year. The STEM Lab was funded through CSI funds and provided a hands-on approach for students to engage with the science curriculum. Engaging students in standards-based
lessons in the STEM Lab not only introduced rigor and grade-level alignment but produced improved

outcomes for our fifth-grade students. Stocks has expanded the implementation of the STEM Lab to reach all its students through the enhancement schedule. There is a need for continued coaching and professional development in science.
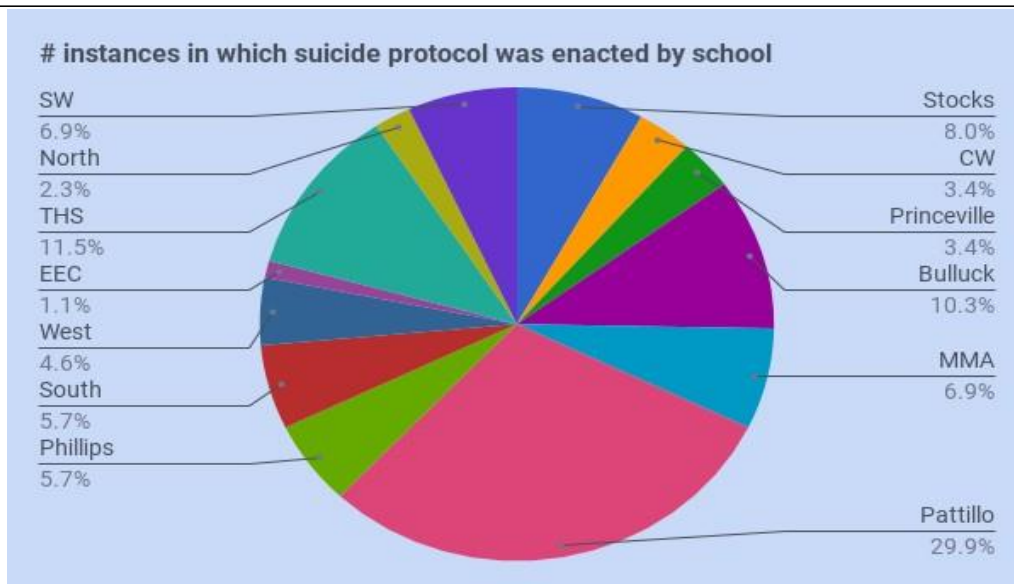
Student Attendance Results

The 3-year attendance data for Stocks Elementary School shows a 94.99% attendance rate, which is above the state average of 94.65%. Chronic absenteeism is defined as 15 or more absences in the school year. During the 2018–2019 school year, 117 of the 547 students at Stocks (21.3%) had 15 or more absences.

The attendance data indicate that Stocks has an urgent concern regarding school attendance for 21% of its population. This is a contributing factor to lack of appropriate academic progress. The addition of a social worker dedicated to Stocks would allow the school to support families and ensure that students are in school every day, all day. The primary responsibility of the social worker will be to encourage and promote regular school attendance. The social worker will collaborate with the school Multi-Tiered System of Supports meetings to identify students who are or are trending toward being chronically absent. The school will establish a protocol for responding to students in this category. The response will include making home visits, building personal relationships, and identifying and removing barriers faced by families. The response plan will be consistent with the district attendance policy. The expected outcome will be a 50% reduction in the number of students termed chronically absent in the 2020–2021 school year. Regular school attendance has been demonstrated to positively affect student achievement, particularly in early grades (Romero et al., 2007).
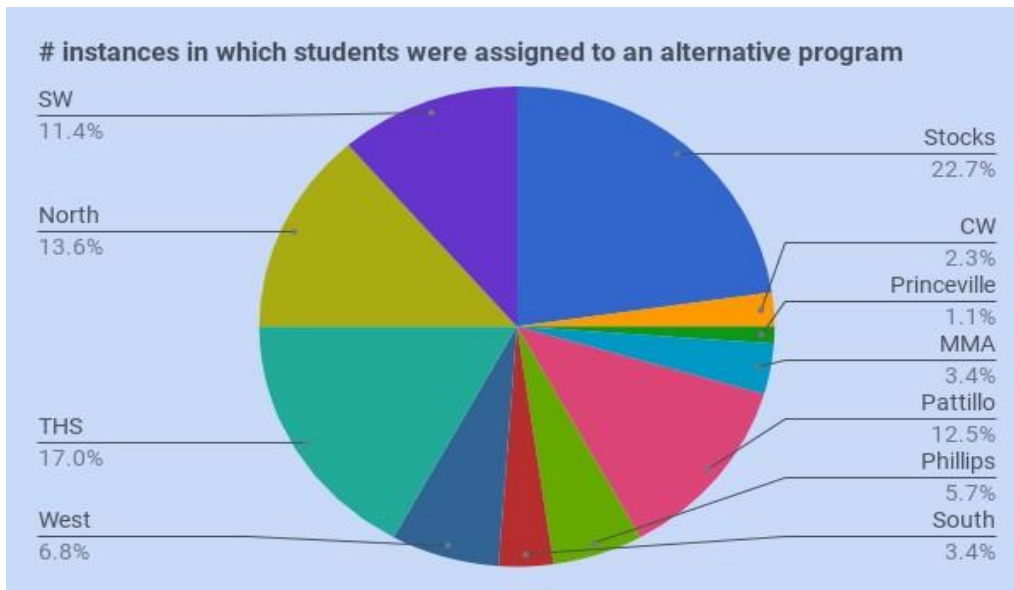
Social-Emotional Needs

In the summer of 2017, the district conducted a Behavioral Health School Inventory in all schools. The inventory and office discipline referral data lead the school to identify a need for greater support in the social-emotional development of students. The team identified unmet social-emotional needs as a barrier to students' being able to facilitate their own learning. According to perceptions of student physical and psychological safety at school, as validated by 2019 Panorama data results, 57% of students believed they have self-management skills, placing Stocks Elementary School in the 0–19th percentile nationally. Regarding emotion regulation, 46% of students believed they possessed the ability to successfully regulate their emotions. These results placed Stocks students in the 20th–39th percentile nationally. When asked if they feel safe at school, 40% of students responded that they feel safe when coming to Stocks. The results placed us in the 0–19th percentile nationally.

The school and district will provide a suite of social and emotional supports for students that will accelerate learning and create a safe and calm space for students and staff. As shown below, Stocks students are disproportionately being assigned to alternative programs or excluded from school because of behavior concerns.

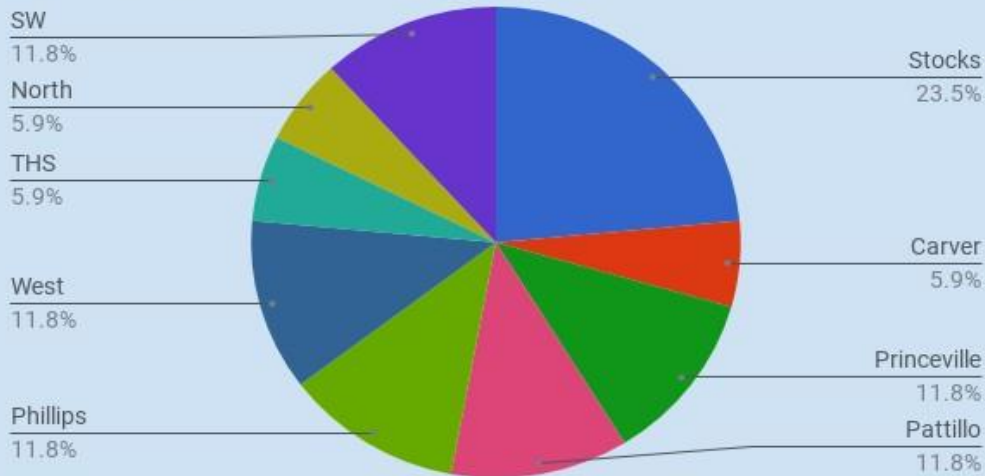# instances in which suicide protocol was enacted by school

The chart above shows the percentage of students who required a suicide protocol to be enacted by Stocks Elementary School. During the 2016–2017 school year, 87 suicide protocols were completed in the district. Of these, Stocks students were 8%. Stocks feeds into Pattillo Middle School, which completed suicide protocols on 29.9% of the 87 suicide protocols. Stocks staff members are committed to providing mental health support for unmet emotional needs in elementary-aged students.

instances in which students were assigned to an alternative program

The Behavioral Health Survey data above shows 88 instances of students being assigned to alternative programs during the 2016-2017 school year. Stocks Elementary School had 22.7% (20) of these referrals during the 2016-2017. This number is greater than all other elementary schools within the district and exceeds the number of alternative placements for each of our high schools. The school and LEA understand that students have the best opportunity of being successful when they are in the whole school environment with their peers.

 # students on modified day or homebound for behavior reasons at any time this school year

- SW 11.8%
- North 5.9%
- THS 5.9%
- West 11.8%
- Phillips 11.8%
- Stocks 23.5%
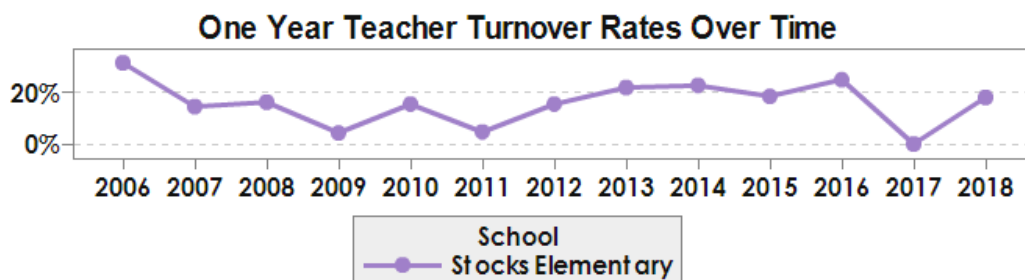- Carver 5.9%
- Princeville 11.8%
- Pattillo 11.8%

The Behavioral Health Survey shows 17 instances of students being placed on modified day or homebound for behavior reasons during the 2016-2017 school year. Stocks Elementary School had 23.5% (4) of these placements. Stocks had more placements, due to behavior, than all elementary schools and exceeded the placements for each of our high schools as well.

Elementary Office Discipline Referral Comparison Among Edgecombe County Elementary Schools

School	Stocks	Bulluck	Carver	Coker	Princeville
ODR	492	510	260	256	138
ISS	651.5	231	130	24.5	0
OSS	379.5	376.5	168	241.5	140
# of Students	547	692	633	285	184

Teacher Turnover

One Year Teacher Turnover Rates Over Time

20%
0%
2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018

School
— Stocks Elementary

With the exception of 2017, Stocks Elementary School has experienced a high teacher turnover rate for the past 5 years. Teacher quality has been identified as a strong factor for improving student learning and increasing student achievement. To develop and sustain effective learning experiences, it is critical to retain quality teachers. Stocks Elementary School and Edgecombe County Schools are committed to hiring and retaining the most effective teachers to facilitate learning for our students. The district will continue to use the Opportunity Culture model to recruit and retain highly effective teacher leaders. Stocks employs Multi-Classroom Leaders (MCLs) in the areas of upper elementary English-language arts (ELA) and Multi-Tiered System of Supports. The MCL role offers these two excellent teachers a leadership opportunity, while retaining them in the classroom. In addition, teachers supported

by MCLs report higher job satisfaction and self-efficacy, which we anticipate leading to stronger retention over time. Although Stocks is in only its second year of Opportunity Culture implementation, we are confident that the model will produce improvements not only in teacher retention, but also in student achievement. A Brookings-AIR study released by the CALDER Center in January 2018 (Backes & Hansen, 2018) indicated that students who were on teams led by MCLs made significant academic gains.

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

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

Response: ████████

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

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

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

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

Response: Click or tap here to enter text

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

Response: Click or tap here to enter text.

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

Response: Click or tap here to enter text.

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: ██
██
██
███████████████████████████████████

██

(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:

Stocks Elementary School serves students in grades pre-K–5. The school is 49,183 square feet and has had at least one addition, which was built in the early 1990s. There are sections in the school with physical needs including sewer line replacements, flooring replacements, roofing replacement, and asbestos abatement, as well as an electrical service upgrade. Because of flooding from Hurricane Matthew in 2016, the district also housed the pre-K classes from neighboring Princeville Elementary School, along with two of Princeville's low incidence classes while waiting for the restoration of Princeville Elementary School. The student enrollment is 545 students and there are no available classrooms for expansion at this time. The district expects Princeville students to return to their home school before the end of the 2019–2020 school year, creating additional classroom space needed for the expansion of various programs.

Stocks Elementary 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 need to be hardwired to access the network. The network has a 10-Gb connection that facilitates communication between all intermediate distribution frames and main distribution frames. The school is using a 1-Gb WAN connection to 10-Gb connection at our main infrastructure. Less than 50% of the bandwidth is currently being used. A technician is on site once a day to meet the schools' technology needs.

After Princeville students return to their school, Stocks will have the physical space to house behavior support programs. The addition of behavior support programs will create a need for a social-emotional learning (SEL) curriculum that needs to be purchased for use in the behavioral support program and in classrooms. The school is implementing Leader in Me and is using its program to support SEL. This will continue in all classrooms and the additional SEL curriculum will be used in addition to Leader in Me in the day treatment support services.

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

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

Maximum point value for this section is 56.

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

Response: Stocks Elementary School seeks and values the input of the families and community it serves. The school hosted a family/community literacy night, and the district used this forum to share information about the IPG and the list of vetted partners. Parents and community members engaged in the process of selecting partners and provided helpful feedback. The district developed presentation boards sharing the

services and supports that each partner could offer to Stocks. District personnel provided detailed information to parents and community members, answered questions, and collected input from parents and community members on their choice of partners.

After in-depth interviews with selected partners, the district team and school principal considered the identified needs of the school, parent/community feedback, and staff feedback before selecting a partner. The district team and principal agreed that the best partner to meet the needs of Stocks Elementary School would be RTI International's Center for Education Services. A deep dive into the details of the services provided by this vetted partner showed an opportunity for building a culture of SEL that supports academic learning. Through in-depth conversations with the selected partner, we determined that we could build on an existing collaboration with the Hill Learning Center to expand our reading instructional practices while supporting SEL.

As the LEA is identified as a low-performing district, the team felt strongly that partnering with RTI would positively affect classroom leadership through rigorous professional development and coaching in the area of literacy, while strengthening overall leadership at the school. We are confident that the leadership development during this process will positively affect both Stocks Elementary School administration and, most importantly, the teachers who are directly influencing teaching and learning.

Response: After the vetted partner was selected, the principal met with school staff and shared the results of the process. During this meeting, leadership reviewed the identified needs of the school and discussed how the selected partner would best meet these needs. In addition, the school leadership team, supported by the district team, will return to the parent-teacher organization to share the process, review identified needs, and share the selected vetted partner with parents. Subsequent meetings with staff and families will allow the school administration and district staff to share expected outcomes from the work of the grant.

If the grant is awarded, Stocks Elementary School administration will host quarterly town hall meetings to share updates, gain input from parents and community stakeholders, and obtain constructive feedback. The feedback obtained during these meetings will be shared with the School Improvement Team so that it can be considered and incorporated in the continuous improvement process.

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

(a) Response:
District representatives prepared a presentation for the staff of Stocks Elementary School regarding the IPG grant. These representatives thoroughly explained the process and details of the grant application process. After inviting questions and discussion, the district distributed a survey for the staff to complete. As part of the survey, staff were asked to indicate their interest in having the district/school move forward with the application. Staff were also asked to review the nine vetted partners and provide feedback regarding their top three choices for partners, including a rationale for why they believe the partners they selected would be the best fit for the school. Results of the survey were that 100% of staff (20 participants) wished to move forward with the IPG grant application.

The top five partners selected by respondents are listed below. These selections occurred before partner interviews were conducted.
- Drive
- EdDirection
- Success for All
- RTI
- Darden UVA PLE

Once survey results were analyzed, the district team scheduled conference calls with the top four partners. The principal, superintendent, assistant superintendent of curriculum and instruction, curriculum director,

and Title I director were invited to participate in the calls. The calls were structured with a focus on questions that district staff and school leadership could ask of each of the top four partners. An analysis of the answers to the questions determined which partner would best meet the needs of Stocks Elementary School and the district.

The school administration at Stocks led a needs assessment of with the School Improvement Team. When conducting the needs assessment, the school considered a variety of data, including academic data, student attendance, teacher turnover, office discipline referrals, and Kindergarten Entry Assessment data. The results of the comprehensive needs assessment informed the decision of the selected vetted partner.

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

(a) Response: The top five vetted partners were invited to engage in 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. The same set of interview questions was used for each prospective partner. The team considered the following items, as well as others, during the interview:
- What services and supports could the partner provide that would ensure academic success?
- What information was available about other schools/districts where their work has been effective?
- How will they be able to prepare the school for sustainability once the partnership has ended?

After thoughtful consideration, the team selected RTI as the vetted partner.

(b) Response: The chosen technical assistance partner is critical to the success of the transformation process, providing leverage that translates into expected student gains. During the interview process, the prospective partners were asked to provide data on schools served in North Carolina or other states with demographics and needs similar to those of Stocks Elementary School. The team followed up with references to determine the success of the prospective partner. In addition, the team also evaluated the skills and talent of known team members of the prospective partner, gauging their levels of experience, compatibility, and previous successes. RTI offers the following indications of quality.

Local Experience: RTI is based in North Carolina and currently supports more than 52 North Carolina school districts. Working in school settings ranging from kindergarten to the first year of college, 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 have chosen 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 Stocks Elementary 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, whose staff will be providing support, is embedded in RTI's Education and Workforce Development division, which includes more than 250 staff members who provide research and technical assistance across the education continuum, from newborn screening to

adult education. The ability to diagnose needs and then rapidly pair practitioner consultants with research experts facilitates a practical translation of evidence-based practices into school-level action.

Sustainability Emphasis: The objective of providing CSI support is to position schools for sustained and improved student achievement. Because the level of support intensity in school turnaround efforts is generally not sustainable as a long-term strategy, a thoughtful sustainability plan is essential, typically executed over multiple years (Meyers, 2017).

(c) Response: The district will hold monthly data reviews with both the principal and the vetted partner. These meetings will occur after the submission of the monthly data to NCDPI. These frequent reviews will enable the district 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 services and supports provided by the partner with progress being made toward established goals. Each year, services from the vetted partner will be evaluated during a midyear and end-of-year review to inform adjustments and maximize relevance to the changing context.

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

Response:
        In alignment with the terms of the grant, Stocks Elementary School will employ a full-time school coach. The coach will assist with tracking critical data on a 20-day cycle. Critical data that will be tracked will include ISS, OSS, student attendance, and certified staff attendance. In addition to overseeing grant implementation, the school coach will also support teachers and administration with implementation and facilitation of best-practice, research-based instructional strategies. Stocks is a high-needs school in a Tier 1 district that is currently in the lowest 5% of schools in the state of North Carolina and is also on the Innovative School District list. The LEA commits to monthly meetings with school administration and school coach to review data collected in the data tracking sheet provided through the IPG process. These data will be used to inform next steps and craft school plans to make optimal gains in student achievement.
        Stocks Elementary School is partnering with RTI to develop and implement a comprehensive improvement plan. RTI believes that all children, regardless of circumstances, deserve access to a quality education that empowers them to thrive. Its 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. School improvement and implementation research (Duke, 2006; Fixsen et al., 2010; Fullen, 2006; Herman et al., 2008) shows that 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 based on educators' being the catalyst for improving student achievement. Therefore, RTI works directly with educators to build capacity, self-efficacy, instructional practices, and organizational structures that translate into improved student learning and, ultimately, achievement.
        Education is deeply contextual and successful implementation of any intervention must include meaningful service co-design and customization with educators. Furthermore, the education environment changes rapidly with demands that continuous and objective improvement mechanisms be embedded

before, during, and after any meaningful change effort. RTI's work is also guided by recognition that peer teaching is an accelerant to adult learning. The principle of cognitive congruence suggests that the gap between experts and novices is better addressed by leveraging peers to co-teach and explain content in relatable ways (Jauregui et al., 2008). Thus, RTI uses peer-learning networks and partner co-design of professional development to facilitate learning and sustainability.

In partnership with RTI, the process for school support will begin with a needs assessment to inform how we co-design a plan of action that best tackles the gaps in student achievement and other identified challenges. Although preparing this application has already helped the school and district engage in early efforts to establish a shared understanding of context, the needs assessment process includes an in-depth analysis to assess the strategies that best match current challenges at Stocks Elementary 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, we will 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 whether the change occurred? After this process, the school and vetted partner will diagnose the type of change desired and match it with the best-aligned change strategies.

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

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

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

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

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

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

Establishing buy-in among stakeholders is essential to project success. As part of a broader change management effort, the school will work with RTI to conduct an annual premortem process as part of the

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

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

Maximum point value for this section is 16.

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

Response:

The LEA 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.

The LEA will develop a day treatment program on the campus of Stocks Elementary School to support the culture of SEL that will, in turn, support academic learning. The behavioral health support will also be supported by the hiring of a full-time social worker, as well as a full-time dean of students. The school shares a social worker with other schools in the district and has a part-time dean of students. These newly created positions will work closely with the school counselor to address the social and emotional development of students. The creation of a day treatment program on the Stocks campus will allow students to receive early mental health intervention. The district has the day treatment service at Pattillo Middle School, which Stocks feeds into, so the services could continue without disruption.

The district's Curriculum and Instruction Support team will collaborate with RTI, school administration, and the school coach to provide support during the planning and implementation. Furthermore, the Curriculum and Instruction Support team will continue to conduct growth walks or instructional walk throughs at Stocks Elementary School. After each growth walk, the team will identify the trends and needs from the data collected, and then it will prioritize and deploy the supports the district can and should provide to the school. The LEA has a K–8 instructional coach for both literacy and math that will be part of the support plan for the school. The LEA tiers the schools in the district and provides district support by priority. This year the K–8 instructional coaches have been on site coaching and leading professional learning communities 2 days per week. The elementary director has also been on site at least 1 day per week and has engaged at least weekly with the principal in coaching opportunities. The staff has benefitted from additional professional development in literacy instruction as a result of their current tiered status.

The school/LEA will implement the 20-day data tracker beginning immediately. The data collected will allow us to begin assessing how these critical data points are affecting student achievement. The district and school are certain that the data in the 20-day tracker can be used to inform overall school plans. The School Improvement Team will use these data to inform continuous improvement efforts as evidenced by its School Improvement Plan.

The LEA will continue to support lead teachers who are serving as MCLs through instructional coach seminars that are held monthly. The LEA/school will hire an MCL to provide direct coaching and

professional development to teachers in pre-K through grade 2 in the area of literacy. This MCL will receive coaching from a coach at the Hill Center and will in turn coach teachers. The addition of a pre-K–2 MCL will allow the school administration and staff to focus on building strong foundational instruction, particularly in the area of reading. The emphasis will provide support to allow students in pre-K–2 to receive sufficient reading instruction that they enter grade 3 ready to read to learn. The MCL will be able to focus on pre-K–2 classroom environments, as well as instruction to further support social-emotional needs and academic needs. This work will build on the work RTI will do to support positive learning environments and positive academic outcomes.

The LEA implements Opportunity Culture under the direction of our director of innovation. Through Opportunity Culture we are able to hire teacher leaders, like MCLs, to provide direct coaching, curriculum support, and leadership in professional learning communities. To support their leadership development, all MCLs hired in our district are required to complete the Emerging Leaders course during their first year in this role and to participate in the monthly instructional coach seminars. This support will continue in 2020–2021 and will include the new pre-K–2 MCL hired to support the work at Stocks Elementary School.

Careful planning and prework will allow the school to be poised to move forward with implementation on the first day of the 2020–2021 school year. The following items are being accomplished as we wait for grant award.

- Developing job descriptions for additional necessary staff
  - Social worker
  - Full-time dean of students
  - K–2 MCL
- Beginning the request for proposals process for day treatment
- Identifying physical workspaces for additional staff and day treatment

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

Response:
Currently, Title I, Exceptional Children, and NCPreK provide funding for three pre-K classrooms at Stocks Elementary School. The school's Title I funds have also supported the implementation of Opportunity Culture by providing salary differentials for advanced teaching roles. The school has received CSI funds and used these funds to support a part-time dean of students and the implementation of the STEM Lab. Each of these supports will continue to complement overall school improvement. The district also has a Barnhill Family Foundation grant that covers the costs of a teacher to be trained in literacy strategies developed by the Hill Center's Reading Achievement Program (HillRAP). The HillRAP teacher provides Tier 3 interventions to students with significant reading deficits.

Stocks Elementary School has an on-site alternative to suspension program, The GAP (Generating Alternative Paths) Program. This program is supported through grant funds obtained through Exceptional Children's funding. The GAP program allows students an alternative to suspension to keep them in the school building. Through this program, students receive educational, behavioral, and social-emotional services as an intervention to documented negative behaviors.

PRC29 mentors are also assigned to students who exhibit habitual negative behaviors. These students receive mentoring services and social skills lessons one or two times per week. The mentors also work with regular education teachers to monitor the success of their assigned students.

The Advanced Teaching Roles Grant provided funding for training MCLs and an opportunity for the principal to attend the Standards Equity Institute last summer. Stocks Elementary School also partnered with the NC Public School Forum to participate in the Resilience and Learning Project. This partnership allowed Stocks to begin the process of training staff in trauma-sensitive approaches.

The district identified the Sanford Harmony social-emotional curriculum for use by elementary schools in our districts. We began implementation this spring and will continue implementation in the 2020–2021 school year. The Sanford Harmony curriculum is a free resource, and the district expects all principals to include a time for implementation in the 2020–2021 master schedule.

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: FAMILIES

Stocks Elementary School seeks and values the input of the families and community it serves. The school hosted a family/community literacy night, and the district used this forum to share information about the IPG and the list of vetted partners. Parents and community members engaged in the process of selecting partners and provided helpful feedback. The district developed presentation boards sharing the services and supports that each partner could offer to Stocks. District personnel provided detailed information to parents and community members, answered questions, and collected input from parents and community members on their choice of partners.

After in-depth interviews with selected partners, the district team and school principal considered the identified needs of the school, parent/community feedback, and staff feedback before selecting a partner. The district team and principal agreed that the best partner to meet the needs of Stocks Elementary School would be RTI. A deep dive into the details of the services provided by this vetted partner showed an opportunity for developing district and school leadership and building capacity at the teacher level for more rigorous and relevant instructional practices. As the LEA is currently identified as a low-performing district, the team felt strongly that partnering with RTI would strengthen leadership at the district, school, and classroom levels. We are confident that the teacher leadership development during this process will positively affect all subgroups of Stocks students.

After the vetted partner was selected, the principal met with school staff and shared the results of the process. During this meeting, leadership reviewed the identified needs of the school and discussed how the selected partner would best meet these needs. In addition, the school leadership team, supported by the district team, will return to the parent-teacher organization to share the process, review identified needs, and share the selected vetted partner with parents. Subsequent meetings with staff and families will allow the school administration and district staff to share expected outcomes from the work of the grant.

(b) Response: COMMUNITY

As the school moves forward with the implementation of the grant, the school will use parent events like Title I Night, Curriculum Nights, Open House, PTO Advisory Meetings, and School Improvement Team Meetings to share the progress of the grant and the impact it is having on teachers, students and staff at Stocks Elementary School. Town Hall meetings, Parent Academies and additional curriculum nights will be new compliments to the overall school program in the 2020–2021 school year. Each of these events will offer opportunities for community stakeholders to provide input on the total school program. Beginning in the 2020–2021 school year, input will be received through roundtable discussions, surveys (electronic and pencil/paper), as well as, written feedback via exit tickets.

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.

The LEA commits to supporting the principal at Stocks Elementary School. The LEA accepts the continued development of the principal's capacity as a critical need and a priority. Team leadership development will be provided to Stocks leadership to support new learning and facilitate necessary transitions.

Response:

Building a Culture of Social and Emotional Learning That Supports Academic Learning

The analysis of the school discipline data and Panorama social-emotional survey data reveals the need for additional student supports in SEL. SEL involves the building of competencies through processes that give adults and students the opportunity to apply the knowledge, attitudes, and skills necessary to manage emotions, establish and maintain authentic and positive relationships, show empathy for others, and make responsible decisions (CASEL, 2017). Although schools and districts across the country employ a variety of interventions to meet the SEL needs of students, research shows that approaching SEL in a way that includes a set of connected and coordinated activities is most important. Activities are authentic and engaging and include opportunities for dialogue and practice. This practice is centered around a common language that schools come to consensus on to foster understanding and buy-in among the school community. Last, SEL activities target specific social and emotional skills that align with one another in meaningful ways (Durlak et al., 2011).

Our selected partner, RTI's Center for Education Services, provides a systematic framework grounded in scholarship from the fields of education, mental health, and sociology to support schools in meeting their unique needs around SEL. The framework that RTI has developed strengthens the SEL competence of educators and the academic and SEL competence of students. Specifically, RTI strives to eliminate the knowing-doing gap in supporting students' academic, social, and emotional needs. This gap occurs when progress toward the development of social and emotional competence stalls, even after a solid knowledge base is built regarding the need to focus on SEL in schools. The "knowing" can be professional learning or consulting work in schools and districts, but a gap in "doing"—taking action on that knowledge to enact practices, policies, and processes that make a difference in the SEL needs of schools—sometimes follows. This gap is why RTI partners with schools and districts: to serve as a bridge to applying knowledge of SEL to the learning settings, student experiences, and student outcomes for schools and districts.

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

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

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

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

Workshop Descriptions:

Cognitive Debiasing and Relationships	• Cognitive bias's impact on authentic relationships (bias triggered, awareness, motivation) • Authentic relationships and cognitive debiasing (applying appropriate debiasing strategy) • Sustaining relationships with students and colleagues
Social and Emotional Learning in Academics: A Focus on Core Instruction	• Establishing relationships with students and content • Teaching practices that build academic, social and emotional competence • Designing high quality student tasks • An integration process for academic, social and emotional skills • Culturally Responsive Instruction
Trauma Sensitive and Resilient Schools	• Leading Trauma Sensitive Schools • Understanding Trauma and Its Impact (school level) • Implementing Trauma Sensitive Practices • Building Resilience in Students and Faculty
Equity in Social and Emotional Learning	• Establishing cultures of equity in schools • Equity and Policies that impact students' SEL • Equity and Practices that impact students' SEL • Data review and analysis • Planning to strive towards equity

Each of the workshop series is designed with a purposeful and intentional focus on
    1. strengthening the SEL competence of educators and
    2. the academic, social, and emotional learning competence of students.
Support will be structured as whole-group workshops along with job-embedded coaching. RTI's approach to professional learning design is illustrated below:

Professional Learning with the Center for Education Services is guided by the following nine design tenets:

Active Engagement and Reflection

Professional learning is experiential in nature; participants move, read, write, think, discuss, and reflect on experience to develop knowledge and skills

Practical Resources

Participants receive tools and resources that can be immediately used in classroom, school, and district contexts

Research-Informed

Professional learning is connected to a research-base that supports learning strategies, content, and targeted outcomes

Collaboration

Participants engage in purposeful collaboration to share ideas, address problems of practice, build expertise and develop networks of support

Professionalism

Facilitators are well prepared and well versed in implementation strategies; teachers are treated as professionals who bring valuable experience to the learning

Customized and Responsive to Context

Professional learning is co-planned with school and district personnel to ensure contextual relevance and use of appropriate data

Alignment to the Big Picture

Professional learning is deliberately connected to goals and curriculum; coherence with school/district goals and practices is prioritized

Growth-Focused Evaluation

Professional learning includes opportunities for personal and team reflection while embedded evaluation contributes to continuous tailoring and improvement

Sustained Learning

Support following professional learning is purposeful, ranging from virtual check-ins to job-embedded coaching, to support educator needs and capacity building

SEL and Literacy Alignment and Integration

In 2014, the Hill Center and Edgecombe County Public Schools began partnering to serve students with HillRAP, an intensive Tier III intervention designed for students reading at least 1 year below grade level. At Stocks Elementary School, the reading specialist received Level I HillRAP Certification in 2015 and Level II HillRAP Mentor Certification in 2016. She began using the HillRAP Digital application during the 2016–2017 school year. This past fall, the Hill Center launched a new Structured Literacy™ training that is appropriate for all K–12 educators and can be combined with Foundations of Reading micro-credentials developed in partnership with the Friday Institute that support deep, applied, competency-based learning. This new training is complementary to HillRAP as a Tier III intervention.

At the request of district leaders, in February 2020 the Hill Center presented a Structured Literacy session to 32 Edgecombe County Public Schools educators, 20 of whom were from Stocks. On the basis of the success of that session and the sustained presence of a Level II HillRAP Mentor at Stocks, the Hill Center and Edgecombe County Public Schools are building out a comprehensive literacy professional development model to deploy over the next 3 years, in conjunction with the IPG grant period.

This professional development model will explore the content of literacy instruction—**phoneme awareness, sound-symbol correspondence, orthography, six-syllable instruction, morphology, syntax**, and **semantics**—as well as the *principles* of instruction—**explicit, systematic, cumulative,** and **diagnostic**—by blending the latest research with relevant teaching applications through modeling for teachers, teacher rehearsal of techniques, and feedback from trainers and coaches.

This support area will allow for the planning, collaboration, and coordination of Stocks, RTI, and the Hill Center to align and integrate the Structured Literacy approach with RTI's SEL framework to best support instruction and learning for the students at Stocks.

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

The LEA recognizes that principal development in a high-needs school, like Stocks Elementary School, is critical and a priority. Team leadership development will be provided to Stocks leadership to support new learning and facilitate necessary transitions.

The support areas will likely be structured as a group development approach with a core leadership team as defined by the school. Stocks, in collaboration with RTI, recommends that this occur over the first 24 months and then include targeted support and facilitation for emerging needs (e.g., in Year 3, it may be appropriate to revisit the project management approach based on lessons learned). Targeted outcomes are as follows:

- 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 in place with clear, date-driven progress milestones and task accountability for both activity and decision-making

This support will be structured as a series of regular work sessions with the leadership team that uses practical application and current problems of practice as the focal point. This may be coupled with in-practice support when appropriate.

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:

Response:

The school will use multiple effective oversight strategies throughout the duration of the grant. Students will be monitored with data from formative, summative, and informal assessments. Students and parents will assess student progress by attending parent-student-teacher conferences. After the annual School Improvement Plan review process, data will be reviewed monthly, using results from math, science, reading, attendance, and discipline to determine whether the strategies that were put into place are contributing to academic success.

The school will develop/revise its School Improvement Plan to reflect the strategies and work outlined in the grant application. The School Improvement Team will meet no less than twice monthly. The elementary director for the district will provide coaching comments at least once each month. The comments will be entered in NCSTAR and should provide oversight to the overall School Improvement Planning process.

Quarterly, a team comprising representatives from RTI, school leadership, the Title I director, and the elementary director will meet to review implementation of the grant initiatives. This team—the IPG Council—will review data collected in the 20-day data tracking template. In addition, the IPG Council will consider other pertinent data points such as local benchmarks and common formative assessment data. Our local benchmarks are developed by TE21 and provide a rigorous, aligned assessment for students in grades 3–5 in reading, math, and science. These benchmarks allow us to identify trends of performance, strengths, and weaknesses in the teaching and learning cycle.

The school leadership team will routinely evaluate teachers as required by North Carolina, as well as weekly walk-throughs to collect ongoing data to inform instructional planning and professional development. Additionally, the district Curriculum and Instruction Support team will complete district growth walks at the school. After the growth walks, teachers will receive specific, individualized feedback, including action steps, personalized professional development, and coaching that will improve their practice and positively affect student achievement. At the conclusion of the growth walk cycle, the elementary director will meet with the principal to create a response plan to meet the needs identified by the growth walks. The response plan will be monitored along with the 20-day data checks.

The district will launch a second Panorama survey in spring 2020 during the planning phase of the IPG grant. If we are unable to launch the survey this spring due to spring closure, we will launch it when students are back in school. Panorama surveys measure students' social-emotional health and well-being. The first survey was administered in spring 2019. The second survey will provide comparative data related to the needs of the school. The responses to the survey can be analyzed and strategies developed to address those needs in overall school planning.

The district uses a data dashboard to monitor key data points, including office discipline referrals, teacher vacancies, and attendance. These data are shared at our district leadership team meetings monthly. The process for reviewing these data allows us to identify our problem areas early and solve them in a timely manner. RTI's support of the school leadership team will include the use of these data to emphasize how to lead teachers in implementing new instructional practices.

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

2020–2021 (Full Implementation Year):

(a) Response:

Activity	Expected Timing	Outcome
Hold a staff leadership retreat, including a review of data, onboarding of new staff members, and preparation for plan implementation. Refine vision across key IPG elements and establish buy-in and ownership for the plan (facilitated by RTI).	July– August	Align staff, set levels, and review implementation plan
Organize professional development and coaching plan for the 2020–2021 year.	July– August	Develop road map of support
Launch and organize the IPG, including facilitating planning sessions focused on project structure (roles and responsibilities), work teams, communication cadence, and scheduling (with an emphasis on minimizing time away from instruction), as well as introducing a support team from RTI. Complete necessary service contracts for IPG support.	July– September	Refine project plan to guide IPG implementation; define and institutionalize measurable goals for success
Complete a facilitated **change management diagnosis** to identify barriers and strategies that best match the situation.	August– September	Assess current causes of challenges to better target support activity
Post the position for and hire an IPG coach.	July– October	Hire and orient full-time coach
Develop IPG overview communications for stakeholder awareness, including print and digital materials.	August– September	Foster broad awareness of IPG efforts
Hold monthly facilitated leadership team work sessions with RTI, emphasizing change management, community engagement, and school climate. Include 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 ability to use data
Receive job-embedded professional learning focused on SEL and 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 is expected to focus on cognitive debiasing and	September– May	Enhance locally sustainable practices that support high-quality teaching and learning

relationships.		
Conduct midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables and data. This is also a time to revisit the original action hypothesis and assess any needed tuning.	January	Make midpoint adjustments to continuously adapt the approach to the context
Engage in sharing and vetting session with peer IPG schools (facilitated by RTI).	April–June	Network with peer IPG schools to learn from implementation
Refine blueprint during summer planning period, including developing implementation schedule for 2021–2022 year. Reassess progress toward identified goals.	June	Revise blueprint to guide 2021–2022 year
Develop staff tools, protocols, templates, and resources for future school-based use (led by school leadership team and RTI).	June	Prepare resources to support sustainable practices
Assess and refresh service contracts.	June	Evaluate and tune support services

2021–2022 (Full Implementation Year):

(b) Response:

Activity	Expected Timing	Outcome
Hold staff leadership retreat, including reviewing data, onboarding new staff members, and preparing for plan implementation. Assess and modify support plan to best align with Year 1 progress and Year 2 goals.	July–August	Align staff, set levels, and review implementation plan
Communicate IPG programming updates to community stakeholders and solicit input on the process so far.	Ongoing	Foster awareness and community engagement in IPG efforts
Organize professional development and coaching plan for the 2021–2022 year; engage in **summer enrichment professional development for staff.**	July–August	Develop road map for support with aligned support
Refresh the **change management diagnosis** to identify barriers and strategies that best match the situation.	August–September	Assess current causes of challenges to better target support activity
Hold monthly facilitated leadership team work sessions with RTI, emphasizing change management, community engagement, and school climate. Include time to coordinate activities, implement change management strategies, review	September–June	Develop leadership team acumen with core change management principles such as

Activity	Expected Timing	Outcome
data, and align on instructional vision. Complete DPI IPG reporting needs.		project management, cultivating urgency, and aligning initiatives. Improve staff ability to use data.
Receive job-embedded professional learning focused on SEL and 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 adult SEL and integrating SEL into academics.	September–May	Enhance locally sustainable practices that support high-quality teaching and learning
Plan for sustainability through a gradual release and co-led support from RTI to ensure that capacity of local staff has been effectively established to sustain practices.	January–June	Define actionable plans to sustain gains
Conduct midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables and data. This is also a time to revisit the original action hypothesis and assess any needed tuning.	January	Make midpoint adjustments to continuously adapt the approach to the context
Engage in sharing and vetting session with peer IPG schools (facilitated by RTI).	April–June	Network with peer IPG schools to learn from implementation
Develop staff tools, protocols, templates, and resources for future school-based use (led by school leadership team and RTI).	June	Prepare resources to support sustainable practices
Assess and refresh annual service contracts.	June	Evaluate and tune support services
Refine blueprint during summer planning period, including developing implementation schedule for 2022–2023 year. Reassess progress toward identified goals.	June	Revise blueprint to guide 2022–2023 year

2022–2023 (Full Implementation Year):

(c) Response:

Activity	Expected Timing	Outcome
Hold staff leadership retreat, including reviewing data, onboarding new staff members, and preparing for plan implementation. Assess and modify support plan to best align with Year 2 progress and Year 3 goals.	July–August	Align staff, set levels, and review implementation plan

Communicate IPG programming updates to community stakeholders and solicit input on the process so far.	Ongoing	Foster awareness and community engagement in IPG efforts
Organize professional development and coaching plan for the 2022–2023 year; engage in **summer enrichment professional development for staff.**	July–August	Develop road map for support with aligned support
Refresh the **change management diagnosis** to identify barriers and strategies that best match the situation.	August–September	Assess current causes of challenges to better target support activity
Hold monthly facilitated leadership team work sessions with RTI, emphasizing change management, community engagement, and school climate. Include 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 ability to use data
Plan for sustainability during the final year of implementation to ensure that structures and processes will endure beyond IPG term. RTI begins a gradual release to ensure that capacity of local staff has been effectively established.	July–December	Prepare for continuity of practices post-IPG
Receive job-embedded professional learning focused on SEL and 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 sustaining SEL practices.	September–May	Enhance locally sustainable practices that support high-quality teaching and learning
Conduct midyear continuous improvement assessment that includes stakeholder engagement and plan adjustment based on emerging variables and data. This is also a time to revisit the original action hypothesis and assess any needed tuning.	January	Make midpoint adjustments to continuously adapt the approach to the context
Engage in sharing and vetting session with peer IPG schools (facilitated by RTI).	April–June	Network with peer IPG schools to learn from implementation
Develop staff tools, protocols, templates, and resources for future school-based use (led by school leadership team and RTI).	June	Prepare resources to support sustainable practices
Final review of implementation effort during summer planning period. This will also include development of an	June	Revise blueprint to guide 2023–2024 year

implementation schedule for 2023–2024 year. Reassess progress toward identified goals.			

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

Maximum point value for this section is 16.

H-I. The Entity must describe how it will monitor the CSI School, that receives IPG funds including:

a) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,

b) Measuring progress on the leading indicators as defined in the Assurances Section (e.g., dropout rate (if applicable), in school suspension (if applicable), out-of-school suspensions, student attendance rate, and certified staff attendance) of this application:

(a) Response:
The district has proposed the following goals for the next 3-year period:

Year 1:	33.9% proficiency in ELA; 44.2% proficiency in math; 43.8% proficiency in Science
Year 2:	46.9% proficiency in ELA; 56.2% proficiency in math; 56.8% proficiency in Science
Year 3:	60.9% proficiency in ELA; 70.2% proficiency in math; 70.8% proficiency in Science

The district will monitor progress throughout the course of each year. Benchmarks have been developed to monitor student achievement progress. Curriculum directors and school administration will review these data, participate in data day review, and make modify curriculum and instruction on an ongoing basis. School administrators, with support from MCLs, lead school-based data days after each district benchmark. During the data days, the expectation will be that the staff complete an item analysis, identifying trends in grade, subject, and school. Furthermore, the school will use these data to identify standards that require reteaching, as well as structure groups for the intervention and enrichment block in the school master schedule. The school-based data days are held by grade level or subject area. After data analysis, teachers and MCLs will be asked to create corrective action instructional plans.

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

Behavior Goals	ISS Incidents	OSS Incidents
Implementation Year 1	Decrease from 244 to 160	Decrease from 119 to 80
Implementation Year 2	Decrease to 120	Decrease to 60
Implementation Year 3	Decrease to 80	Decrease to 40

Student Attendance:
The current school student attendance rate is 93.43%. The goal is for the school average attendance rate to be at or above 96% by the end of the 2022–2023 school year.

Staff Attendance:

The current staff attendance rate is 95%. The goal is for the staff attendance rate to be at or above 98% by the end of the 2022–2023 school year.

The district is committed to monitoring not only academic data, but also 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 fall 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 throughout 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):

(a) Response:

The primary focus of IPG is to develop the capacity of Stocks Elementary School's staff and to ensure the sustainability of effective instructional and professional learning practices. The additional coaching that is included in the IPG plan may be provided in subsequent years through the use of available Title I, Title II, or general funds at the end of the grant period on the basis of the success of the IPG effort. Professional development will continue as a normal component of the School Improvement Plan.

RTI's support will also contribute to ongoing sustainability of improvement. 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 also knows that staff attrition is often a challenge in low-performing schools (Henry et al., 2017). 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 on the basis of authorship, not just ownership (Clark, 2010).

RTI's support will use a cohort approach for professional learning efforts whenever possible to provide additional structure and resources to help Stocks staff sustain and reinforce gains. Cohort models of professional learning and skill development are effective because they give individuals ample opportunities to build culture, community, and continuity in pursuit of collectively determined goals (Browne-Ferrigno & Muth, 2008). Cohort-model program delivery is also associated with a higher rate of student persistence (Reynolds & Hebert, 1998), student achievement, and stronger professional networks (Muth & Barnett, 2001).

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

Maximum point value for this section is 8.

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

Note: An Entity's budget may not exceed:

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

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

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

Example: Entity Response for (3.0) Years

SCHOOL (<u>SAMPLE</u>) BUDGET			
Year 1 2020-2021	**Year 2 2021-2022**	**Year 3 2022-2023**	**Three - Year Total**
$475,000	$480,000	$480,000	**$1,435,000**
SCHOOL (<u>PROPOSED</u>) BUDGET			
Year 1 2020-2021	**Year 2 2021-2022**	**Year 3 2022-2023**	**Three - Year Total**
$493,668.36	$479,064.47	$483,275.67	**$1,456,008.50**

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

 Justification for 2020-2021 budget:

  (a) Response:

Initiative	Estimated Cost
School Coach (salary and benefits) – The school coach will track data, report data to NCDPI, to inform instructional practices, and ensure the grant is implemented with fidelity. The coach will be employed by the school and	$109,339.97

work 12 months per year for 40 hours per week. During the planning year, we hope to employee the School Coach for the month of June. 3.5420.115.116	
RTI IPG partnership costs (fully inclusive of all RTI labor, travel, and materials associated with the proposed scope of services; SEL to support academics and team change management; specialized literacy support) 3.511.115.311	$83,000
Social Worker (salary and benefits) – The school social worker will work with the Dean of Students, school counselor, administration, and families to support social emotional learning and improve student attendance for chronically absent students. During the planning year, the school would like for the school social worker to begin in July. 3.5320.115.311	$87,958.66
Multi Classroom Leader 3 (Salary and Benefits) The MCL III will work with the PreK -2 teachers in the Early Learning Center. The MCL III is a teacher with demonstrated outcomes who will model best practices, provide professional development, lead professional learning communities, and work with students. 3.5330115.121	$104,642.86
Professional Development (includes benefits) School Improvement Team will work over the summer to develop strategic plans for the new school year. The team will convene for 4 days. 3.5110.115.312 3.5110.115.211 3.5110.115.163	$7187.04
Development of a Sensory Room Purchase items for a sensory room for students who need de-escalation and redirection. These items will support students in developing emotional regulation. 3.5840.115.411 3.5840.115.461	$5,000.00
Pre-K – 2 Early Learning Supplemental Resources – Resources and supplies will be purchased to support the implementation of a PreK- 2 Early Learning Center on the campus of the school. 3.5110.115.411	$80,000.00
Recruitment Materials – Development of recruitment materials such as videos and other marketing materials to recruit high quality teachers to teach at the school. 3.5400.115.411	$3,500.00
Day Treatment Program **(District Funded)**	$0.00
Indirect Costs 3.8100.115.392	$13,039.83

Year Total	$493,668.36

Justification for 2021-2022 budget:

(b) Response:

Initiative	Estimated Cost
School Coach (salary and benefits) – The school coach will track data, report data to NCDPI, to inform instructional practices, and ensure the grant is implemented with fidelity. The coach will be employed by the school and work 12 months per year for 40 hours per week. During the planning year, we hope to employee the School Coach for the month of June. 3.5420.115.116	$118,787.87
RTI IPG partnership costs (fully inclusive of all RTI labor, travel, and materials associated with the proposed scope of service; SEL to support academics and team change management; specialized literacy support)	$78,000
Social Worker (salary and benefits) – The school social worker will work with the Dean of Students, school counselor, administration, and families to support social emotional learning and improve student attendance for chronically absent students. During the planning year, the school would like for the school social worker to begin in July. 3.5320.115.311	$95,510.72
Multi Classroom Leader 3 (Salary and Benefits) The MCL III will work with the PreK -2 teachers in the Early Learning Center. The MCL III is a teacher with demonstrated outcomes who will model best practices, provide professional development, lead professional learning communities, and work with students.	$122,309.97
Professional Development (includes benefits) **Professional Development** (includes benefits) School Improvement Team will work over the summer to develop strategic plans for the new school year. The team will convene for 4 days. 3.5110.115.312 3.5110.115.211 3.5110.115.163	$8,244.72
Development of a Sensory Room Purchase items for a sensory room for students who need de-escalation and redirection. These items will support students in developing emotional regulation. 3.5840.115.411 3.5840.115.461	$1,500.00
Pre-K – 2 Early Learning Supplemental Resources – Resources and supplies will be purchased to support the implementation of a PreK- 2 Early Learning Center on the campus of the school.	$30,000.00

Recruitment Materials – Development of recruitment materials such as videos and other marketing materials to recruit high quality teachers to teach at the school.	$750.00
Day Treatment Program (District Funded)	$0.00
Principal Incentive – At the conclusion of year 2 and year 3, the principal will be offered a bonus for successful academic gains (as evidenced by the school exceeding growth/school composite)	$10,765.00
Indirect Costs 3.8100.115.392	$13,196.19
Year Total	$479,064.47

Justification for 2022-2023 budget:

(c) Response:

Initiative	Estimated Cost
School Coach (salary and benefits) – The school coach will track data, report data to NCDPI, to inform instructional practices, and ensure the grant is implemented with fidelity. The coach will be employed by the school and work 12 months per year for 40 hours per week. During the planning year, we hope to employee the School Coach for the month of June. 3.5420.115.116	$129,109.53
RTI IPG partnership costs (fully inclusive of all RTI labor, travel, and materials associated with the proposed scope of services; SEL to support academics and team change management; specialized literacy support)	$64,000
Social Worker (salary and benefits)– The school social worker will work with the Dean of Students, school counselor, administration, and families to support social emotional learning and improve student attendance for chronically absent students. During the planning year, the school would like for the school social worker to begin in July. 3.5320.115.311	$103,758.41
Multi Classroom Leader 3 (Salary and Benefits) The MCL III will work with the PreK -2 teachers in the Early Learning Center. The MCL III is a teacher with demonstrated outcomes who will model best practices, provide professional development, lead professional learning communities, and work with students.	$131,453.00
Professional Development (includes benefits) School Improvement Team will work over the summer to develop strategic plans for the new school year. The team will convene for 4 days. 3.5110.115.312 3.5110.115.211 3.5110.115.163	$8,305.76

Development of a Sensory Room Purchase items for a sensory room for students who need de-escalation and redirection. These items will support students in developing emotional regulation. 3.5840.115.411 3.5840.115.461	$1,500.00
Pre-K – 2 Early Learning Supplemental Resources – Resources and supplies will be purchased to support the implementation of a PreK- 2 Early Learning Center on the campus of the school.	$20,000
Recruitment Materials – Development of recruitment materials such as videos and other marketing materials to recruit high quality teachers to teach at the school.	$750.00
Day Treatment Program **(District Funded)**	$0.00
Principal Incentive – At the conclusion of year 2 and year 3, the principal will be offered a bonus for successful academic gains (as evidenced by the school exceeding growth/school composite)	$10,765.00
Indirect Costs **3.8100.115.392**	$13,633.98
Year Total	$483,275.68

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

NOTE: All highlighted fields must be completed for this section for the appropriate grade levels in order for this section to be considered complete. If incomplete, this section will receive a zero (0) score. Maximum point value for this section is 8.

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	8	25	33	28	35	40	45	32	9	**255**
	2019 – 20	12	35	29	30	19	32				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	11	8	3	25	6	14	16	27	9	**119**
	2019 – 20	4	19	24	29	9	23				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	95.65	95.48	95.71	95.13	93.69	94.95	94.40	95.2	92.83	**94.78**
	2019 – 20	97.1	95.8	95.53	94.81	93.59	93.30				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	98	97	94	95	93	91	93	97	98	**95**
	2019 – 20	98	95	96	91	95	98				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 3 (GLP / CCR %)		Math 4 (GLP / CCR %)		Math 5 (GLP / CCR %)		Math Composite (GLP / CCR %)	
2018 – 19	38.8/19.4	2018 – 19	38.5/24.4	2018 – 19	15.2/<5	2018 – 19	**32.2/16.9**
2019 – 20		2019 – 20		2019 – 20		2019 – 20	
Average		Average		Average		Average	
2020 – 21		2020 – 21		2020 – 21		2020 – 21	
2021 – 22		2021 – 22		2021 – 22		2021 – 22	
2022 – 23		2022 – 23		2022 – 23		2022 – 23	

Reading 3 (GLP / CCR %)		Reading 4 (GLP / CCR %)	
2018 – 19	21.4/10.2	2018 – 19	25.6/15.4
2019 – 20		2019 – 20	
Average		Average	
2020 – 21		2020 – 21	
2021 – 22		2021 – 22	
2022 – 23		2022 – 23	

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

Reading 5 (GLP / CCR %)		Reading Composite (GLP / CCR %)	
2018 – 19	18.2/12.1	2018 – 19	21.9/12.4
2019 – 20		2019 – 20	
Average		Average	
2020 – 21		2020 – 21	
2021 – 22		2021 – 22	
2022 – 23		2022 – 23	

Science 5 (GLP / CCR %)		Total Composite (GLP / CCR %)	
2018 – 19	31.8/18.2	2018 – 19	27.6
2019 – 20		2019 – 20	
Average		Average	
2020 – 21		2020 – 21	
2021 – 22		2021 – 22	
2022 – 23		2022 – 23	

Data Point Goals	2020–21	2021–22	2022–23	+ / -
ISS Incident #	160	120	80	
OSS Incident #	80	60	40	
Student Attendance %	95	96	96	
Certified Attendance %	96	97	98	
Math GLP / CCR %	44.2/28.9	56.2/41.9	70.2/55.9	
Reading GLP / CCR %	33.9/23.4	46.9/36.4	60.9/50.4	
Science GLP / CCR %	43.8/30.2	56.8/43.2	70.8/57.2	
Total Composite GLP / CCR %	39.7/26.7	52.3/39.7	66.3/53.7	