IPG Application:

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

ENTITY: Halifax County Schools   **ENTITY Code: 420**

SCHOOL: Enfield Middle STEAM Academy   **NCDPI SCHOOL #: 420324**

IPG Entity Contact Name: Dr. Tyrana B. Battle

IPG Entity Contact Title: Assistant Superintendent

IPG Entity Contact Phone: (252) 583-5111

IPG Entity Contact Email: battlet@halifax.k12.nc.us

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

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

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

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

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

All IPG questions / correspondence should be directed to:

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

---

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

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

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

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

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

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

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

✔ Establish annual goals for student achievement on the State's assessments in reading / language arts, mathematics, and science. The Entity will also establish annual goals in other data points required by this grant and track these data points in 20-day increments throughout the period of availability of the grant using a data tracking log provided by the Federal Program Monitoring & Support Division at NCDPI;

✔ Report to NCDPI (by use of the designated data tracking log) the school-level school improvement data requested by the Federal Program Monitoring & Support Division, including baseline data for the year prior to being awarded the grant. The following data points will be collected and reported to NCDPI upon request and these metrics constitute the leading indicators for the IPG Program (in addition to school achievement data):
     1.) Dropout Rate (if applicable);
     2.) In School Suspensions (if applicable);
     3.) Out of School Suspensions;
     4.) Student attendance rate;
     5.) Certified Staff attendance rate;

     (others as determined by NCDPI)

✔ Ensure that the CSI School that it commits to serve receives all of the State and Local funds it would receive in the absence of the IPG school improvement funds and that those resources are aligned with the research-based school improvement strategies in the approved application.

✔ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach's time and services will be at the IPG awarded school (July 1, 2020 – June 30, 2023). *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*

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

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 / We HEREBY CERTIFY that to the best of my / our knowledge, the information contained in this application is correct; and the Entity, if awarded an Innovative Partnership Grant, will abide by all assurances that are checked above and throughout this application, as well as follow this application as submitted. We understand that failure, at any time to fulfill the Assurances, will be cause for the grant award to be rescinded. As authorized individuals with the Entity identified in this application, we submit this application with NCDPI for consideration of an award for the 2020–2023 IPG Cohort IB Competition. Any changes in scope or sequence of this original application must be submitted to the State IPG Coordinator for approval before taking action on such changes.

Dr. Eric L. Cunningham
Click or tap here to enter text.

Name of Superintendent

[signature]

Signature of Superintendent

04/20/2020
Click or tap to enter a date.

Date Signed

Claude E. Cooper
Click or tap here to enter text.

Name of Board Chair

Claude E. Cooper

Signature of Board Chair

4/20/2020
Click or tap to enter a date.

Date Signed

For State Use Only

Date Received: Click or tap to enter a date.

Received by: Click or tap here to enter text.

Grant Awarded: Click or tap here to enter text.

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

APPLICATION NARRATIVE:

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

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

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

School Name:	County	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Enfield Middle STEAM Academy	Halifax	6-8	Traditional	420324	Ed Direction DRIVE

*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: Click or tap here to enter text.

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

Response: Click or tap here to enter text.

Ed Direction	DRIVE
Carrie Miller	Charlie Lyons

(c) Position of contact:

Response: Click or tap here to enter text.

Ed Direction	DRIVE
Senior Program Manager	Co-Founder

(d) Telephone number of contact:

Response: Click or tap here to enter text.

Ed Direction	DRIVE
720-239-3069	336-963-3430

(e) Email address of contact:

Response: Click or tap here to enter text.

Ed Direction	DRIVE
cmilller@eddirection.org	charlie@thedriverevolution.com

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: N/A
Click or tap here to enter text.

(b) Type of service provider:

Response: N/A

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

Response: N/A

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

Response: N/A

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

Response: N/A

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

Maximum point value for this section is 32.

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

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

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

Response:

Making Our Vision a Reality
Our proposal is to effectively implement project-based learning (PBL) with all students in all content areas at our district's STEAM (Science, Technology, Engineering, Arts, Mathematics) middle school. Our mission is to empower our students to be successful global citizens who have developed skills that will serve themselves and their communities well beyond school graduation. Making this vision a reality means providing evidence-based, differentiated instruction that allows all students to both access and excel in STEAM and the project-based learning it requires. This school serves a highly impacted, majority minority student population. 100% of the student body qualifies for free lunch, 35% live in a single-family home, and children in the community were assessed for abuse of neglect at a rate of 73.1 per 1000 children, significantly higher than the state average of 52.1. In addition, 28.7% of adults in the school community do not have a high school diploma, one of the highest rates in the nation. We have made a promise to provide this community with a world-class STEAM education that will prepare their children for the world, and we have an obligation to deliver on that promise. Our hope is that the funding and partnership opportunities that this grant provides will help us make that vision a reality.

Several factors have thwarted the school's efforts towards realizing its vision of producing "…globally competitive, life-long learners, prepared with 21st century skills, using the five pillars of STEAM " Among other factors, ineffective classroom and schoolwide behavior management structures, high teacher turnover, and false starts implementing PBL have all negatively impacted the school's potential to be one of the strongest schools in the district and state. If awarded, IPG funds will be used to build the instructional capacity of the whole staff and provide implementation support for effective classroom and schoolwide behavior management and evidence-based STEAM instruction that allows for true PBL.
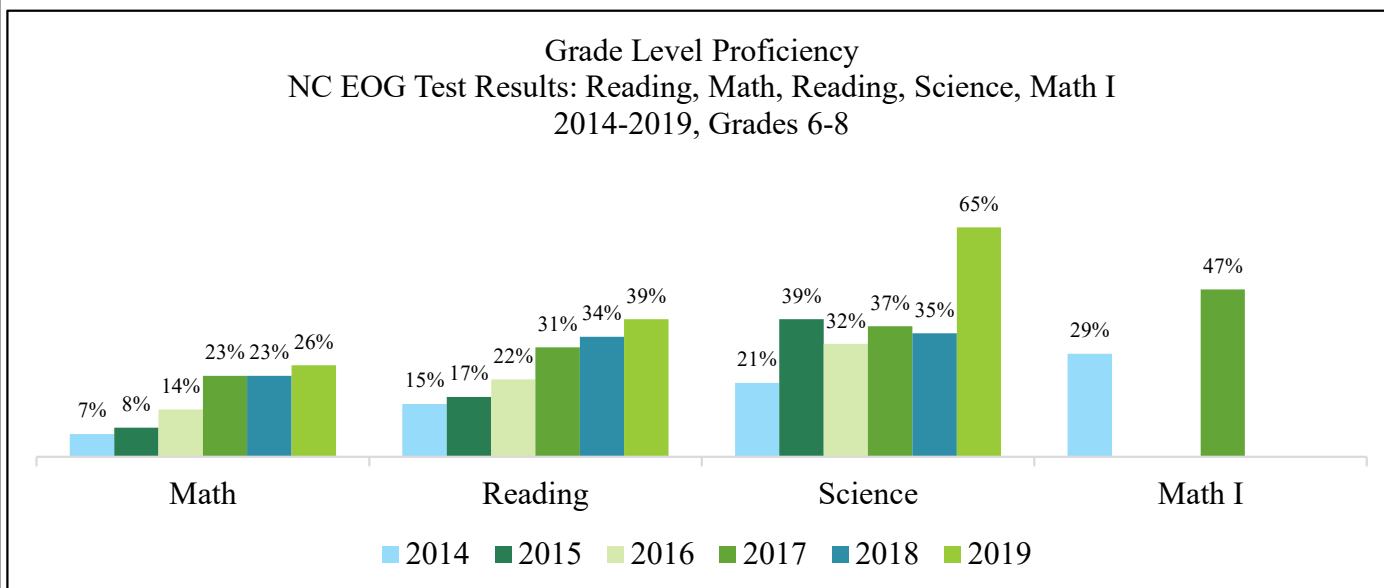
The school has already taken steps to improve instruction and move toward full implementation of STEAM, but additional resources are necessary to ensure that these initiatives reach their full potential. The school recently set up a Makerspace by identifying a central location that's available to all teachers and filling it

with materials that support inquiry-based learning in STEAM. However, teachers are not yet fully utilizing this resource because they haven't received enough training to know how to leverage it in their classrooms. In addition, the school has taken real steps to improve the quality of its teaching force, both by providing formal leadership opportunities and adding positions to reduce the student-teacher ratio. While the school has seen some measurable improvement as a result of these interventions, additional funding is needed to expand that impact to all grades and subjects. If awarded, IPG funds will be used to amplify the hard work that's already begun and provide the supports necessary to make the school's vision a reality.

Our Challenges

Low Student Performance

Although the school has seen increases in student achievement over the past 6 years, the overall Performance Grade Score for the school for the 2018-2019 school year was a "D". The Performance Grade Score for Math was an "F" and the Performance Grade Score for Reading was a "D". Prior to this year, the school had received a Performance Grade Score of "F" for the previous 5 years. While the school is meeting its growth targets, proficiency remains low overall, as shown in the graph below. In addition, even though proficiency has increased over the years, the school faces a consistent uphill battle, as student entering the school are far less likely to be on track than elsewhere in the state. Last year, only 25% of incoming sixth graders were proficient, compared to 46.6% statewide.

Grade Level Proficiency
NC EOG Test Results: Reading, Math, Reading, Science, Math I
2014-2019, Grades 6-8

	Math	Reading	Science	Math I
2014	7%	15%	21%	29%
2015	8%	17%	39%	
2016	14%	22%	32%	
2017	23%	31%	37%	
2018	23%	34%	35%	
2019	26%	39%	65%	47%

The exception to that story is last year's science scores, which grew from 35% to 65%. Although many factors contribute to student proficiency, it's important to note that an additional position was added in the 2018-19 school year that allowed for a full-time science teacher in 8th grade. We believe that this was a significant factor in the dramatic improvement in science scores, and if awarded, IPG funds will be used to implement a similar model in grades 6 and 7. Our county's 5-year strategic plan includes six goals that we hope to achieve by 2022, the first of which is a notable improvement in overall proficiency. We will strive to ensure that any additional funding awarded through the IPG program is used to achieve that goal.

Ineffective Classroom and Schoolwide Behavior Management Structures

Currently, the school lacks a strong system for managing student behavior. The chart below shows that while in-school suspension rates are low, relative to the rest of the district and the state, out-of-school suspensions are significantly higher. While the principal has expressed a desire to find more productive ways to manage misbehavior, he does not have the capacity or support to do so. When asked about the root cause of the school's behavior issues, he shared a concern that teachers do not have the skill sets necessary to create a positive classroom culture or manage behavior without sending students to the office. This
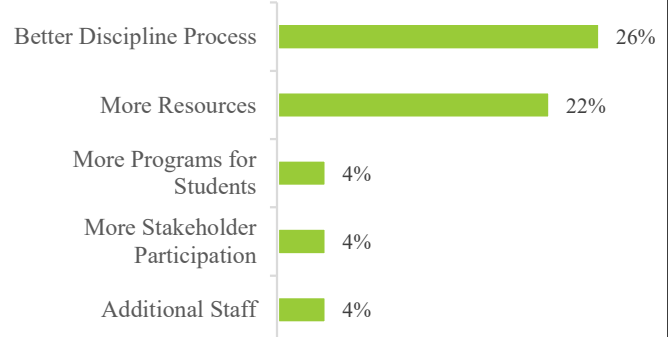
problem has proved difficult to solve, in large part because high teacher turnover makes it difficult to sustainably build staff capacity.

Suspension and Expulsion Rates
2018/2019 (per 1,000 students)
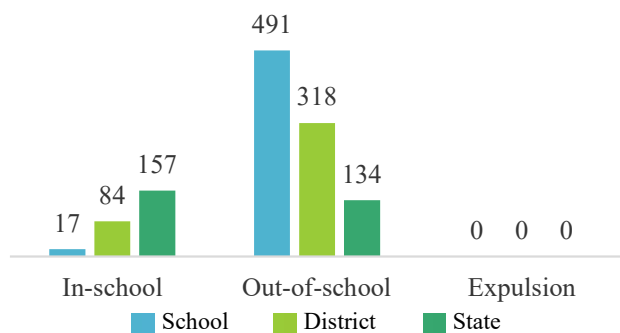
When asked what improvement is needed, most stakeholders responded as follows (n = 18)


In February 2020, a group of stakeholders, including families, community members, staff, and students were surveyed to better understand what interventions are most needed at the school. As the graph above shows, 26% of respondents, more than in any other category, indicated that better discipline processes are an important need. Unmanaged student behavior makes it difficult for any learning to occur but has an outsized impact on attempts at project-based learning. PBL requires a healthy, productive classroom culture where students can work together respectfully and take ownership over their own learning, much more so than traditional, lecture-based instruction. For the school's vision of STEAM-focused PBL to become a reality, school culture and behavior management must be addressed.

High Teacher Turnover and False Starts on Implementation
As the graphs below show, the school's teacher turnover rates have been erratic but high for the past 6 years. In 2018, nearly half of the teaching staff was in their first 3 years in the classroom. Due to this constant flux, the school has not been able to create or maintain shared, consistent expectations of any kind.
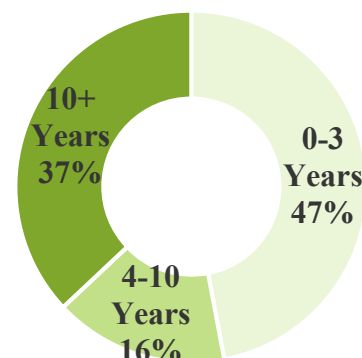
1 Year Teacher Turnover Rate Over Time
2014-2018
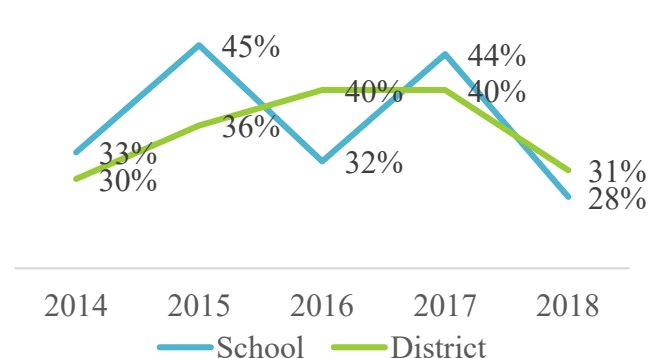
Teacher Experience
2018

This has posed a particular challenge for implementing STEAM and PBL, which both require significant teacher collaboration and a strong schoolwide culture to implement effectively. In addition, most teachers don't enter the classroom knowing how to design and lead project-based learning experiences; learning to do so typically requires additional training and coaching. With such a high proportion of new teachers, it's no wonder that the school has struggled to implement these initiatives in earnest.

In addition, the school has struggled to make good use of its Makerspace, primarily because there isn't funding or support available to continually provide professional learning to new teachers each year. Our hope is that IPG funding will allow the school to work with partners who can provide ongoing, job-embedded professional learning to help teachers utilize the Makerspace and fully implement PBL and STEAM. In addition, we hope that this program will allow us to identify and address the root causes of the school's turnover problem.

Interventions Needed

<u>Revamp Schoolwide Culture and Climate</u>
The school's behavior management structures are not currently meeting student or staff needs, and the negative school culture is preventing the school from making its vision a reality. An explicit and intentional focus on improving school climate and culture will be necessary to move forward with forward with the other academic interventions identified. DRIVE was selected as an external partner because of their experience and expertise doing just that. Beginning by administering their federally accredited climate survey, the DRIVE team will help us pinpoint root causes of the school's culture and climate challenges and identify strategies to build a culture that is more conducive to learning. We hope that improvements to culture and climate will both reduce behavior challenges in the short-term and lay the foundation for the collaborative, student-driven learning required by PBL.

<u>Provide Professional Learning and Coaching on Project-Based Learning</u>
Although the school is committed to implementing PBL and has taken early steps, such as setting up the Makerspace, to make it a reality, there is still significant work to do before students see the benefits. With nearly half of the staff in their first 3 years of teaching, it's clear that our most significant need is to build the capacity of the teaching staff. For that reason, we plan to invest a significant portion of the IPG funds, if awarded, in coaching and professional learning for all teachers. This will come both from the full-time IPG coach required by the grant and from the second partner we've selected, Ed Direction. Ed Direction coaches specialize in the nuts and bolts of good instruction, and have deep experience designing personalized professional learning and coaching programs. Ed Direction will work closely with the IPG coach to identify teachers' individual strengths and weaknesses and create personalized coaching plans for each. Because of the staff's significant need, we believe that one full-time coach will not be able to provide the necessary support by him- or herself. In addition, Ed Direction will be able to train the IPG coach in best practices for coaching, evidence-based instruction, and school improvement processes more generally, guaranteeing a larger impact than if the IPG coach worked alone.

<u>Support Effective Use of the Makerspace</u>
The school's Makerspace is not currently being effectively utilized, largely because faculty members have not received sufficient training to do so. In addition, the Makerspace itself will benefit from upfitting and investment in additional materials. Once those upgrades are complete, Ed Direction will work with the IPG coach to help teachers understand how to use this resource to support the learning goals in their classrooms and to engage students in real-world project-based learning.

<u>Improve Collaboration and Teacher Leadership</u>
Effectively implementing PBL and increasing student achievement is not an endeavor that teachers can or should approach alone. Leveraging the expertise that already exists in the building, and creating structures for teachers to share new learning, is essential to sustainable school improvement. We believe that Professional Learning Communities (PLCs) will be an important component of this process, and we're eager to help them reach their potential. Ed Direction and DRIVE both specialize in improving teacher collaboration and collective efficacy, or the shared belief that improving student outcomes is possible, and plan to fully leverage that expertise. Both partners will provide coaching to refine the school's current PLC structure to ensure collaborative time has the maximum impact on student learning. In addition, Ed

Direction will work extensively with the School Leadership Team (SIT) to help them take ownership of the improvement process and use their time together more effectively.

Lastly, we plan to use IPG funding to add two core teachers – one in math and one in ELA. Although these teachers will primarily serve to reduce the student-teacher ratio, they will also allow the school to more fully utilize its Multi-Classroom Leaders (MCLs). Although there are three different Advanced Teacher Roles currently on staff, they haven't been able to fully step into their roles because we are short-staffed in the core subjects. Hiring two additional core teachers will allow MCLs to fully step into their leadership roles, and Ed Direction's support will help them align their work effectively to larger school improvement goals.

(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: ▮▮▮▮▮▮▮▮▮

   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: ▮▮▮▮▮

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

   Response:

▮▮▮

2

"

"...

" —

"

[REDACTED]

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

Response:

[REDACTED]

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

Response:
We have identified two infrastructure needs that will be key to realizing the school's vision of being a true STEAM academy:
1. Although good instruction is ultimately the key to effective implementation of STEAM and PBL more generally, access to high-quality instructional materials can serve to hook students and expose them to learning opportunities that they wouldn't otherwise have. To that end, we plan to use IPG funds to upgrade the school's Makerspace and ensure it is fully supplied with materials for effective STEAM instruction. An initial set of materials has already been purchased as part of a County-wide initiative, funded by a Golden LEAF grant, so additional materials will be minimal and intended to supplement existing resources.
2. The school is currently short-staffed and has an average teacher to student ratio of 33:1 in 6th and 7th grades. Hiring two additional teachers – one in math and one in ELA – will reduce that ratio to 24:1 and bring each grade level to a four-person team. This same strategy was used last year, when the school hired an additional 8th grade teacher, creating a full-time science position, and led to

significant gains in student performance (35% to 65% proficient in science). These additional positions will also free up the schedules of our Multi-Classroom Leaders so that they can truly step into the instructional leadership roles they were hired for.

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

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

Maximum point value for this section is 56.

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

(a) Response:
School leadership discussed the opportunity to have earn the IPG grant with parents In applying, we knew we would need to choose a partner who could show a proven track record of successfully supporting schools. The leadership team discussed the proposed list of providers, first amongst themselves and then with Families. Families were asked to provide input and responded with the following questions:
1. What is the turnaround rate of helping students?
2. Would parents receive an opportunity to have training?
3. How will students directly benefit from this partnership?
After comparing the provider list with these questions, it became clear that DRIVE and Ed Direction were the providers most compelling to families, in large part because of Ed Direction's impressive track record of academic results and DRIVE's family engagement programs.

(b) Response:
Community Stakeholders had the opportunity to provide input on provider selection during a meeting to discuss our school becoming a transformation school. The discussion was centered around the recommendations for a provider who would be invested in our community. Community members present decided that DRIVE would be best able to improve our school and support our community, based on work they have done in other school districts.

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:

Seeking input from our staff to understand their perspective and utilize their feedback in selecting a partner has been essential. Their input was solicited in February 2020 through a largely open response survey. After aggregating teacher responses, several common themes revealed themselves:
- More financial resources to fill gaps in staff and programs:

> *"I would like to see instruction improve by having an opportunity to gain more resources to teach, as well as more staff to provide necessary small group interventions."*

- Better disciplinary practices and consistency in these practices
  "A better discipline strategic plan in which students who cause disruptions can be removed from the environment but still learn what is needed to help them succeed."
- Increased student morale and social and emotional learning (SEL)
  "I hope to see student morale change. I would hope that the improvement process fosters a sense of school pride in students as well as a growth mindset."
- Increased teacher development and collaboration.
  "Prioritize the development of the staff, and provide frequent feedback opportunities."

Unsurprisingly, the needs identified by the staff aligned almost perfectly with the needs that surfaced from our review of school data. This reinforced our belief that DRIVE and Ed Direction would, together, be able to provide exactly what we need to help the school achieve its goals and ultimately exit Comprehensive Support and Improvement (CSI) status. The final decision was vetted through the School Leadership Team, which includes teachers, parents, students, and community representatives. School staff are in full agreement with decision and enthusiastic about working with these experienced organizations to continue improving their school.

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

(a) Response: After choosing a different partner during the first-round IPG application (Fall 2019) and not being awarded the grant, we decided to revisit partner selection with a greater level of scrutiny. The resources this grant would provide to our students is too great of an opportunity to miss a second time.

Our second-round screening and selection process has involved the following:

1.) Evaluation of deficiencies in our first-round application and in the proposed school improvement interventions
2.) Re-evaluation of school needs to ensure the selected partner(s) have the capacity to meet those needs
3.) Thorough communication with all potential partners to ensure alignment
4.) Input from teachers, staff, and other stakeholders to ensure our new partners are the right fit

After evaluating the vetted vendors, we are excited to partner with Ed Direction and DRIVE for this application. We selected both partners due to their unique, yet complementary service offerings, which we believe will be an excellent match for the school's needs. In addition, we've been impressed with both partners' responsivity, communication skills, and flexibility. In addition, coaches from both organizations showed a desire to genuinely understand our school's mission and vision and create personalized plans for support.

(b) Response:
We demand the best from our teachers and staff, and we will maintain no less of an expectation for our partners. During the review and selection process, we heavily weighted past performance and experience working in school contexts similar to ours. For example, we specifically looked for experience working in STEM/STEAM schools and in rural, low-income communities like ours. Not only were both criteria fulfilled, but together the two organizations were also able to demonstrate a successful track record of measurably improving culture and climate, implementing evidence-based instructional strategies,

facilitating significant changes in discipline interventions, and improving teacher turnover rates. Their past results give us confidence that they are the right partners to help us reach our goals. Below please find relevant examples of each organization's past work that we reviewed to ensure quality and alignment.

Ed Direction Success Stories:

Utah: Since 2015, Ed Direction has been the primary School Turnaround partner for the state of Utah, serving more than half of the schools identified in each of the first two cohorts. At the end of a three-year engagement, 72% of partner schools met Turnaround exit criteria by improving by at least one letter grade, and an additional 20% received an extension by achieving at least 50% of the growth needed to meet exit criteria.

Ed Direction's team served as turnaround experts for 15 out of 25 schools in Utah School Turnaround. In Utah, at the end of a three-year engagement, 72% of partner schools met Turnaround exit criteria by improving by at least one letter grade, and 20% received an extension by achieving at least 50% of the growth needed to meet exit criteria. Three schools exceeded exit criteria by improving two (and in one case three) grade levels on the state report card. The graph below shows these schools' growth compared to the state average:
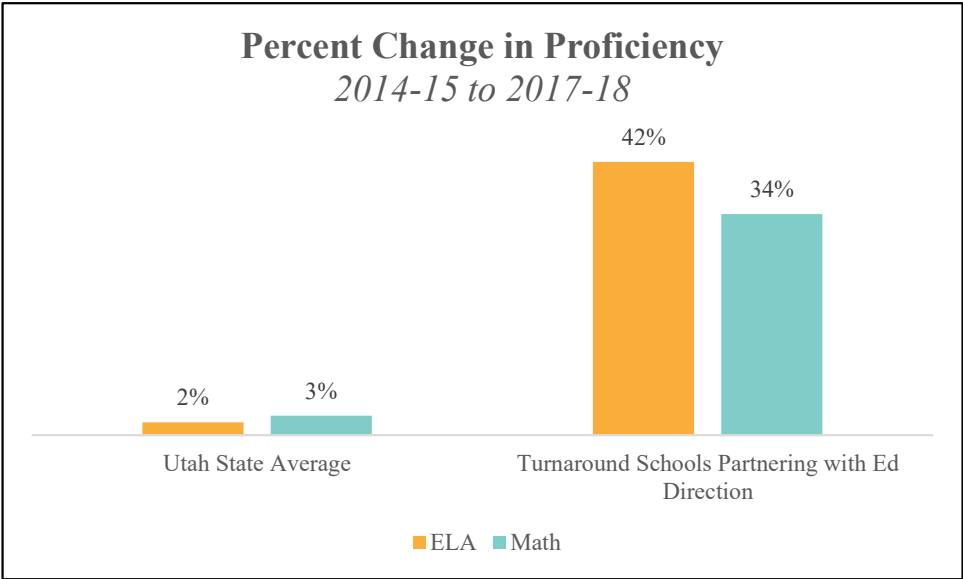
Illinois: In 2018, the Illinois State Board of Education approved Ed Direction to be one of its Learning Partners to support schools in Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA). Five of the state's lowest-performing schools selected Ed Direction to be their a partner. Ed Direction's services have included professional learning and coaching for leaders, teachers, and teams aligned with comprehensive school improvement plans. The 2019 Report Card issued by The Illinois State Board of Education (ISBE) indicated that all five Ed Direction partner schools received improved report card designations. The following results demonstrate schools' growth in proficiency on the Illinois Assessment of Readiness (IAR) and on the state report card.

Average Percent Proficient
2017-18 to 2018-19

34%

21%

12%
12%

2017-18   2018-19

ELA — Math
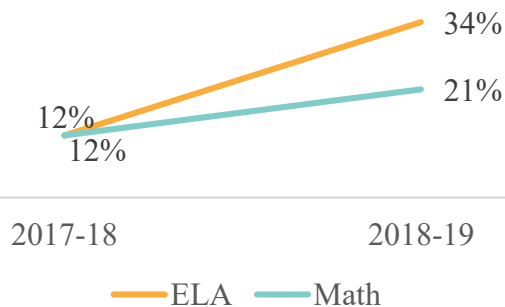
In addition to significant increases in proficiency, all 5 schools improved in their report card designations:
- **4** schools moved from a designation of **Lowest Performing** to **Commendable**
- **1** school moved from **Lowest Performing** to **Exemplary**, the highest designation possible

Highlights:

- As part of the first cohort of turnaround schools in Utah, Ed Direction supported West Lake Jr. High School through their transformation to a STEM, inquiry-based curriculum. Not only did their team provide direct coaching to teachers and teams as they worked to implement inquiry-based learning, they also played a key role in helping the leadership team articulate what it means to be a "STEM school" and execute that vision schoolwide. By the end of the 2-year program, the school had improved from a D to a B on the Utah state report card.
- Bonneville Elementary, a small-town elementary school whose student body is 100% economically disadvantaged, leveraged Ed Direction's support to build the capacity of their staff and implement better systems for standards-based instructionincreased in average proficiency from 13% in 2015 to 41% in 2017. This school's success has been the subject of national policy discussions, articles, and education podcasts.

DRIVE Success Stories:

North Carolina: DRIVE began to work with Southwest Guilford Middle School (High Point, NC) last school year. Within a single school year, the interventions DRIVE put in place had a huge impact despite the large school and staff size. Similar to our school, Guilford Middle's leadership was facing a high number of discipline incidents and behavioral issues, along with low student achievement. Under DRIVE's coaching, the staff unified to collaboratively problem solve these issues, leading to a dramatic decrease in referrals as referenced in the chart below.

This decrease allowed for more instructional leadership from administration as well as more instructional time for students. According to NC check in and district benchmark data, the students at SWGMS are currently outperforming the district average in every subject in every grade level.

CATEGORY	Aug. 2017-Feb. 2018	Aug. 2018-Feb. 2019	CHANGE
Total referrals	408	267	35% decrease

# referrals resulting in ISS	168	152	10% decrease
# referrals resulting in OSS	194	110	43% decrease
Referrals Black and Hispanic subgroup	159	91	43% decrease

South Carolina: May River High School was a brand-new school being added to the Beaufort County, SC school district for the 2016-2017 school year. DRIVE met with Principal Todd Bornsheauer in the spring of 2016, and his main concern was enrollment due to open enrollment policies in the district that left him competing with prestigious local high schools such as Hilton Head High and Bluffton High as well as competitive charter and private schools nearby. DRIVE collaboratively designed a plan with the school leadership and implemented their comprehensive Power of Our support plan, including *Student DRIVERS* (called ambassadors). May River nearly doubled their enrollment from year one to year two and currently has 1,350 students in the 2018-2019 SY. Although our school is not currently looking to expand enrollment, this example highlights DRIVE's ability to create an engaging and attractive school culture.

CATEGORY	2016-2017 SY	2017-2018 SY	CHANGE
Student Enrollment (ADM)	632	1251	97.9 % increase

(c) Response:

Continuous improvement requires consistent monitoring. We will engage in regular review of progress with both Ed Direction and DRIVE to hold them accountable to implementing the improvement plan. In order to streamline this work, we plan to create a District Transformation Team, or group of key advocates at the district level, who can consistently check in with the school, both formally and informally, identify any additional operational flexibilities, and deploy district supports as needed.

That team will use a few mechanisms to keep track of progress. At each 90-day interval, we will work with the School Leadership Team to collect and review available classroom and stakeholder data to determine progress made toward school improvement goals and select priorities for the next quarter. We will also require weekly updates from each partner to ensure that they are consistently fulfilling contracts and having the desired impact. In addition, the School Leadership Team will be tasked with regularly reviewing data on student performance and implementation and keeping track of progress toward discrete goals on a bi-weekly basis at minimum. This will all be housed in NCStar, which will allow us to stay in the loop and identify opportunities to provide additional support on a rolling basis. We believe strongly that this frequent communication and progress monitoring is essential to ensuring that we don't waste any time or resources as we work toward truly transforming this school.

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

(a) Response:

We understand that school improvement is not a one-size-fits-all model but is rather a highly contextualized effort to meet specific school needs and challenges. For this reason, we have gathered input from school and district staff, families, and the community in order to create a tentative plan for school improvement.

Using the information gathered, along with the quantitative data presented in Section D, we have identified four key needs and have developed a high-level plan to address each over the next three years. This will be built out into a robust long-term plan as well as short-term implementation These action steps and goals will be developed in more detail once the grant begins and our partners begin their own assessments and analysis.

Year 1

School Need	Tentative Action Plan
Revamp school culture and climate	- Professional learning and coaching on DRIVE's Power of Our principles - Re-do discipline framework and processes - Professional learning and coaching on effective teaming to improve staff culture - Audit and ensure that there are transparent communication structures in place
Provide professional learning and coaching on project-based learning (PBL)	- Ensure effective standards-based planning practices and use of Teacher Clarity (Hattie, J) - Collaborative work sessions to build a shared vision of PBL - Partners begin training/calibration with IPG coach - Coaches set up a coaching system to maximize impact - Create individualized coaching plans for each teacher
Support effective use of the Makerspace	- Take stock of existing Makerspace materials and create a plan to ensure it is fully resourced - Provide professional learning on PBL and direct coaching tied to use of the Makerspace - Begin lesson study tied to use of the Makerspace and PBL
Improve collaboration and teacher leadership	- Hire two additional staff members to create 4-person teams at each grade level - Ongoing coaching on effective meeting practices and data analysis strategies - Establish objectives for School Leadership Team meetings aligned with School Improvement Plan - Engage in annual district bootcamp

Year 2

School Need	Tentative Action Plan
Revamp school culture and climate	- Professional learning and coaching on next steps on DRIVE's Power of Our principles - Analyze discipline data and make adjustments to discipline plan as needed - Showcase school progress at annual district bootcamp

Provide professional learning and coaching on project-based learning (PBL)	• Onboard new teachers in effective standards-based planning practices and use of Teacher Clarity (Hattie, J) • Ongoing professional learning on PBL • Update and execute individualized coaching plans for each teacher
Support effective use of the Makerspace	• Provide professional learning on PBL and direct coaching tied to use of the Makerspace • Begin lesson study tied to use of the Makerspace and PBL • Build use of Makerspace into PLC agendas
Improve collaboration and teacher leadership	• Ongoing coaching on effective meeting practices and data analysis strategies • Begin teacher facilitation of School Leadership Team meetings • Identify teachers to deliver short professional learning sessions based on best practices in their own classrooms • DRIVE leads Family Education Initiative

Year 3

School Need	Tentative Action Plan
Revamp school culture and climate	• Professional learning and coaching on next steps on DRIVE's Power of Our principles • Analyze discipline data and make adjustments to discipline plan as needed • Implement positive behavior incentives schoolwide • Teachers present on school progress at annual district bootcamp
Provide professional learning and coaching on project-based learning (PBL)	• Onboard new teachers in effective standards-based planning practices and use of Teacher Clarity (Hattie, J) • Ongoing professional learning on PBL • Update and execute individualized coaching plans for each teacher
Support effective use of the Makerspace	• Provide professional learning on PBL and direct coaching tied to use of the Makerspace • Begin lesson study tied to use of the Makerspace and PBL • Consistently collaborate around Makerspace use during weekly PLC meetings
Improve collaboration and teacher leadership	• Ongoing coaching on effective meeting practices and data analysis strategies • Begin teacher facilitation of School Leadership Team meetings • Identify teachers to deliver short professional learning sessions based on best practices in their own classrooms • Fully implement Family Education Initiative, led by teaching staff with support from DRIVE

Stages of Approach

In collaboration with our partners, our plan and strategy will progress through the following stages:

1. **Deeply understand** the strengths and areas for improvement in culture, leadership, and teaching
2. **Narrow the focus to the most impactful improvements** to focus on and create actionable implementation plans
3. Deliver job-embedded **professional learning** using adult brain science to small and large groups
4. Provide **direct coaching** to support implementation

Deeply Understand:

Our work with Ed Direction and DRIVE will begin with a Comprehensive Appraisal of Culture and Practice. This federally accredited survey will provide a clear picture of current school climate and practices and include a SCAI (School Climate Assessment Instruments) Report produced by the Alliance for the Study of School Climate (California State University). It will also include relevant surveys, interviews, and focus groups of teachers, administrators, families, and students, and a comprehensive data review. This climate audit will be followed by a Root Cause Analysis to further identify the underlying causes of instructional and operational deficiencies. This analysis will also be used to take stock of existing teacher and administrator expertise that can be leveraged throughout the improvement process and long after our partners are gone.

Narrow the Focus:

Following data collection and analysis, we will engage in a visioning process to unify stakeholders, allowing them to reimagine our ultimate goals and highest purpose the school can achieve. This will lay the groundwork for the next step, which is implementation planning. Stakeholders will engage in long-term strategic planning linked directly to the appraisal, root cause analysis, and visioning process, which will include the identification of SMART goals tied to student performance and teacher action. The School Leadership Team will then use those long-term goals to create interim action plans. Following each interim period, we will facilitate reflection with the School Leadership Team to gauge progress and identify next steps.

Professional Learning:

Professional learning in particular will be tailored to specifically address the needs at this school. Ed Direction and DRIVE both have a phenomenal track-record of delivering engaging, practical learning. Sessions are divided into five categories: Full Staff Learning, School Leadership Learning, Individual Learning, Family Learning, and Student Leadership Development. Topics are organized and delivered around strategic priorities identified through the needs assessment and related planning and are linked to evidence-based practices for culture, leadership, and instruction. Leadership Learning will help school leadership, including the Leadership Team, implement strategic priorities and research-based practices to achieve school improvement priorities.

Every development opportunity offered by our partners reflects an unrelenting focus on improving student outcomes by delivering high quality Professional Learning that is research-based and personalized to our school's needs.

Direct Coaching:

The fourth and final component of our implementation strategy involves intentional, hands-on coaching and job-embedded support. We will hire a full time IPG coach to work in collaboration with Ed Direction and DRIVE coaches to provide the ongoing, customized support needed to implement and progressively refine their strategies. The continual improvement process and accountability this coaching provides will be key to the complete and effective implementation of the strategies already started at the school. Additionally, this continual improvement process will be modelled by Ed Direction and DRIVE for our school and district's continued use, after our engagement with these partners. Coaching will happen at all levels of the system, including for the district, school leadership, and teachers. For district leaders, coaching will focus on systemic and sustainable progress at scale. For school leaders, coaching will involve implementation support and includes authentic problem solving, role playing, situation-specific delivery of resources, and consistent post-session follow-up. Teachers will be guided by their coach through a 4-step cycle to collect data, set goals, share new strategies, and provide feedback on implementation.

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

Maximum point value for this section is 16.

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

(a) Response:
We have already taken steps and made plans to ensure that the school is ready to begin implementation of their improvement plans on the first day of the 2020-21 school year. First, it is important to note that the key initiatives this school is hoping to implement are not new, but are in fact part of an ongoing district goal to create a select number of STEAM campuses. As such, we have already worked to ensure that the school is equipped with a materials (as part of its Makerspace), and some staff members have already received training on PBL. Because previous efforts were also grant-funded, it has been difficult to reach full implementation; it is our hope that the IPG will help the school end this cycle.

In addition, we have arranged to hire one reading and one math coach to support teachers and students as they engage in this project. It is our belief that this additional support will go a long way toward making implementation, and ultimately school improvement, possible. We will:
1. Ensure all $6^{th} – 8^{th}$ graders are proficient readers by placing a literacy specialist with each $6^{th} – 8^{th}$ grade reading teacher during reading instruction and utilizing specialist to train and support by providing direct instruction and assisting with planning.
2. Ensure all 6th-8th graders are proficient in math by placing a math specialist with each 6th -8th grade math teacher during math instruction and utilizing specialist to train and support by providing direct instructional coaches at each grade level to assist principal in focus on instruction.
3. Establish a tutoring program centered on literacy/numeracy using the Train-the-Trainers model partnering with DRIVE, Ed Direction, and district administrators as coaches to teachers and staff.

Responsibilities:
Reading Coach/Specialist
- Conduct assessments to determine student reading levels

- Interpret assessment data for the purpose of driving instruction.
- Create reading plans to match student ability and learning styles
- Guide children through reading and writing activities to help them overcome obstacles to literacy
- Prepare and deliver focused intervention instruction in small group setting
- Utilize instructional management systems which increases students learning and maximizes time on task
- Consult with parents and teachers to recommend at home strategies to improve reading skills
- Collaborate with the media specialist to include materials on literacy education
- Collaborate with the assigned teachers/grade levels for instructional planning and delivery
- Monitor and maintain accurate records on student achievement, articulating their progress and success
- Coordinate school-wide reading intervention and literacy programs
- Participate in trainings as required
- Provide professional development to teachers based on best practices for reading

Math Coach Specialist

- Support the growth of middle school mathematics teachers by strengthening classroom teachers' understanding of math content
- Promote enhanced mathematics instruction and student learning by helping teachers develop more effective mathematics teaching practices that allow all students to reach high standards as well as sharing research addressing how students learn mathematics
- Collaborate with individual teachers through co-planning, co-teaching and coaching
- Assist administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction
- Ensure the curriculum is aligned with state standards
- Promote teachers' delivery and understanding of the school curriculum through collaboration long-range and short-range planning and teacher coaching
- Facilitate teachers' use of successful, research-based instructional strategies, including differentiated instruction for diverse learners

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

(a) Response:
The district and school will align its resources by blending funds to meet the demonstrated needs of the school. Our plan is strategic and comprehensive in nature. Coaching support will be paired with the current revenue stream to maintain quality embedded professional development for teachers within their content. In addition, we will develop an annual boot camp to provide professional development on Problem-Based Strategies, Content Integration and Building a Responsive Culture. At the conclusion of the grant, we will be able to use the train the trainer model to maintain great teachers and teaching. Funds will further be used to supplement resources (human and capital) to ensure all students have a fair and equitable opportunity to learn.

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:
Knowing that family engagement is an essential component of student and school growth, we will work closely with our IPG coach and partners to improve in this area of engagement. Research has consistently documented the strong, positive relationship between family involvement and student success (Henderson and Mapp, 2002). As part of our partnership with DRIVE, we will utilize the Family Education Initiative to create a foundation for collaboration between the school and students' caretakers. This initiative will launch in the fall of Year 1 and will continue on a regular basis through Year 3. The goals of this initiative are to:

- Build communication and trusting relationships between the home and school, strengthening the relationship between the teaching staff and the parents/caretakers.
- Facilitate the creation of a family *This Is Us* covenant that will identify how they will work together to ensure the student achieves success.
- Facilitate the development of a "My Job/Your Job/Our Job" document that details the roles of the parents/caretakers, student, and school staff as they work together to maximize the student achieves success.
- Help parents the parent/caretakers gain an understanding of Perceptual Control Theory, the scientific explanation of behavior that is based on internal control and how that impacts their role as support system for their child.

(b) Response:
Getting students outside the four walls of the school and, conversely, getting the outside community to come inside the building is another important area for growth at our school. At the core of STEAM learning is a vision to include concepts from a variety of subject matters and integrate real-world experiences and problems into teaching and learning. Exposing students to experiences, individuals, thought leaders, and outside organizations in the greater community and world around them is necessary to bring increased perspective and the ability to make meaningful connections with what is being taught in the classroom.

To methodically and strategically address the need for greater community involvement, we first need an accurate picture of current community engagement. The root cause analysis conducted by DRIVE and Ed Direction will meet this need and give us the information necessary to move forward. Based on these findings, the school will outline specific, data-informed goals as well as a plan for implementation. Implementation will be spearheaded by the IPG coach and an identified community engagement liaison. Our goal is to identify one or two community members or organizations who are committed to helping the school grow community engagement; only so much can be done from within the school, so it will be essential to identify a community liaison who can be the bridge to the outside world.

Like family input, receiving continued community input and feedback is an important aspect to ensure we are not operating in isolation. An annual survey will be utilized to solicit community feedback to inform improvement efforts over the course of this grant.

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

(a) Response:

As outlined in Section D, our school has struggled with successful implementation of initiatives in the past, so it was of utmost importance to select IPG partners with extensive experience implementing sustainable, ongoing improvement strategies. We were pleased to select Ed Direction and DRIVE based on their qualifications in this area, and we look forward to collaboratively implementing improvement plans in a way that fosters successful follow through and sustainability. The approach to implementation will begin with the prioritization of school culture and climate, in order to have a solid foundation on which to build leadership capacity and instructional improvement that can be sustained over time.

Elements of School Improvement
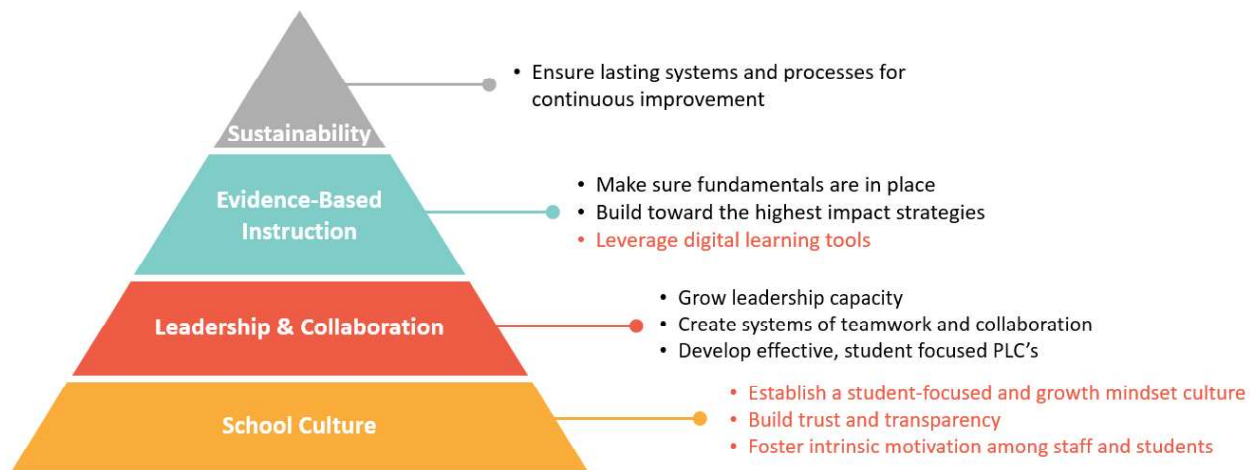
Each element of school improvement shown in the pyramid above will be introduced and implemented through a powerful four-phase approach:

1.) Understand the unique and specific school context.
2.) Create a customized structure for growth
3.) Practice and strengthen the structure.
4.) Improve along the way and build capacity

The simplicity of this approach makes it flexible and adaptable to fit within every level of the school system including coaching, professional learning, teacher training, school improvement planning, and instructional planning. Ed Direction will start by training the IPG Coach in this process, and together they will train our leaders and teachers both individually and collectively.

To further strengthen this approach, we will utilize data-driven practices throughout. Collecting data at each stage of implementation will ensure that we are actually tracking measurable implementation as well as its impact on student learning. Both DRIVE and Ed Direction specialize in data-driven change, so we will work closely with them to ensure that our individual teachers and teams are consistently using data to understand our current state and continuously improve.

This process will be used to address all of our school improvement goals. As an example, utilizing the four-phase implementation approach with data-driven practices might look like this when it comes to dealing with behavioral issues:

Understand	Create	Practice	Improve
The IPG coach and our DRIVE partners collect and review data about student behavior to understand which behavioral issues are occurring most often.	The Principal works with the DRIVE team to identify a strategy to address the most commonly occurring behavior problem and share it with the staff.	Teachers try the new strategy and collects observational data on its impact. Later that week, the School Leadership Team reviews evidence to determine whether the strategy was effective.	Based on what the Leadership Team learns, they make a plan to tweak the strategy and repeat the cycle, tracking impact data over the following two weeks.

Improvement through Collaborative Supports

School climate and instructional improvement will also be reinforced through the implementation of collaborative teams at all levels. We will work with Ed Direction to form three unique support teams based on a model they've implemented successfully across the country:

- A District Transformation Team of district employees who will provide systemic support beyond the school-based teams through periodic data review, discussions, and outreach to the school
- A School Leadership Team of school-based leaders, including the principal, will represent each of the grade-level and content-area teams at the school. This team will have ownership over school improvement efforts – writing the plan, monitoring progress, making adjustments, and engaging stakeholders in collaborative work.
- Professional Learning Communities (PLCs) will engage in ongoing collaborative inquiry to make important decisions about instruction

Collaborative Coaching:

Ongoing, direct coaching with actional feedback is essential to implementing new practices (Fixsen, Naoom, et al, 2005). Both Ed Direction and DRIVE intentionally leverage coaching as a pillar of their services to support implementation. Partner coaches from both organizations, along with the full-time IPG coach, will work directly with the principal, the teachers, and teaching teams to provide resources and training related to clearly identified goals and improvement actions to impact student learning, contribute to a positive school culture, and improve overall student achievement.

Using the four-phase implementation steps described, collaborative teacher coaching would look like this:

Understand	Create	Practice	Improve
A teacher analyzes student learning data and sees a need for a collaborative group learning task for students in the upcoming lesson.	The teacher creates a plan for the activity and specific learning goals and content understanding for the activity	The teacher tries the grouping strategy, collects data on engagement and learning. Later that week, the teacher reviews assessment data and evidence of student learning to assess effectiveness.	Based on what the teacher learns, the teacher adjusts the student groups and tries the strategy again the following week, tracking results.

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

(a) Response:
The school will partner with the school district and the providers to hold quarterly accountability meeting to share current data. Baseline data will come from district- provided assessments, teacher-made assessments, administrative walk-throughs, and evaluations. In addition, we plan to convene a District Transformation Team, made up of advocates at the district level, who will monitor progress more frequently through formal and informal means. Our expectation is that this team will be in regular communication with the school leader and partner organizations, including by soliciting weekly updates from partners. In addition, the School Leadership Team will track all of their progress on a bi-weekly basis in NCStar, which the District Team can use to keep an eye on progress.

(b) Response:
We will use the following guiding questions to ensure alignment between goals and resources:
- Where are we now?
- Where are we going?
- How will we get there?

The school will hold additional bi-weekly meetings to ensure alignments of targets and resources. Using the coaches provided by the partnership and school wide instructional leaders, reports will be generated for the purposes of offering commendations and redirections where needed. The District Transformation Team will have the latitude to identify and provide additional supports throughout the course of the project, as needed.

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:

Below is a proposed timeline for implementation. In light of restrictions in place due to Covid-19, we appreciate that this timeline will need to be flexible and adaptive. We are prepared to adjust these strategies and modify our approach to meet the emerging needs and schedule shifts this school will face in the coming months and years.

	School Improvement Planning, Implementation, and Progress Monitoring	**Professional Learning and Coaching**

Summer 2020	▪ Hire IPG Coach
	▪ Determine and purchase additional resources for the Makerspace
	▪ Begin collaborative coaching for school
		▪ Professional Learning:
		  ○ "Master Story" and Climate Work
		  ○ Leadership Training
		  ○ Evidence Based Learning
		▪ Establish District Transformation Team

		▪ Re-establish School Leadership Team & provide Professional Learning on leadership capacities ▪ Begin collaborative coaching with school leaders
Fall 2020	▪ Data collection, including climate audit, Focus Groups, and Surveys ▪ Root Cause Analysis ▪ Create School Improvement Plan and 1st (August) and 2nd (November) 90-day plans ▪ Launch Family Education Initiative	▪ Attend annual district boot camp ▪ Re-establish PLCs ▪ Collaborative work time to build a shared understanding of STEAM and PBL ▪ Create individualized coaching plans for each teacher

Spring 2021	▪ Hire Support Staff Roles
	▪ Mid-Year Student Survey
	▪ Formalize a single communication platform for parents
	▪ Student DRIVERs Leadership Development (launch)
	▪ Create 3rd (February) and final (May) 90-day plans
		▪ Collaborative Coaching:
		  o Teachers and Teams (Weekly)
		  o School Leaders (Twice Monthly)
		▪ Professional Learning
		▪ Topics to be aligned with School Improvement Plan

EOY 2021	▪ Year End Stakeholder Survey and Report	▪ Year End Stakeholder Survey and Report

Ongoing	▪ Create 90-Day Implementation Plans (Quarterly)
	▪ Report for District/State Partners (Quarterly)
	▪ School Leadership Team Meetings (Twice Monthly)
	▪ Progress Monitoring Data-Collection (Monthly)
		▪ Collaborative Coaching:
		  o Teachers and Teams (Weekly)
		  o School Leaders (Twice Monthly)
		▪ Professional Learning
		  o Topics to be chosen based on need (Quarterly)

2021–2022 (Full Implementation Year):

(b) Response:

	School Improvement Planning, Implementation, and Progress Monitoring	**Professional Learning and Coaching**

New elements for Year 2	▪ Gradual release of responsibility: planning, assessments, and goal setting
	▪ Community Feedback
	▪ Establish a Parent Teacher Organization
		▪ Present on school progress at annual district bootcamp
		▪ Professional Learning:
		  o *The Power of Our* Training
		  o Makerspace Training
		▪ Gradual release of responsibility: planning, assessments, and goal setting
		▪ Begin lesson study focused on Makerspace use

Year 2 of the IPG Partnership will rely on a similar cadence and be comprised of similar ongoing actions. One key difference between Year 1 and Year 2 is that Ed Direction and DRIVE will shift more of the responsibility to the school, following a gradual release model. In this year, additional emphasis will be placed on empowering the IPG coach and the School Leadership Team to begin to take on some aspects of professional learning and own more of the school improvement planning process. For example, in Year 1 Ed Direction and/or DRIVE coaches may play a larger role in determining the focus of team meetings and supporting with facilitation. In Year 2, these partners would instead support the team to identify priorities for meetings, create their own agendas, and facilitate meetings with feedback and support. Multi-year school improvement plans rely heavily on strategic cycles and routines. The plans for this school will layer on top of one another; the processes introduced in year one will be build upon in year 2 and the important work continued.

2022–2023 (Full Implementation Year):

(c) Response:

	School Improvement Planning, Implementation, and Progress Monitoring	Professional Learning and Coaching
New elements for Year 3	▪ Increase responsibility release to build complete local capacity and sustainability by end of year ▪ Family and Community Engagement plans to increase ownership	▪ Increase responsibility release to build complete local capacity and sustainability by end of year

Just as in Year 2, Year 3 of the IPG Partnership will include a similar cadence and be comprised of similar ongoing actions. Year 3 will build upon the work of Year 2 and continue to build the school's capacity to own the work and prepare them for long-term sustainable improvement. This is intentional, as repeated processes and practices will provide continuity and will ensure that structures for implementation will be well understood and routine by Year 3. The final year will continue the focus on empowering leaders and staff to own more of the work of improvement through a gradual release model. Ed Direction and DRIVE coaches will work with the IPG coach, school leader, and the School Leadership Team to own the work of implementation. Ed Direction and DRIVE will support in a coaching role, particularly for the IPG Coach and School Leadership Team by providing feedback on their coaching, professional learning, and meeting practices. Year 3 will be concluded with an end of project report and recommendations for sustained implementation. This will include a final review and assessment of levels of implementation tied to schoolwide priorities by our external partners, along with their recommendations for next steps to sustain implementation.

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:
Through the work made possible by this grant, we fully expect our school to experience improvement in student proficiency, both in mathematics and reading/language arts. Using current proficiency levels as the baseline, we will set rigorous goals to achieve year-over-year growth.

Course Proficiency Scores (2018/2019)
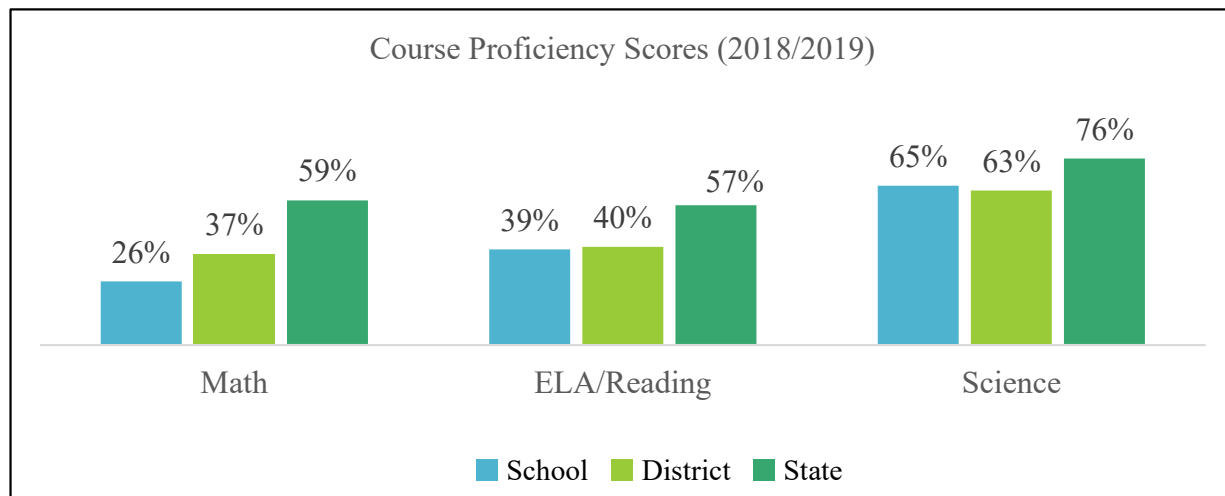
Based on current science proficiency scores at the school, we are confident math and reading/language arts can make progress as well. Our math scores require the most work, needing to grow by almost 50% and 100% to meet District and State levels, respectively. The specific goals outlined below have been chosen based on the annual percentage growth required to meet the 2023 goal of 35% proficiency in math and 45% proficiency in reading/language arts.

Subject	2019 Proficiency Scores	2021 Proficiency Goal	2022 Proficiency Goal	2023 Proficiency Goal	Annual growth rate required to meet 2023 Goal
ELA	39%	41%	43%	45%	~ 5%
Math	26%	29%	32%	35%	~ 10.5%

This progress will be monitored and tracked by the district to ensure goals are being met. Regular updates will be sent by Ed Direction and DRIVE and will include the implementation data collected as part of our partners' interventions. See data logs at the end of this application for additional information.

(b) Response:
Beyond proficiency, school improvement progress will also be measured through a variety of other quantitative indicators. Since one of our main areas of focus for this school is student behavior and

discipline, the district will closely monitor suspension, attendance, and dropout rates. Suspension in particular (in-school vs. out-of-school) will be monitored, because it highlights one of the school's areas for improvement. Additionally, having seen a steady rise in student absenteeism over the past several months, we will closely track and monitor this indicator as well.

Student Absence Rate (2019/2020)

4% 5% 6% 7% 7% 9%

Month 1   Month 2   Month 3   Month 4   Month 5   Month 6
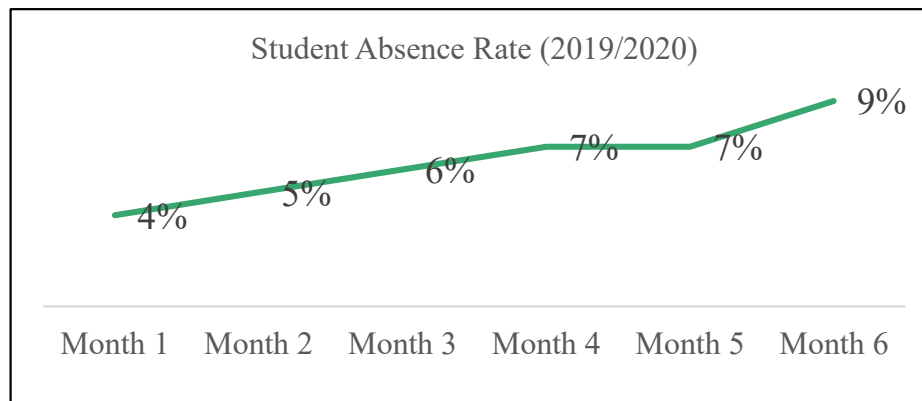
Goals for each of these indicators will be created through a collaborative stakeholder process, which in turn, will be woven into the School Improvement Plan and the action steps of every 90-Day Plan. Year over year growth will be required from our partners. Similar to proficiency scores, monitoring these key indicator levels will be accomplished through regular updates from the partners and data reports from the school.

Subject	2019 Level	2021 Goal	2022 Goal	2023 Goal
In School Suspension	0	60	42	29
Out of School Suspension	136	70	49	34
Student Attendance Rate	92.35%	93%	95%	98%
Certified Staff Attendance Rate	94%	95%	97%	97%

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:

Building a framework for lasting change and sustainability starts on day one. From start to finish, the focus will be on building local capacity through professional learning and coaching that are purposely structured to result in successful long-term improvement. The teachers and administrators in our district have insights, skills and expertise that will be leveraged throughout the time we work with our selected partners. During our time working with our partners, we know that our staff will grow and develop. Beyond the funding

period, the growth and development of our teachers and administrators will continue to shape our community. We will establish a "bootcamp", in conjunction with our partners, that our teachers and administrators will lead in order to disperse knowledge, best practices and evidence-based teaching techniques to all our staff. We plan to align all efforts and practices with the systematic approach of implementation science, which promotes ongoing improvement and combines the best thinking from several disciplines including Lean Six Sigma, Design Thinking, Cognitive Science, and Educational Efficacy Research (Fixsen, Naoom, et al, 2005).

Ed Direction's data-driven processes, intentional coaching structures, and adaptable school improvement systems such as the School Improvement Plan and 90-Day Plan are designed to help us sustain the implementation of all practices introduced over the course of the IPG grant. They will be structured to help our administrators and teachers get comfortable utilizing data to drive instructional and schoolwide improvement. Over time, these processes and tools will become embedded in the everyday practices of our teachers so that having productive data-driven conversations become second nature. An example of a durable practice is the use of the Four-Phase implementation approach described in Section G-II. This evidence-based process is applicable across multiple school functions and is agnostic to specific philosophies about teaching and learning or discrete curricular models. Over the course of the IPG project, teams will get repeated practice with this model, ensuring fluency and the ability to apply the logic to unique challenges that instructional staff may face after the funding period ends.

Ed Direction and DRIVE work very intentionally to facilitate improvement, rather than be the improvement themselves. Each partner intervention strategy is designed so that responsibility for it can be transitioned over time to individual school leaders starting in Year 2. Support and feedback will be readily available during this transition while behind-the-scenes facilitation will still be provided by partners. In Year 3, the school leadership will lead all improvement efforts while the partners provide feedback and specific supports to ensure full capability is reached. Over the course of the three years, the various improvements will become embedded into daily practice and capacity will be built in our own leaders and teachers, preparing us to take full responsibility for our continued improvement once the grant concludes. Following grant conclusion, school leaders and teachers will continue to regularly review the impact of a selected strategy with a focus on continued refinement. This will ensure that the gains generated using the strategy are continuously improved over time and withstand predictable barriers like transitions of leaders and other school personnel.

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

Maximum point value for this section is 8.

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

Note: An Entity's budget may not exceed:

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

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

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

Example: Entity Response for (3.0) Years

SCHOOL (SAMPLE) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
$475,000	$480,000	$480,000	**$1,435,000**
SCHOOL (PROPOSED) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
$498,000	$499,200	$498,000	**$1,495,200**

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:

Item / Service	Justification	Amount
IPG Coach	• Full-time salary (12 months plus benefits)	$70,000
Class size reduction Math position	• Full-time salary (10 months plus benefits) Reduce ratio from 1:33 to 1:24 in 6th and 7th grade core subject	$55,000
Class size reduction ELA position	• Full- time salary (10 months plus benefits). Reduce ratio from 1:33 to 1:24 in 6th and 7th grade core subject.	$55,000

Annual District Boot Camp	• Materials and Stipends for local summer learning conference	$30,000
Supplies / Materials for upfitting Makerspace	• Additional facility renovation and consumables	50,000
DRIVE Services		
- Strategic Planning	• Comprehensive Climate Appraisal including Federally Accredited SCAI from Alliance for Study of School Climate	$22,800
- Professional Learning	• Full Staff Professional Learning Sessions • School Leadership Team Professional Learning Sessions • Customized Professional Learning Modules • Family Education Initiative • Student DRIVER Leadership Development	$50,000
- Coaching	• Principal Coaching Sessions • Leadership Team Coaching Teacher Team Coaching	$55,000
Ed Direction Services		
- Strategic Planning	• Root Cause Analysis - Instruction • Implementation Planning (Quarterly) • Progress Monitoring (Quarterly)	$30,000
- Technical Assistance	• Tech Resources including EdThrive (Annual)	$ 5,200
- Professional Learning	• Full Staff Professional Learning Sessions (3-full day sessions) • School Leadership Team Professional Learning Sessions (3 half-day sessions) • Customized Professional Learning Modules (2 included per year)	$ 35,000
- Coaching	• Principal Coaching Sessions monthly) • Leadership Team Coaching (Monthly) • District Transformation Team Coaching (Quarterly) • Teacher Collaborative Coaching (ongoing) • Teams Collaborative Coaching (ongoing) • Coach Collaborative Coaching	$ 40,000
Year 1 Total		$498,000.00

Justification for 2021-2022 budget:

(b) Response:

Item / Service	Justification	Amount
IPG Coach	• Full-time salary (12 months plus benefits)	$75,000
Class size reduction Math position	• Full-time salary (10 months plus benefits) Reduce ratio from 1:33 to 1:24 in 6th and 7th grade core subject	$55,000

Class size reduction ELA position	• Full- time salary (10 months plus benefits). Reduce ratio from 1:33 to 1:24 in 6th and 7th grade core subject.	$55,000
Annual District Boot Camp	• Materials and Stipends for local summer learning conference	$30,000
Supplies / Materials for upfitting Makerspace	• Storage, consumables, and classroom-based supplies	$50,000
DRIVE Services		
- Professional Learning	• Full Staff Professional Learning Sessions • School Leadership Team Professional Learning Sessions • Customized Professional Learning Modules • Family Education Initiative • Student DRIVER Leadership Development	$70,000
- Coaching	• Principal Coaching Sessions • Leadership Team Coaching Teacher Team Coaching	$35,000
Ed Direction Services		
- Strategic Planning	• Implementation Planning (Quarterly) • Progress Monitoring (Quarterly)	$20,000
- Technical Assistance	• Tech Resources including EdThrive (Annual)	$ 9,200
- Professional Learning	• Full Staff Professional Learning Sessions • School Leadership Team Professional Learning Sessions • Customized Professional Learning Modules	$ 50,000
- Coaching	• Principal Coaching Sessions monthly) • Leadership Team Coaching (Monthly) • District Transformation Team Coaching (Quarterly) • Teacher Collaborative Coaching (ongoing) • Teams Collaborative Coaching (ongoing) • Coach Collaborative Coaching	$ 50,000
Year 2 Total		$499,200.00

Justification for 2022-2023 budget:

(c) **Response:**

Item / Service	Justification	Amount
IPG Coach	• Full-time salary (12 months plus benefits)	$75,000
Class size reduction Math position	• Full-time salary (10 months plus benefits) Reduce ratio from 1:33 to 1:24 in 6th and 7th grade core subject	$55,000
Class size reduction ELA position	• Full- time salary (10 months plus benefits). Reduce ratio from 1:33 to 1:24 in 6th and 7th grade core subject.	$55,000
Annual District Boot Camp	• Materials and Stipends for local summer learning conference	$30,000

Supplies / Materials for upfitting Makerspace	• Storage, consumables, and classroom-based supplies	$45,000
DRIVE Services		
- Strategic Planning	• Comprehensive Climate Appraisal including Federally Accredited SCAI from Alliance for Study of School Climate	$12,800
- Professional Learning	• Full Staff Professional Learning Sessions • School Leadership Team Development • Customized Professional Learning Modules • Family Education Initiative • Student DRIVER Leadership Development	$53,000
- Coaching	• Principal Coaching Sessions • Leadership Team Coaching • Teacher Team Coaching	$35,000
Ed Direction Services		
- Strategic Planning	• Root Cause Analysis - Instruction • Implementation Planning (Quarterly) • Progress Monitoring (Quarterly)	$30,000
- Technical Assistance	• Tech Resources including EdThrive (Annual)	$ 9,200
- Professional Learning	• Full Staff Professional Learning Sessions • School Leadership Team Professional Learning Sessions • Customized Professional Learning Modules	$ 35,000
- Coaching	• Principal Coaching Sessions (monthly) • District Transformation Team Coaching (Quarterly) • Teacher Collaborative Coaching (ongoing) • Teams Collaborative Coaching (ongoing) • Coach Collaborative Coaching (ongoing)	$63,000
Year 3 Total		$498,000.00

(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	0	0	0	0	0	0	0	0	0	0
	2019 – 20	0	0	0	0	0	0				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	1	19	22	21	21	14	19	10	9	136
	2019 – 20	1	25	17	11	11	13				
	Average	1	22	19	16	16	13				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	94.85%	92.64%	91.71%	90.16%	89.75%	90.2%	92.06%	92.83%	92.31%	92.35%
	2019 – 20	95.15%	96.42%	93.54%	92.91%	93.02	90.79				
	Average	96.5%	95%	92.6%	91.53%	91.38%	90.99				
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	95%	94%	95%	92%	91%	91%	93%	92%	93%	94%
	2019 – 20	98%	96%	96%	90%	96%	92%				
	Average	97%	95%	95.5%	91%	93.2%	91.5%				
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 6 (GLP / CCR %)

Year	20th Day	80th Day	140th Day	Final
2018 – 19	29.85% / 5.8%	17.5% / 7.5%	32.6% / 16.3%	67.6%
2019 – 20				
Average				
2020 – 21				
2021 – 22				
2022 – 23				

Reading 6 (GLP / CCR %)

Year	20th Day	80th Day	140th Day
2018 – 19	26.4% / 10.2%	37.7% / 18.8%	42.5% / 26.3%
2019 – 20			
Average			
2020 – 21			
2021 – 22			
2022 – 23			

Math 7 (GLP / CCR %)

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

Reading 6 (GLP / CCR %) / **Reading 7 (GLP / CCR %)**

Math Composite (GLP / CCR %)

Year	20th Day	100th Day
2018 – 19	37.2% / 18.6%	39.1% / 21.3%
2019 – 20		
Average		
2020 – 21		
2021 – 22		
2022 – 23		

Reading Composite (GLP / CCR %)

Year	20th Day	100th Day
2018 – 19	65.1% / 57%	37.8% / 22.1%
2019 – 20		
Average		
2020 – 21		
2021 – 22		
2022 – 23		

Math 8 (GLP / CCR %)

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

Reading 8 (GLP / CCR %) · **Science 8 (GLP / CCR %)** · **Total Composite (GLP / CCR %)**

NC Math I (GLP / CCR %)

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

Legend:

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

Data Point Goals	2020-21	2021-22	2022-23	+/-
ISS Incident #	60	42	29	
OSS Incident #	70	49	34	
Student Attendance %	93%	95%	98%	
Certified Attendance %	95%	97%	97%	
Math GLP / CCR %	30%/9.5%	40%/18.5%	50%/28.%	
NC Math I GLP / CCR %	70%	77%	82%	
Reading GLP / CCR %	40%	47%	52%	
	30%	36%	42%	
Science GLP / CCR %	70%	78%	85%	
Total Composite GLP / CCR %	52%	60%	66.2%	