

IPG Application:

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

ENTITY: Haywood County Schools

ENTITY Code: 440

SCHOOL: Central Haywood High

NCDPI SCHOOL #: 440-326

IPG Entity Contact Name: Jill H. Barker

IPG Entity Contact Title: Assistant Superintendent

IPG Entity Contact Phone: (828) 456-2400 Ext. 2107

IPG Entity Contact Email: jbarker@haywood.k12.nc.us

Purpose of the Program:

To carry out the State Educational Agency's statewide system of technical assistance and support for Entities,¹ which have schools identified as schools in need of Comprehensive Support and Improvement (CSI) under the State's federally approved plan for The Every Student Succeeds Act (ESSA). This competition will provide additional fiscal resources, technical support, and regular school² visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

Eligibility:

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

Special Provisions:

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

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

March 27, 2020 – Innovative Partnership Grant Applications due date to NCDPI:

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

All IPG questions / correspondence should be directed to:

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

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

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

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

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

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

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

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

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

(others as determined by NCDPI)
- ✓ Ensure that the CSI School that it commits to serve receives all of the State and Local funds it would receive in the absence of the IPG school improvement funds and that those resources are aligned with the research-based school improvement strategies in the approved application.
- ✓ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed School Coach’s time and services will be at the IPG awarded school (July 1, 2020 – June 30, 2023). *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*

✓ **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. Bill Nolte

Name of Superintendent



Signature of Superintendent

April 23, 2020

Date Signed

Charles H. Francis

Name of Board Chair



Signature of Board Chair

April 23, 2020

Date Signed

For State Use Only

Date Received: Click or tap to enter a date.

Received by: Click or tap here to enter text.

Grant Awarded: Click or tap here to enter text.

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

APPLICATION NARRATIVE:

(B) SCHOOL TO BE SERVED: An Entity must include the following information with respect to the school it will serve with an Innovative Partnership Grant.

Required information – no point value assigned for this section.

An Entity must identify

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

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

School Name:	County	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Central Haywood High School	Haywood	9-12	Alternative	440-326	DRIVE Ed Direction

*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:

Partner 1: Ed Direction	Partner 2: DRIVE
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(b) Name of the proposed organization's contact:

Response:

Partner 1: Ed Direction Contact: Carrie Miller	Partner 2: DRIVE Contact: Jane Williams
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(c) Position of contact:

Response:

Partner 1: Ed Direction Position of Contact: Senior Project Manager	Partner 2: DRIVE Position of Contact: Co-Founder
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(d) Telephone number of contact:

Response:

Partner 1: Ed Direction Telephone Number of Contact: 801-456-6785	Partner 2: DRIVE Telephone Number of Contact: 336-715-1833
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(e) Email address of contact:

Response:

Partner 1: Ed Direction	Partner 2: DRIVE
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Email Address of Contact:
cmiller@eddirection.org

Email Address of Contact:
jane@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

(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:

Located in a rural area of North Carolina, this small alternative high school – 114 students and 9 teachers – serves a diverse and high need student body. Community Eligibility Percentage (CEP) is 98.44% but 100% of these students are situationally disadvantaged. This is what brought them to this school in the first place. Most incoming students are retained in the 9th grade before being referred to this school and many of them have identified emotional / mental health issues due to a variety of circumstances. Amidst some significant changes to staff and administration over the past few years, the school is currently in transition and lacks a clearly defined mission and vision. As the smallest of four high schools in the county, this school faces marginalization and would benefit from increased community support. The two main high schools in the county both have approximately 1000 students each, and the third early college high school is part of the community college, leaving this alternative high school with a reputation of being the school for the struggling students.

Our small size allows us to be nimble and ready for change. The teachers are experienced, dedicated to the students and school, and have the potential to thrive with a consistent school leader and outside guidance. We are seeking the Innovative Partnership Grant (IPG) to equip this school to better serve our students to whom this school is one of the last lifelines to educational opportunities.

Our goal in this application is to clearly demonstrate the needs of the school, our proposed solution in collaboration with partners, and how the IPG funding will help us get there. Based on data collected from interviews, surveys, and conversations with teachers, school staff, community members, combined with school performance information, we have identified five primary opportunities for improvement. These are outlined below along with information on how the Innovative Partnership Grant and support from external partners will address these areas:

1. **Clarified Vision:** Unification and focus around a compelling mission and vision, led by a strong Principal.
2. **Improved Processes to Support Climate and Culture:** Clarity on operational procedures and processes, including established and enforced discipline processes
3. **Improved Instruction and Academic Achievement:** Ongoing targeted professional learning and support to address the academic needs of students
4. **Expanded Course Selection and Partnership with the Community College:** Additional class and elective options to support college and career readiness

Areas of Opportunity and How the IPG Partnership Will Support

Clarified Vision: Unification and focus around a compelling mission and vision, led by a strong Principal

Following the retirement of the head Principal in March of 2020, the school has been rotating interim Principals until a new Principal can be hired in the summer of 2020. Needless to say, this state of limbo has left the school with an inability to address root and systemic areas that require improvement. Additionally, according to the interim Principal,

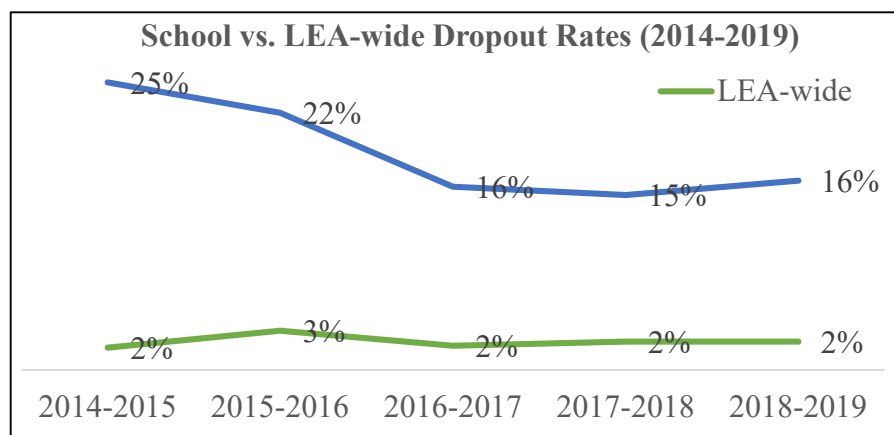
“There is confusion and misunderstanding...within the school itself about what the mission of our school is...its purpose.”

As one teacher reported “[Our school] needs to define our purpose or mission. We need to decide if our purpose is to help students graduate on time who have had some struggles or if we are here to take the children that the other schools don't want to deal with.” The official school mission is “To prepare our students to earn a decent livelihood, to be a productive citizen of the nation and world, and to make a good life for oneself,” but it fails to clarify how this will happen and lacks the ability to compel and motivate our students.

The onboarding of a new Principal provides the perfect opportunity to clarify the mission and vision of the school. DRIVE, one of our selected partners has extensive experience supporting schools through the process of re-visioning and developing a clear mission. Their process begins by supporting the staff to understand the current perceptions and story of the school through a comprehensive Root Cause Analysis. This will include a thorough data dive that includes input from all stakeholders: staff, students, community members, teachers, families, and more. From there, they collaboratively work with the school leader and the School Improvement Team to create a new and engaging story that will foster a school climate that ignites adult engagement, student empowerment and achievement, and community involvement. This will include a clear mission and vision that can serve as the center point for staff, students, and other key stakeholders throughout the improvement process. Additionally, Ed Direction will provide ongoing coaching support to the new school leader throughout the IPG partnership. Through bi-weekly coaching sessions, Ed Direction coaches will support the school leader to effectively lead improvement efforts and carry out the mission and vision of the school. This will include customized training on effective leadership practices as well as individualized support for challenges that may arise throughout the process of implementation. This coaching will provide a solid foundation for effective Principal leadership.

Improved Processes to Support Climate and Culture

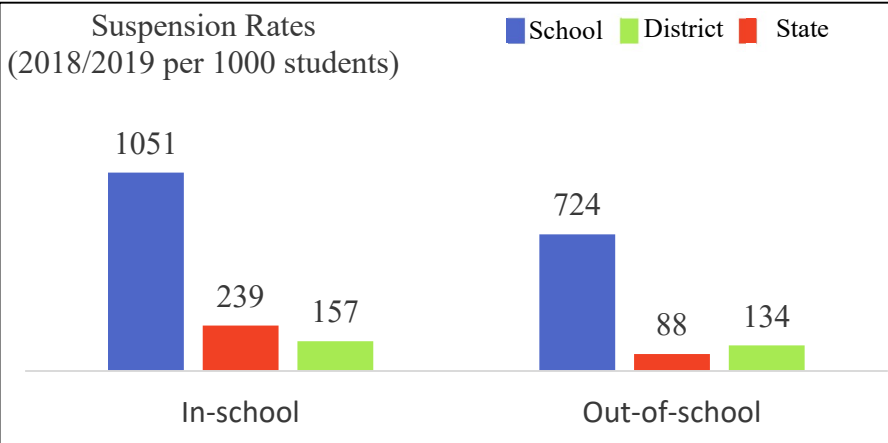
Based on survey data from teachers and other key stakeholders there is a need to improve the processes of the school related to culture and climate. It is believed that many students at the school do not see the value in completing their education or obtaining a high school diploma. They feel disengaged from the school and their learning, which impacts a number of areas including academic achievement, graduation rates,



attendance, and suspension rates. The graph depicts school dropout rates compared to those of the district. Since 2014, the school has seen a decline in dropout rates, however the rates are still 8 times higher than the district average. We believe that this indicates a “failure identity” among many of the students at the school.

This failure identity and disengagement in learning also leads to substantial discipline problems at the school. As an alternative school, it is common to have a higher rate of disciplinary issues, yet this school’s numbers are exceedingly high. The table on the left showcases the suspension rates for students at the school, compared to the state and district averages. The school has nearly 7 times the in-school suspension rates as the state average, and nearly 8 times the out of school suspension rates compared to the district average.

Poor student behavior is a consistent hindrance to teacher effectiveness in the classroom and contributes to a negative overall climate. Disruptions due to discipline issues often cut into instructional time. The historical culture at the school has been one of accommodation and flexibility without accountability, leading to a lax and undisciplined climate. The



school would benefit from an overall shift in discipline practices to combine practices that foster high levels of trust among students and teachers, meet the social-emotional needs of students, and yet, hold students accountable for their decisions and their behaviors.

The district selected DRIVE as an external partner in order to address the systemic challenges with climate and culture, reduce discipline incidences and suspension rates, and provide teachers with the tools they need to adequately meet the social-emotional and behavioral needs of students. DRIVE’s Power of Our trainings are built on a restorative framework that shifts the overall mindset and behaviors of the adults and students within the building. Students behave desirably and achieve higher when they see themselves as successful, so DRIVE provides supports to help students create a success identity at school and beyond. DRIVE will help us create a culture and discipline framework that builds a success identity by focusing on three major shifts. First, we will move away from practices of isolation and intentionally build a sense of belonging in all students. Secondly, we will develop a growth mindset in our students and move away from a fixed mentality. Too often, because of our school’s current practices, students start to build an identity of being the “bad” kid or the “dumb” kid from the “bad family.” They feel stuck and unable to grow resulting in gross underperformance Finally, we focus on fostering intrinsic motivation and an internal locus of control as opposed to relying on short-term and often minimally effective extrinsic motivators. Through a partnership with DRIVE we will be able to transform our school and classroom culture.

DRIVE’s trainings will help support the overall school environment, however we know that many of our students have individual needs that require more one-on-one support. Through the IPG we will also fund a guidance counselor position. This individual will hold a dual license in school counseling and mental health therapy. They will be able to provide on-site mental health services to students to support their individual needs. Additionally, they can fulfill the role supporting student’s academic needs.

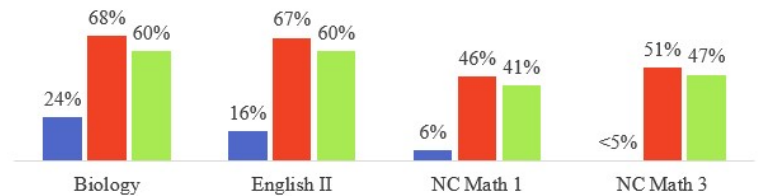
Improved Instruction and Academic Achievement: Ongoing targeted professional learning and support to address the academic needs of students

Despite great dedication from teachers, there is a need for continued instructional improvement. Most incoming students were retained in the 9th grade before being referred to this school; many enter the school with significant gaps in learning. Additionally, many of them struggle with mental health challenges due to a variety of challenging circumstances they face including substance

abuse, trauma at home, and more. The graph to the above depicts course proficiency scores for the school compared to the district and state averages. The school currently experiences achievement scores well below the state and district averages, which demonstrates substantial room for growth.

Course Proficiency Scores

2018/2019



In response to the academic needs of students, teachers are requesting more professional development to improve classroom engagement and to ensure that they are differentiating instruction to meet the learning needs presented by their unique group of students. Teachers need ongoing staff support and development to know how to address the unique student population at this school. The school is poised for success with small class sizes and a dedicated staff who is open to learning. We believe that with additional training and coaching on both instruction and classroom management, teachers can be more effective and overall student achievement can improve beyond past levels.

Our partnership with Ed Direction will help address the instructional needs of the school and improve academic achievement. Ed Direction has over a decade of experience providing professional learning and coaching to school staff related to effective, evidence-based instructional practices. Their team will help the School Improvement Team and school leader identify the most impactful instructional practices to apply at the school and then implement those practices with fidelity through quarterly professional learning session, job-embedded coaching, and coaching the IPG coach to support day-to-day implementation of effective instruction. Additionally, Ed Direction will support system-wide improvement by developing and refining the collaborative structures at the school that can foster continued improvement in instruction. This will include:

- Training and coaching for the School Improvement Team to effectively plan, implement, and monitor all school improvement goals
- Support with developing effective collaborative structures at the teacher level to utilize data to assess and then adapt instruction to meet student's individual learning needs, as well as to share effective practices
- Build structures for peer-to-peer professional learning such as learning walkthroughs so that effective practices can be seen and replicated throughout the school
- Support with establishing an effective instructional coaching program by working one-on-one with the IPG coach and sharing best practices for instructional coaching

Expanded Course Selection: Additional class and elective options to support college and career readiness

As a small alternative high school, class options are limited to core graduation requirements and a limited number of elective options. Elective options include, Physical Education, Family and Consumer Science, Business, Agriculture, and Electrical. While these course options fulfill the basic graduation requirements,

they do not necessarily provide students extended opportunities to develop career ready skills or explore other elective options. Many of the students see no value in a diploma and with few electives have limited options to explore or build skills for technical careers. The district and school believe that the lack of course options contributes in part to the student's sense of failure and disengagement in learning.

Over the past few years the district has seen huge success in establishing partnerships between the local high schools and the local community college. Currently, both traditional high schools in the county have students who take college classes. This year, approximately 1,253 classes were taken by students in our traditional high schools. Through this partnership students at the other district high schools have been able to gain certificates in various skills or trades or obtain college credits while in high school. In the past, the alternative school has not had these options due to challenges with transportation; on average less than 25% of students have regular access to a vehicle and are bussed from large distances. The district and school have been unable to fund transportation which would enable students at the school to access these courses. The district recognizes this as huge missed opportunity for students at the alternative school and hopes to rectify this inequity through the IPG.

Through the IPG students could be provided transportation to the community college (less than 5 miles away) and have access to courses that would include additional electives that align with certifications and job training. The Community College has agreed to waive GPA requirements for the alternative school. Additionally, the college has expressed a desire to offer courses on-site at the alternative school with enough enrollment. Through this partnership, the school could increase both its on site and off-site course offerings providing many avenues for students to pursue in their education. Through the IPG the school will also be able to hire a career coach at the school. This is a position that has been funded at the other local high schools through a grant program and has been hugely successful. This coach has an office on the school campus. Students are able to meet with the career coach on a regular basis to develop plans for graduation, ensure proper course selection, monitor progress, secure internships, and most importantly to coach them that college is within their reach. This individual serves as the bridge between the high school and community college, which helps students navigate their post-graduation options. We believe the alternative school would greatly benefit from this position and support. While the grant funding used by the other high schools is not currently available, we will be able to fund this position through the IPG with the hope of securing grant funding from the other sources upon the completion of the IPG.

Foundations for Improvement

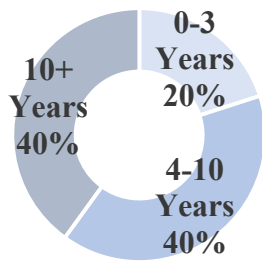
After highlighting the various areas of need, it is also important to note what is going well at this school and what foundational elements currently exist that will allow lead to a successful use of the grant.

Teacher Proficiency and Level of Experience

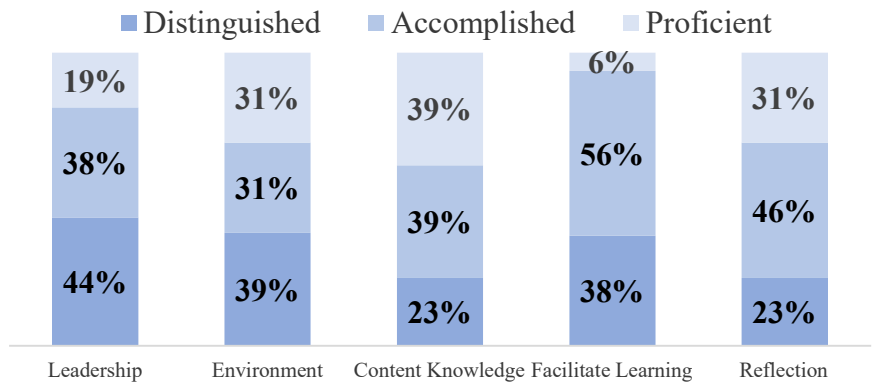
Teachers demonstrate moderate levels of teacher effectiveness which will provide a baseline level to build upon. The table labeled "Teacher Effectiveness" below demonstrates teachers' effectiveness levels for key areas related to instruction and professional ability. The majority of staff fall within the distinguished or accomplished range in all areas. They also display a mature level of overall teacher experience. Almost 50% of the teachers have 10+ years experience in the classroom setting. The IPG partnerships will build upon this foundation by providing opportunities for increased teacher leadership and collaboration.

Additionally, these data demonstrate that effective practice is occurring across the school. With support of our collaborative partners, structures can be put in place for teachers to learn from and share effective practices with one another, creating a sustainable structure for continued professional growth and learning.

Teacher Experience
2018 (n=15)



Teacher Effectiveness - 2018



High Level of Care Towards the Students; Teachers are Not Apathetic

Even more important than experience, the teachers at this school deeply care for the students and are devoted to helping them achieve and overcome the many obstacles they face. This spirit is represented in the following teacher quote:

“I have been here for 8 years now and it is a privilege to be a part of this school and community. I drive two hours a day to stay at this school. I stay because I have a heart for our students and the things that they might be going through at the moment.”

The teachers are eager and ready for help and guidance to drive growth at the school.

Strong Partnership with the Community College

The district has a strong partnership with the local community college, which will be integral in expanding the course offerings to students at the alternative school as a way to more fully engage them in learning, increase graduation rates, and prepare them to lead successful lives post-graduation. The district and college meet monthly to align efforts and have successfully employed dual-enrollment programs at both of the local high schools. This track record of success and supportive partnership will serve as a solid foundation for expanding students' opportunities through the IPG grant.

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

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

Response: [REDACTED]

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

Response: [REDACTED]

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

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

Response: [REDACTED]

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

Response: [REDACTED]

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

Response: [REDACTED]

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

Response:

[REDACTED]

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

Response:

The district has analyzed the schools needs and has identified several infrastructure needs for both human capital and facilities.

Human Capital Infrastructure Needs

Hiring a New Principal and Expanding Distributed Leadership Opportunities: The district plans to hire a new Principal by June 2020 and has identified several areas of opportunity related to developing the capacity of the staff. These needs will play a role in hiring the Principal and the district will look for candidates with the capacity to make improvements in the following areas. The 2018 Teacher Working Conditions survey results were released in the Spring of 2019. This data indicates three areas of perceived growth for the school related to human capital needs:

1. In the “School Leadership” area, only 69.7% of the teachers indicated that “The School Improvement Team provides effective leadership at this school.” **Assuring the School Improvement Team has opportunity and authority** provide effective leadership should be a primary focus of the new Principal.

2. In the “Teacher Decision-Making” area, only 50% of the teachers indicated the “roles of teachers in establishing student discipline procedures” are fulfilled. **Assuring teachers have an appropriate role in establishing student discipline procedures** should be a primary focus of the new Principal.
3. Also in the “Teacher Decision-Making” area, only 62.5% of the teachers indicated the “roles of teacher is planning school improvement” were fulfilled. **Assuring teachers have an appropriate role in planning school improvement** should be a primary focus of the new Principal.

Full Time Guidance Counselor: Many students who attend this school have challenging family systems, mental health and substance use, and trauma backgrounds that have influenced their ability to be successful in pursuing their education. To help this specific student population, we believe employing a full-time guidance counselor would be an extremely additive staff member.

Additional Class, Elective and Certification Opportunities: Additional elective, Career Technical Education, and certification course opportunities are needed through the local community college. This are critical for a student body that most often moves directly into the workforce. Section D described one way to provide access to additional opportunities for these courses. This requires no additional staff, simply transportation and scheduling adjustments.

Facility Needs: In order to accommodate the additional electives mentioned above we will need to redesign and upfit classroom space. Currently classrooms lack the infrastructure or supplies for most elective offerings including, STEM or science related classes. The school currently has no science lab. Ideally, with funding from the IPG we will be able to offer courses that will lead to job certifications and/or job training that will be crucial to the future success of our students directly at the alternative high school. At the outset of the grant we would like to solicit feedback from students and family members on courses that they would be most interested in and that would best meet their academic goals. Based on this feedback we will identify the specific renovation and supply needs. We expect to work with community partners to efficiently upfit our facilities to match these desired courses.

Transportation Needs: As stated in Section D (a) above, the majority of students at the alternative school are unable to access course offerings at the community college due to transportation. The vast majority of our students lack automobiles and we lack a robust public transit system. Purchasing a van for shuttling students to the community college would solve this problem.

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:

Seeking input from parents and caretakers was key to ensuring alignment in selecting our proposed partners and partner services. The school analyzed feedback from families to identify the needs outlined in Section

D and to then select partners who would align and support those needs. The school and district recognize that one area of opportunity that needs to be addressed during the IPG partnership is improving family partnerships. From our analysis the following needs were identified by families:

- **Discipline and Consistency from Administration:** Families report that there is a need for more consistent discipline processes at the school and additional methods to handle student misbehavior. With a new Principal being named in Summer 2020, the school has a strong opportunity to develop new discipline protocols that will be carried out consistently.
- **Improved communication and interaction between parents and school:** There is a desire from parents to be more involved and have regular communication from the school, but the school does not provide a consistent form of communication to parents. Additionally, there are opportunities for additional training and support to parents to help them interact and build strong relationships with their students.

The district and school used this information to identify the priorities outlined in Section D (a). From there we selected external partners that aligned with our needs, including those outlined above that families identified. DRIVE's Power of Our training and coaching program will provide support to the school in developing an effective discipline framework that is grounded in behavioral science, fosters positive relationships among students and staff, and integrates components that address the social-emotional needs of students. DRIVE team members also have experience supporting effective family and community partnerships and building these from the ground up. Section E III (a) will provide additional information on the experience of Ed Direction and DRIVE and how it aligns to the needs identified by families. Family feedback will continue to be collected throughout the duration of the grant and utilized to regularly inform our decisions.

(b) Response:

Similar to family feedback, input from the community is highly valued and was sought in preparation for submitting this application. Based on feedback from the community's perspective, it is important for our partners to help the school:

- **Better engage the surrounding community:** When the school was first formed in 1994, there were numerous interactions between the community and school. This has declined in recent years to the point of almost no community involvement, although input received from the community during this grant application process proves there is interest. One individual in the community communicated that there is an interest and desire to help, but that community members are likely waiting to be invited.
- **Proactively try and demonstrate a different image:** The image of this school in the community could be improved. If positive work is being done, the community wants to know about it. According to one community member interviewed, community members rarely hear about the positive things happening at the school.

This feedback was fundamental in the school and district selecting DRIVE as an external partner. DRIVE has extensive experience supporting schools to recharacterize their "story" to one of success. They will be able to work with the school and community to create a new cohesive vision and mission for the school that will lead to more positive views about the school and more importantly it's students. Additionally, DRIVE can work with school and teacher leaders, including the IPG coach, to deliberately expand community partnerships over the course of the grant period.

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:

As a small school, we were able to gather feedback from two-thirds (10) of the teachers and eight other school staff. Teachers and staff were consulted through a stakeholder survey with a variety of questions ranging from gathering their input on overall school improvement priorities including instruction, climate and culture, and structures to support effective continuous improvement. Additionally, staff input was sought on how the grant money should potentially be used.

From this survey a few patterns emerged. First, the staff consistently demonstrated a clear love for the students, the potential they see in the school, and the positive impact they can foresee through being awarded this grant. These beliefs are summed up well by one teacher's response to the survey:

"We have some really great students who deserve more than what we are providing right now. We have really dedicated staff (minus admin right now). I think that if our district defines our purpose and we all commit to it, then we could really be a wonderful place. I would hope that receiving this grant would put an emphasis on this school and these students." – Teacher

In addition to the positive foundational pieces for improvement that the staff noted above, the staff identified the following needs for the school that they would like to see addressed through the Innovative Partnership Grant: 1) clarified school vision, 2) consistent disciplinary procedures, 3) more support staff, 4) additional mental health training, and 5) mental health resources for students.

School and district leaders took this feedback into consideration as they identified the areas of focus for the IPG partnership and selected external partners. DRIVE was a clear choice for addressing the social-emotional needs of students by establishing a solid Tier 1 program to develop a culture and climate that best facilitates learning. In addition, their support will provide training and coaching to help staff to address the behavioral needs of students through effective discipline procedures. Ed Direction's broad expertise in many areas related to school improvement such as leadership, collaboration, and instruction, as well as their on implementation will help support the school in carrying out the instructional vision they will create as a part of the IPG partnership and support the development of effective systems for improvement to address all schoolwide goals. Section D (a) and Section E-III provide additional detail on how Ed Direction and DRIVE address these needs.

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:

Potential partners for this grant were evaluated by looking at areas of expertise, capability, and competency and their alignment to the needs identified by the school and district, outlined in Section D (a). The school and district took into consideration staff, family, and community opinions in identifying the needs of the school. Then, aligned those needs to the experience of each vendor. We considered whether or not the vendors had worked in a similar school setting to ours. We explored all possible options provided to us through NCDPI's list of vetted partners and narrowed our list. From there we contacted potential partners to get more information from them on their approach, past experience, and to understand how they would

customize to our unique needs. We wanted the school to partner with a provider that has first-hand experience in the classroom, a dedication to evidence-based strategies to improve school climate and student learning, and who offers a full-service partnership. Both DRIVE and Ed Direction met our needs based on these criteria. The DRIVE team has decades of experience in North Carolina public schools at every level, from the classroom to district office administration. Their deep knowledge, experience, and laser-like focus on climate and culture matched perfectly to our need for support in this area. Ed Direction has a team of former well-seasoned educators comprised of former teachers, instructional coaches, school psychologists, Principals, district administrators, superintendents, university instructors, and state department of education specialists. They have worked with CSI schools across the country, particularly with small rural schools. We were impressed by their track record in improving student outcomes. As a district, we want to ensure that the IPG partnership leads to systemic changes for the school that can be sustained after the partnership ends. Ed Direction’s focus on implementation science developing the systems and structures necessary to support continued improvement helped us feel confident that they would be able to shepherd the new school leader to not only effectively implement improvement priorities, but develop systems to foster continued growth after the partnership ends.

(b) Response:

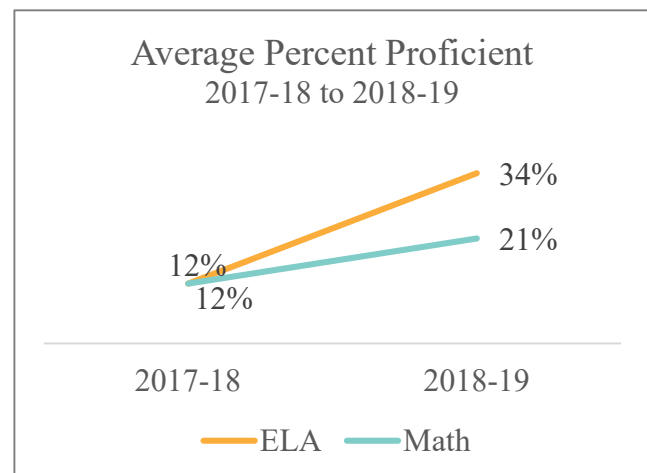
Beyond Ed Direction’s and DRIVE Educational System’s experience as thought leaders, we are confident in the quality of their work, and believe their track record indicates the quality of their work will continue to be strong.

Case Studies

Ed Direction—Support with Comprehensive Support and Improvement in Illinois

We were impressed by the rapid change made with Ed Direction’s partners in Illinois, all of whom were designated as low performing and enrolled in the state’s Comprehensive Support and Improvement. All schools in the partnership were small, rural schools, with low-academic outcomes similar to ours. We were impressed by the large levels of growth these partners experienced in only one year, as demonstrated by the graph to the right. During their partnership with these 5 schools, academic proficiency scores and report card designations dramatically improved:

- Four schools moved from “Lowest Performing” to “Commendable”
- One school moved from “Lowest Performing” to “Exemplary,” (highest designation)



DRIVE – Re-Creating the Mission and Vision of Thomasville High School, North Carolina

Thomasville High School is the only high school in Thomasville City Schools. When a new Principal took over in 2017, she asked DRIVE to assist in assessing and elevating the culture of the school. DRIVE started with their comprehensive climate audit and found that the school was living a story of mediocrity. The community was largely impacted by the shutdown of local factories and the exodus of industry in the early 1990s. This economic downturn resulted in 20 years of declining attendance, achievement and overall engagement of students, staff and families in the Thomasville High School community. The story the school community was telling themselves was one of past glory and current demise. After completing the audit,

DRIVE began intervention by bringing the School Improvement Team, key community stakeholders, and district decision makers to the table to design a new story, purpose and vision. Through a multi-step inclusive process, the entire school community decided they wanted to transform their school into one that was “a bridge to ideas, innovation and success.” By transforming their purpose and story, the Principal said DRIVE had helped “elevate the conversation.” DRIVE was then able to support the shifting of the culture to match their new elevated story. The result was increased teacher morale, increased engagement, and overall increased student achievement as showcased in the table below.

CATEGORY	2016-2017 School Year	2017-2018 School Year	CHANGE
School Grade	52 (D)	61 (C)	17.3 % increase
Composite Score	35.7	42	17.6 % increase
Growth Index	59.6	80.4	34.9 % increase
Discipline Incidents	1307	853	34.7 % decrease

This case study served as a great example of the impact of DRIVE’s partnership re-creating the vision and story of the school. Our school needs to undergo a similar process. Additionally, we appreciated how DRIVE set this new Principal up for success through the coaching and professional learning provided. We appreciate their experience working with both seasoned leaders and those that are new to a school.

Partnership Expertise in Identified Areas of Need

Clarified Vision	<p>DRIVE’s team has extensive experience supporting schools and districts to re-create their story (i.e. the mission and vision of the school/district). They have engaged in this process with schools across the south ranging from large affluent schools such as Chapel Hill High School to small rural schools, similar to ours, such as Thomasville High School (case study above). We appreciate their qualitative approach to this revisioning process which focuses on re-creating the story of the school to one of success. This moves beyond simply crafting a mission statement, but to creating a real vision for what the school can become and then articulating how to help the school achieve this vision.</p> <p>Ed Direction’s team has extensive experience building the planning systems and structures necessary for school improvement to help the school achieve the vision they will create with DRIVE. They have a track record of helping schools, the majority of which fall within the bottom 5% of the state, to develop effective systems and build the capacity of staff to plan, implement, and monitor school improvement priorities.</p>
Improved Processes to Support Climate and Culture	<p>DRIVE has extensive experience partnering with schools across the nation, but primarily in North Carolina and the southern U.S., to support them to create a climate and culture that will empower life-long learners, nurture the whole child, and strengthen social-emotional competencies. Drive’s proven track record and clear, but customizable professional learning and coaching support program, called the Power of Our, helped us feel confident that with their partnership we could address the cultural and discipline challenges currently facing our organization.</p>

Improved Instruction and Academic Achievement	Ed Direction’s team has over a decade of experience supporting schools to improve instruction. Their work focuses on supporting schools to implement evidence-based strategies, proven through research to make an impact on student learning. Ed Direction provides a customized approach to support, not a one-size fits all instructional model. This was especially important to us because of the unique academic program offered through an alternative setting. We needed a partner who could tailor the strategies and implementation supports to meet the needs of our staff and students.
Expanded Course Selection	<i>This area of need will primarily be addressed through district support.</i>

(c) Response:

As a school and district we will regularly review the progress we are making towards our identified goals and evaluate the impact this is having on student achievement and the other leading indicators (i.e. attendance, suspensions, graduation rates, etc.). We will hold our partners accountable for the same measures that we will hold ourselves accountable for—growth and progress towards student achievement goals and the leading indicators. To measure progress along the way we will also look at benchmark assessment data. In addition, throughout the partnership we will also utilize implementation data, which assesses the levels of implementation tied to school improvement priorities such as coaching logs, observation data, and student action logs. We will include our partners in this review process so that we can engage in regular discussions about their impact and can identify needed adjustments to support along the way. These data will be reviewed regularly at the following meetings and we will use these meetings as an opportunity to regularly review and hold our partners accountable for improvement.

Bi-Weekly NCStar Data Review Meetings

The Principal, IPG Coach, and external partners will meet bi-weekly to review data tied to school improvement priorities. The team will record progress within the NCStar tool, which can also be shared with district leaders when they are off site. These frequent meetings will ensure that improvement efforts are calibrated between school leaders and external partners to ensure that there is little overlap of services and that staff are receiving consistent support and messaging throughout the improvement process.

90-Day Implementation Plans and Ongoing Progress Monitoring

The School Improvement Team and District Transformation Team (a small team of district leaders responsible for support and oversight throughout the IPG partnership) will reflect on implementation of schoolwide goals every 90-days. During these meetings, the team will review available data to determine progress made toward the school improvement goals and determine the best priorities and needed supports for the upcoming 90-day implementation cycle. The data reviewed will relate to each of the schoolwide goals. We will utilize the NCStar tool to capture these plans and monitor the progress. During these meetings adjustments to the partnership will be identified to ensure that external providers are providing adequate supports in improvement efforts.

Additionally, the School Improvement Team will meet at least monthly to review implementation data relevant to the School Improvement Plan as a form of progress monitoring. These meetings will allow for more focused analysis on the actual implementation of schoolwide goals. For example, they may include a review of observation data tied to implementation of a new instructional strategy. The Improvement Team will be able to identify next steps for support for both the IPG Coach and external partners.

Communication Expectations for External Partners

We will establish a clear communication plan with our external partners to ensure that all relevant stakeholders are aware of progress and work completed for the school. We anticipate the following communication measures will be a part of this plan. First, on a quarterly basis, Ed Direction and DRIVE will prepare and share progress reports with the district, school, and state leaders. Second, we will establish more regular measures for communication. For example, Ed Direction and DRIVE will utilize coaching logs, share weekly correspondences with school leaders, and keep track of correspondence with the teachers they coach.

Quarterly Reports

We have built into our partnership with Ed Direction and DRIVE Educational Systems quarterly progress monitoring. These quarterly reports will result in important information for the state, community, district, and school leadership. It will include a presentation of objectives and key results tied to each SMART goal identified during implementation planning.

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:

As explained in Section D (a) the district and school have undergone an analysis of the needs of the school in preparation for this grant. From this we identified areas of need and accompanying interventions that the IPG partnership will help address. The following section will explain how we will address these priorities over the course of the three-year partnership. First, we will provide a high-level plan for each priority and how each will be addressed over the course of the three years. Then, we will outline the planning process that the school will take each year to bring these priorities to life and add detail to this high-level plan.

High-Level Implementation Plan

The tables below provide an overview of how we will address our selected priorities over the course of the partnership. In order to build an effective foundation in each area, in Years 1 and 2 we will stagger each priority so that each year staff are focusing primarily on a few narrow priorities and will not become overwhelmed or spread too thin. You will see this prioritization in the tables below. Additionally, we have built this plan with the intent that we continue our external partnerships for all three years to provide continuity and sustained support. However, we intend to re-evaluate the impact and fit of our partners each year, per recommendations of NCDPI, and will make adjustments as needed. Note that the plan below reflects a three-year partnership. If we adjust partners, we will find other external experts who can support us with these goals.

Year 1 - Establish a Vision: 2020-2021

Priority	Actions
Clarified Vision	<ul style="list-style-type: none"> • PRIMARY FOCUS: At the beginning of the year, school and teacher leaders will work with DRIVE to engage all stakeholders in a re-visioning process. The outcome will be a clear mission and vision of the school. • Leadership coaching for the Principal provided by Ed Direction • Coaching and support for School Improvement Team to engage in effective planning, implementation, and monitoring of schoolwide goals
Improved Processes to Support	<ul style="list-style-type: none"> • PRIMARY FOCUS: Implement DRIVE's Power of Our principles to result in classroom cultures that foster intrinsic motivation, student empowerment, and that meet the social-emotional needs of students.

Climate and Culture	<ul style="list-style-type: none"> • PRIMARY FOCUS: Create and implement a framework for effective discipline and classroom management based on Power of Our principles.
Improved Instruction and Academic Achievement	<ul style="list-style-type: none"> • PRIMARY FOCUS: Ed Direction to provide coaching and support to IPG Coach to help establish an effective instructional coaching program at the school. • Identify instructional needs of the school and select a schoolwide instructional strategy to implement • Develop collaborative structures at the school
Expanded Course Selection	<ul style="list-style-type: none"> • PRIMARY FOCUS: District and school will add additional access to coursework through the local community college and hiring of a career coach

Year 2 – Improve Instruction and Stakeholder Engagement: 2020-2021

Priority	Actions
Clarified Vision	<ul style="list-style-type: none"> • Enact vision and mission of the school and actively communicate this with the community • Continue coaching and support for School Improvement Team to engage in effective planning, implementation, and monitoring of schoolwide goals
Improved Processes to Support Climate and Culture	<ul style="list-style-type: none"> • Sustain implementation of DRIVE's Power of Our principles • Continue to implement and refine framework for effective discipline and classroom management based on Power of Our principles.
Improved Instruction and Academic Achievement	<ul style="list-style-type: none"> • PRIMARY FOCUS: Improve the academic and instructional programming at the school through professional learning and coaching provided by Ed Direction (focus to be determined based on findings from Root Cause Analysis) • Continue coaching and support for IPG Coach • Continue to develop collaborative structures at the school
Expanded Course Selection	<ul style="list-style-type: none"> • Continue to expand access to coursework through the local community college • Based on enrollment, identify courses to hold on-site at the school

Year 3—Full Implementation: 2022-2023

Year 3 will focus on sustaining and refining the practices from Years 1 and 2 to ensure full implementation among staff. Priorities will be determined based on implementation for Years 1 and 2. For example, based on Year 2, it may be determined that the staff needs additional support with delivering effective instruction. In which case, this would serve as a primary focus for Year 3. In addition, Year 3 will focus on building capacity of all stakeholders to own the work of school improvement after external partnerships end. While our partners will deliberately shift responsibilities to school and teacher leaders and build their capacity throughout the partnership this will serve as a primary focus for Year 3.

Overview of School Improvement Planning Process

The school will undergo a comprehensive planning process each year. This process is based on principles of effective school improvement planning and implementation. It is comprised of three primary stages:

1. **Deeply understand** the strengths and areas for improvement in each of our identified areas for improvement including: leadership, culture and climate, instruction, and family engagement
2. **Narrow the** focus to the most impactful priorities in each of these areas.
3. **Develop Implementation Plans** to address the needs and implement the improvement strategies.

Develop a Deep Understanding Through a Root Cause Analysis: While we as a school and district have an idea of *what* we want to improve, we do not yet have a full understanding of *why* these areas of

underperformance exist. Each year, our learning partners will help facilitate a root cause analysis that will help the school understand why they currently are underperforming in our identified areas of need. This process begins with our external partners gathering and presenting a comprehensive analysis of additional information tied to the school's current practices, knowledge, and beliefs around each priority area. They will collect information through stakeholder interviews, focus groups, and surveys, as well as observations of instructional and collaborative practices. This will provide the school leaders and the School Improvement Team with a detailed picture of the school's assets and challenges in each area of improvement. Following this, the School Improvement Team will engage in a root cause analysis protocol, facilitated by Ed Direction, to the root causes of each improvement priority. This will help the team select the right actions in the short term to address each root cause.

Narrow the focus to address the Root Cause: Once we understand the root causes of our identified areas of improvement, the School Improvement Team will work with Ed Direction and DRIVE to identify evidence-based strategies to implement schoolwide that align with our most pressing needs. DRIVE will provide insight and support for strategies related to culture and climate as well as family engagement, while Ed Direction will support primarily with leadership, instruction, and collaborative structures.

Develop Implementation Plans: With support from Ed Direction and DRIVE, the School Improvement Team will then create interim implementation plans that will outline how to address priorities across the project's entirety and over a school year. We intend to use the NCStar system, and other protocols provided by our external partners to support the NCStar system, to create this plan. The team will also create 90-day Implementation Plans. These short-term plans will help the School Improvement Team break down each ambitious priority into manageable chunks. The plans will define measurable goals, appropriate owners, deadlines, measures, and planned supports. Each quarter, we will reflect on the progress made towards the goals outlined in the 90-day Implementation Plan and then based on this reflection create a new plan. During this process, we will also articulate potential barriers to implementation and strategies to overcome them. Using Ed Direction's Rapid Improvement Cycle Framework (their framework for continuous improvement—explained in Section G-II) as a guide, the more frequent timelines will allow us to implement small steps towards each overall goal quickly, reflect regularly on progress, and make adjustments along the way.

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

Maximum point value for this section is 16.

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

(a) Response:

The school will have a new Principal in May-June 2020. The first 90 days of this Principal's tenure will be used for planning with our external partners and district staff to implement strategic school improvement planning. This 90-day plan will include crucial input from all stakeholders in the school. Data will be collected by our external partners through the Root Cause Analysis process (described in Section E-IV(a)), and teams will review to determine schoolwide goals. These first days will be crucial to identifying strategies that will improve the future success of the students. Not only in regards to completing high school but more importantly, gaining skills that will propel them to a productive future in the workforce. In order

to be ready on day one of implementation and support effective implementation throughout the IPG the district will provide:

- Hiring of a new, capable Principal
- Two graduation coaches that build relationships with students and help them to access resources they need to be successful (through CSI funding).
- Secondary Supervisor at the district level will provide strong and open district leadership
- Strong curriculum support through monthly High School Principal curriculum meetings
- District Professional Development
- Stipends for Professional Development
- Recurring funding for student devices and support from district technology personnel
- Strong support of our local community college, in regards to increasing access to expanded coursework for our students
- Continued CTE funding of 3 CTE teachers offering a variety of elective choices

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 table below provides an overview of currently aligned resources that will support the selected interventions. Over the course of the partnership the district will continue to ensure that other funds including local, Title 1, and CSI funds are used to support the school's priorities. This process will include involving school and teacher leaders in funding decisions as well as remaining actively involved in the improvement process at the school so that any needs that arise throughout the partnership are identified and met in a timely manner.

Resource	Funding	Alignment of Goals
Professional Development in Academic Areas	CSI: \$2600	<i>Instruction:</i> PD in effective standards-based planning including alignment of standards and focus on Power Standards will support improved instruction and serve as a foundation for other instructional strategies that will be implemented with support from Ed Direction.
After-School Tutoring	CSI: \$12,000	<i>Instruction/Academic Outcomes:</i> Funding for tutoring provides individualized academic support to students and offers a way for teachers to differentiate instruction through reteaching or intervention.
Lead Teacher	Local Funding	<i>All Goals:</i> Currently our school employs a lead teacher who coordinates professional development, testing, and academic coaching. This lead teacher helps facilitate more effective instruction through PD and coaching. They will be able to work with the IPG coach and external partners to help staff fully implement new strategies throughout the IPG.
Graduation Coaches	CSI: \$61,900	<i>Climate and Culture/Expanded Elective Opportunities:</i> The school has hired two retired administrators to connect with students daily to ensure they remain on track for graduation. They visit homes, serve as mentors, coordinate parent meetings, and connect students to community resources as needed. These individuals can also support students with any electives they take at the community college and encourage students to pursue these courses.
North Carolina Virtual Public High School and/or Credit Recovery Lab Assistant	Local Remediation Monies	<i>Academic Outcomes/Expanded Elective Opportunities:</i> This part-time position supports students to complete virtual and credit recovery courses, which increases the courses available to students and offers individualized support for students enrolled in these classes, thus supporting the academic outcomes of students.

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:

We know that parent engagement is incredibly important and connected to the success and achievement of students (Henderson & Mapp, 2002). At the same time, we also know that parents of at-risk students tend to be less involved in their child’s education than parents of non-disadvantaged students. This has presented challenges in the past with fully engaging families. Yet, the school and district are committed to improving family partnerships through the Innovative Partnership Grant and are prepared to leverage the support and expertise of our partners to develop a system for engaging parents and families in the school improvement process and as partners for their student’s learning. This section will outline several methods we plan to take over the course of the partnership to meaningfully engage families, however we also anticipate that upon project award we will work with our partners to explore our assets and challenges related to family engagement through the Root Cause Analysis process. This will provide us with additional insight on how to best tailor our efforts.

Establish Regular Communication. We will establish regular communication with parents, both from the school as a whole and from individual teachers. The school will outline a standardized method or platform to engage with parents and a schedule for regular schoolwide communication. This will likely include family newsletters, text message updates, and more. Additionally, teachers will be required to reach out to parents at least on a bi-weekly basis and to establish processes for providing clear feedback, both positive and constructive on student’s learning. The school is poised for success with this goal because of the small class sizes (average of 10 students per class) and individualized support provided to each student.

Establish a Family Liaison Team. A teacher and the IPG coach will be designated as the parent liaisons and will be charged with leading efforts towards improving parent engagement. This individual will be responsible for identifying a small group of parents who are eager and able to be involved, working together with the group to begin including the voice of parents in the school improvement efforts. They will hold regular meetings, likely each quarter, with parents and community members to help plan how families and communities can support implementation of improvement priorities.

Family Workshops. We will leverage DRIVE’s expertise in family engagement and will solicit their support to help us facilitate family workshops. DRIVE will lead out with some of the first workshops which will be designed to engage parents in the improvement process, such as to help us establish the mission and vision of the school. Future workshops will include meaningful strategies to helping parents better support and build relationships with their student. For example, one workshop may include families and students creating a *This is Us* covenant that identifies how they will work together to ensure their student achieves success.

(b) Response:

Engaging outside community, local and beyond, is an important part of our improvement approach. We recognize that providing students with exposure to people, organizations, work opportunities, and ways of life outside of their own, can foster ambition, open-mindedness, and a greater perspective on themselves and others. Additionally, it can open additional pathways or interest in various career options post-graduation. Currently the school has minimal meaningful community partnerships and will work with external partners to expand these over the course of grant, with a heavy emphasis in Year 2. We will work with our external partners to identify the best ways to leverage the community and will explore this more fully during the Root Cause Analysis to be completed at the beginning of Year 1. At a minimum we plan to do the following to expand community partnerships.

Expand Opportunities for Engagement with the School. We will identify and solicit community members to provide support to the school in various forms. The school will be intentional in selecting community supports that will align with the new vision and mission set forth by the school. This may include fieldtrips, bringing in outside speakers, or enlisting mentor and tutor help from community volunteers.

Expand Partnerships with the Local Community College. As described in Section D, one of the primary goals of the IPG is to expand the courses available to students at the school through a partnership with the local community college. The district has a long history of working with the community college and would like to establish several programs at the alternative school through the community college. This includes transportation for dual-enrollment at the college to expand course offerings, exploring options for college courses to be held on site at the school, and hiring a career coach at the alternative school who can help students navigate their course options and explore post-graduation opportunities.

Establish a Community Liaison. Just as with family engagement, a teacher leader and the IPG coach will serve as community liaisons. These individuals will serve as the primary contact for community outreach and will facilitate opportunities for community members to engage in the improvement process. This will include invitations to quarterly family and community meetings focused on addressing and supporting implementation of the school improvement priorities.

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:

Implementation is where the rubber meets the road. We take this aspect very seriously, knowing that success or failure in being awarded this grant and effectively using the resources it provides, depends on our ability to implement. In light of these potential generous financial resources and ultimately our student's educations, livelihoods, and well-being, we have worked closely with Ed Direction and DRIVE to ensure our plan for implementation is solid and will result in implementing best practices with full-fidelity. The following section first provides an overview of specifically how we will begin to implement the goals of improving climate and culture and instruction. Then, we will review several universal implementation supports that we will implement over the course of the partnership to effectively implement any school improvement priority.

Implementing Evidence-Based Strategies to Address Culture and Climate and Instructional Needs of the School

While we have identified five primary needs for this application, the two that are the most implementation intensive are:

- 1.) Improving the overall school culture and climate improvement, which includes student behavior and social and emotional learning
- 2.) Leadership and Instructional Improvement which includes improving instruction overall at the school, but also developing systems and supports schoolwide that will foster effective instruction, such as collaborative teams.

These two areas are complementary and will strengthen one another, meaning improved culture and discipline practices will provide a more cohesive and supportive environment that will better foster learning. In addition, improved instruction increased student engagement in learning and can help foster improved behavior and culture within a classroom. The list below includes a brief, high level overview of how will implement these two goals in conjunction with one another:

- Work with DRIVE to establish a clear Discipline Policy that is communicated to students and their parents before entering the school. This discipline policy should be based upon one or more research-based models, and it should be customized to the unique needs and conditions existing at the school.
- Teachers and staff will enforce this discipline policy fairly, equitably, and consistently throughout the school receiving feedback, coaching, and support from the IPG coach and DRIVE coaches.
- With support from DRIVE, using their Power of Our principles, provide teachers and school leadership with professional development and ongoing support in administering this policy, both in their classrooms and in the school at large.
- Work with Ed Direction to identify high leverage, evidence-based instructional strategies that will best target the learning needs of our students
- With support from Ed Direction, provide teachers with professional development and ongoing support in developing and implementing effective teaching strategies.
- With support from DRIVE, provide teachers with professional development and ongoing support in addressing the varied non-academic needs of the diverse student population.
- Form at least two Professional Learning Teacher Teams that meet regularly to discuss academic, behavioral, and social-emotional issues, and serve in part as an ongoing support group for teachers. Receive training and ongoing coaching from Ed Direction to support effective collaborative practices of these teams.
- Collect and analyze implementation data as a School Improvement Team to monitor progress of goals and adjust implementation as needed.
- Work with the district to institute a creative daily class schedule that will allow the flexibility to accommodate the individual academic needs of students more effectively, but without sacrificing core learning goals.
- Work with a full-time IPG Coach to work in our school and with our partners to successfully implement each step above.
- Work with a full-time guidance counselor to support the various mental, social, and emotional needs of the students.
- With support from the district, explore potential electives (such as art or a culinary class) that could be offered in addition to the current courses, and leverage resources from the community college.

Universal Supports for Implementation

The school and the district selected Ed Direction as an improvement partner because their model places a large emphasis on effective implementation by leveraging principles of improvement science. We intend to leverage their simple theory of action as we implement our improvement priorities:

If schools select a narrow set of evidence-based practices that address the root cause issues they face, and implement those practices systematically, those schools will maximize student growth and achievement.



At the outset of our partnership, Ed Direction and DRIVE will help us explore the root cause issues that our school is facing and select evidence-based strategies to target these root causes. As described in Section E-IV, we have created a high-level plan for the priorities we would like to address, but the Root Cause Analysis process will help us narrow our focus for how to best address those priorities with specific strategies. We will receive coaching and support from both partners to then implement these strategies with fidelity using strategies and processes for sustainable improvement that are backed by implementation science.

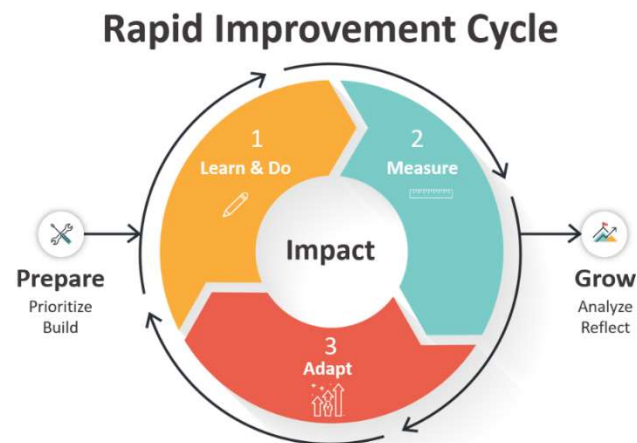
The following section will describe some of the systems and structures we will utilize throughout the IPG partnership to effectively implement the evidence-based strategies that we select. We are highlighting these supports in particular because they can be applied to support implementation of any schoolwide goal or priority. Additionally, as a part of our plan for sustainability these structures are ones that we can, and intend to, continue after the IPG partnership ends without additional funding or resources.


Implementation Framework: The Rapid Improvement Cycle

Successful implementation of strategy requires a methodical framework and approach. Ed Direction uses a framework called the Rapid Improvement Cycle (RIC) as a step-by-step method for implementing change over time. This verifiable approach helps teachers and leaders understand their school context, create a structured solution, practice and strengthen that structure, and improve over time.

At the core, this framework provides a means through which strategy can be implemented and, at the same time, provides a tool which highlights what is currently working and where improvement is still needed. The simplicity of the framework 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. School leaders and teachers will be coached how to use this process both individually and collectively to foster continued growth and improvement over time.

For example, using this framework in the context of Teacher Teams to implement data-driven practices in the classroom through the Rapid Improvement Cycle framework might look like this:



	Prepare	Impact	Grow
Collaborative Teacher Teams 	<p>Teachers who teach the same content and/or students meet weekly as a Teacher Team to analyze their students' short-term data and prioritize standards-based skills for instruction. They develop calendar and common assessments so they can learn together in unit-sized chunks.</p>	<p>They each implement the instructional unit by teaching the agreed-upon skills and coming back together to analyze common assessment data. Together they plan ways to adapt their instruction to meet student learning needs. This iterative process is repeated week-by-week.</p>	<p>At the end of the unit, the teachers reflect on what worked, as measured by student learning, and how they can improve their plans for the next unit.</p>
<p><i>Collaborative Support Structures</i></p> <p>Our partners' implementation approach includes the formation of support teams collaboratively working together for transformation. At the District level, a small team will be formed to provide outside, systemic support and advocacy called the District Transformation Team. Within the school, there will be two types of collaborative teams established:</p> <ul style="list-style-type: none"> • School Improvement Team which is a team of school-based leaders, including the Principal, who represents each of the grade-level and content-area teams at the school. Ed Direction will support the team to become the owner over school improvement efforts and to regularly analyze data to monitor progress towards goals and identify necessary actions to take to support effective implementation. The School Improvement team provides opportunities for increased teacher leadership, serves as a structure for distributed leadership (which can help maximize the efforts of the Principal), and helps build Collective Efficacy among school staff (Hattie, J., 2012). • Professional Learning Communities (PLC) are teams where every teacher in the building is included in ongoing collaborative inquiry to make important decisions about instruction and student learning. These teams will meet weekly to analyze data tied to student learning and collaborate together to identify ways to better support student learning. <p>These three teams form the foundation for collaboration and improvement that create sustainable change in the long run.</p> <p><i>Collaborative Coaching</i></p> <p>Coaching will play a vital role in implementing evidence-based strategies throughout the IPG partnership. Research on effective professional development methods demonstrates that ongoing coaching, tied to evidence-based practices, leads to significantly more implementation of those strategies than any other type of professional learning alone (Joyce et al, 2002). All coaches, including the IPG coach and coaches provided by external partners, will utilize Ed Direction's Collaborative Coaching Model to provide coaching that engages all participants in a true collaborative partnership where they can learn about, explore, and implement effective evidence-based practices. School leaders will ensure that all coaching efforts are coordinated, to avoid duplication of efforts and staff overwhelm. All school staff will receive regular opportunities for individual and team coaching as described below:</p> <ul style="list-style-type: none"> • Principal - Our Principal will work regularly with an Ed Direction coach. During coaching sessions, the Principal will be supplied with the resources and training on evidence-based leadership practices and will receive customized support with implementing the goals outlined in the School Transformation Plans and 90-Day Plans. • Teachers - The IPG coach works together consistently with the teachers to support all staff in implementing the schoolwide priorities. This could include both instructional priorities and goals tied to culture and climate. The IPG coach will observe classes regularly and provide feedback and coaching 			

to teachers which may include modeling lessons, co-teaching, providing resources and support as needed. Due to our small staff size, the IPG coach will be able to work closely with all teachers on at least a bi-weekly basis. Ed Direction and DRIVE coaches will also be available to provide specialized coaching to teachers as needed.

- **IPG Coach** – The IPG coach will receive coaching from the Ed Direction coach on principles of effective coaching. Using Ed Direction’s Collaborative Coaching model as a guide, coaches will understand how to effectively build relationships with those they coach, how to use data to plan and monitor coaching goals, and how to leverage the Rapid Improvement Cycle as a process for promoting improvement and implementation of new strategies among teachers.
- **Teaching Teams** - The Collaborative Coaching model will also be used to refine the meeting practices of Collaborative Teacher Teams to be more data-driven, engaged and efficient, and committed to actions that will impact student learning. Teachers will be coached how to collect and leverage data on a consistent basis as the means of iterative, step-by-step improvement. Coaching will be provided by both Ed Direction (taking the lead in initial stages of implementation) and the IPG coach.

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 district will provide oversight for the grant in a number of ways. Several of these supports are already embedded within district practice and we intend to sustain all of these supports after the grant period ends. The district will:

School Improvement Planning and Monitoring

- Create a District Transformation Team with our Secondary Supervisor as the lead (and a former, very effective Principal of this school). This team will monitor all data, coaches hired by the district, and effectively communicate with DRIVE and Ed Direction leadership.
- Monitor and provide coaching comments through NCStar School Improvement Planning
- Conduct monthly IPG meetings with the school faculty.
- Continue to assist in collecting data every 20 days.

Instructional Improvement

- Evaluate teacher EVAAS data and require a plan approved by the Superintendent that will foster teacher growth.
- Employ a math coach that meets with all county math teachers by subject 3 times a semester. Coach also visits classrooms and provides feedback on instruction.
- Federal Programs Director will monitor expenditures and assist with effective budget planning.
- Exceptional Children’s department will provide a coach for EC teacher to assist in effective management of IEP’s for our most at risk students.
- Monitor all EOC exam data and use this data for planning instruction of power standards and alignment to Standard Course of Study.
- District staff will use “external review” data to meet with the Principal and provide district input into school improvement activities. We currently do these one time a semester and all members of our Central Office curriculum staff are required to visit classrooms and provide feedback.

(b) Response:

The district has also identified the following supports that they will provide over the course of the grant partnership, and beyond:

- Include DRIVE and Ed Direction coaches in district level Principal meetings and district level Principal curriculum meetings.
- Provide community assistance with our county Schools Foundation Board. This board (local community leaders) can connect them to local resources that will align with their new improvement goals. Board can also assist in encouraging community support through media and events that would showcase our school and students.
- Include student leadership on a system student advisory board.
- Continue to provide all coaching services the school has currently through district funds (EC and math coach). Coaching funding through grant would enhance and complement current academic efforts.

Additionally, over the course of the IPG partnership the District Transformation Team will regularly monitor progress and review data with school leaders and external partners. From these reviews, the district will identify any additional supports that can be provided to the school to remove barriers to effective implementation and accomplishment of the school goals.

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 for the 2020-2021 school year. In light of the recent global pandemic, we understand 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	<ul style="list-style-type: none"> ▪ Root Cause Analysis and Progress Monitoring ▪ School Improvement Plan Creation ▪ Staff Survey ▪ Hire IPG Coach ▪ Communicate options for enrollment in college courses to students and families ▪ Arrange transportation to and from the community college ▪ Hire counselor 	<ul style="list-style-type: none"> ▪ Professional Learning: <ul style="list-style-type: none"> ○ “Master Story” and Climate Work ○ Leadership Training ○ Evidence Based Learning ▪ Establish District Transformation Team ▪ Establish School Improvement Team
Fall 2020	<ul style="list-style-type: none"> ▪ Student Focus Groups and Survey ▪ Begin training IPG Coach ▪ Launch Family Education Initiative 	<ul style="list-style-type: none"> ▪ Create and implement discipline framework ▪ Establish Professional Learning Communities
Spring 2021	<ul style="list-style-type: none"> ▪ Hire Support Staff Role ▪ Mid-Year Student Survey ▪ Formalize a single communication platform for parents ▪ Student DRIVER Leadership Development (launch) 	<ul style="list-style-type: none"> ▪ Ongoing coaching and professional learning

EOY 2021	<ul style="list-style-type: none"> Year End Progress Survey and Report 	<ul style="list-style-type: none"> Year End Progress Survey and Report
Ongoing	<ul style="list-style-type: none"> 90-Day Plan (Quarterly) Report for District/State Partners (Quarterly) School Improvement Team Meetings (Twice Monthly) Progress Monitoring Data-Collection (Monthly) 	<ul style="list-style-type: none"> Collaborative Coaching: <ul style="list-style-type: none"> Teachers and Teams (Weekly) School Leaders (Twice Monthly) Professional Learning <ul style="list-style-type: none"> Topics to be chosen based on need (Quarterly)

Description of Table Elements:

Root Cause Analysis & Progress Monitoring:

The school will undergo a root cause analysis to identify assets and challenges in key areas of school improvement: instruction, collaboration, leadership, climate and culture. Data will be gathered from key stakeholders including leaders, teachers, families, students, and community members. Findings from this collection will be compiled and shared with all relevant stakeholders including staff, family, and community members. Following the data-collection, the School Improvement Team will engage in a Root Cause Analysis Protocol to identify the root causes of underperformance at the school and select strategies that will address these challenges.

Creation of School Improvement Plan

The School Improvement Team will meet to develop an overall School Improvement Plan that will prioritize goals for the duration of the IPG Partnership.

90-Day Plan

After creating the School Improvement Plan, the team will create a 90-day Implementation Plan that describes how the school will implement and monitor progress towards the overall goals within the first 90-days of the school year. This plan will be repeated each quarter.

Implementation of 90-day Plan Priorities:

- Plan and Implement: Staff will address the first set of priorities and goals outlined in the 90-day plan. Through professional learning and coaching staff will learn and implement new practices. The School Improvement Team and school administrators will meet regularly to analyze implementation data related to the goals and make adjustments to implementation as needed. DRIVE and Ed Direction will support the leadership in consistently establishing a routine of the bi-weekly check-ins to align the school with district and statewide expectations regarding the utilization of the NCStar tool.
- Reflect on Implementation: At the end of each quarter the School Improvement Team as well as district liaisons will meet to reflect on progress made towards the 90-day plan goals. They will follow a process to identify accomplished tasks and adjustments that need to be made towards the goals based on implementation.
- Create a New Plan: Following the reflection, the School Improvement Team will identify priorities for the next 90-day plan. As they plan they will consider how to build upon priorities that they are implementing and determine next steps for supports. Plans will articulate clear owners for tasks, deadlines, data to be collected, and necessary supports to achieve goals

Quarterly Report to State/District Partners: Ed Direction and DRIVE, in collaboration with school leaders, the IPG coach, and the School Improvement Team will create a report on progress that will be submitted to relevant stakeholders in the IPG process including district and state leaders.

School Improvement Team Meetings: The School Improvement Team will meet to analyze implementation data tied to schoolwide priorities and will determine needed actions to support implementation. Ed Direction and/or DRIVE coaches will provide support and coaching to the SLT at least monthly.

Progress Monitoring Data Collected: The School Improvement Team or PLCs will collect and analyze progress monitoring data related to each schoolwide priority at least monthly to measure the impact and progress towards their improvement goals. This will include data tied to student achievement and the leading indicators, as well as implementation data tied to implementation of schoolwide goals which can serve as an early indicator for progress that will be made towards end of level assessments and leading indicators.

School Community Council: The family and community liaison will begin convening a School Community Council comprised of family and community members in Year 1. Stakeholders will be invited to join the council and the first meeting will be held in September to review findings from the needs assessment and solicit feedback on identified priorities. The School Community Council will meet each quarter to review relevant data tied to school improvement priorities, receive updates on progress, and provide input on next steps for school improvement priorities.

Professional Learning: Teacher Preparation Days: DRIVE and Ed Direction will provide training at the beginning of the school year on topics that will support the implementation of school improvement priorities. While we will solidify specific priorities after the root cause analysis, we want to capitalize on the time we have to train staff related to some key elements of implementation before the beginning of the year. We anticipate that initial trainings will be focused on culture and climate, particularly developing the systems and mindsets necessary for improvement. In ongoing years, priorities for professional learning will be determined based on relevant data, including data gathered during the root cause analysis, and needs identified throughout planning and implementation.

Professional Learning: School Improvement Team Training: Led by Ed Direction and DRIVE, the School Improvement Team will engage in professional learning tied to effective implementation of school improvement priorities. While more specific details for this session will be determined upon award, we anticipate initial Year 1 trainings will be focused on building capacity around improved climate and culture and systems and structures for continuous improvement. Year 2 priorities will likely center on improved instruction and will be based on implementation in Year 1.

Collaborative Coaching – Teachers and Teams: Teachers and teams will receive ongoing coaching, weekly, throughout the project. Based on the schoolwide priorities coaching will be provided by DRIVE coaches to support effective climate and culture or Ed Direction coaches to support effective instruction and refined systems and structures. The school will establish a clear plan for the focus of coaching cycles and the appropriate partner will provide coaching based on the focus. The IPG coach will co-coach with external partners when they are on site and provide coaching to teams to support continued implementation and provide ongoing feedback each week when external partners are not on site.

Collaborative Coaching –School Leaders: Ed Direction will provide coaching to school leaders to support them as they lead school improvement efforts. Leaders will explore evidence-based leadership practices and troubleshoot challenges to implementation.

Professional Learning: Staff will receive professional learning tied to school improvement priorities at least quarterly, as determined by the School Improvement Team during the planning process. Professional learning in Year 1 will primarily be provided by Ed Direction and DRIVE, with school and teacher leaders determining the focus. In Years 2 & 3, school staff will begin to take more of an active role in planning and facilitating professional learning as a part of the gradual release process, with support from external partners.

2021–2022 (Full Implementation Year):

(b) Response:

Year 2 of the IPG Partnership will include a similar cadence and be comprised of similar ongoing actions. 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. For simplicity rather than including similar descriptions below as are included above, please reference the descriptions of activities found in table and narrative above (2020-2021 Implementation Plan). This section will focus on the primary shifts that will be taken in Year 2.

	School Improvement Planning, Implementation, and Progress Monitoring	Professional Learning and Coaching
New Elements for Year 2	<ul style="list-style-type: none"> Gradual release of responsibility: planning, assessments, and goal setting Community Feedback Explore establishing a PTO Explore community college course options to be held at the school based on enrollment 	<ul style="list-style-type: none"> Professional Learning: <ul style="list-style-type: none"> <i>The Power of Our Training</i> Training and coaching for new staff members tied to Year 1 priorities Gradual release of responsibility: planning, assessments, and goal setting

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 Improvement 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.

Additionally, please note that we have developed our plan with the assumption that we will continue working with our selected external partners. It is our intent to continue partnerships with them over the course of the three years to ensure continuity and depth of implementation. However, we recognize that it is our right to revisit partnerships each year and plan to do so. We will re-evaluate each year based on partner performance to ensure that adequate impact is being made and that partnerships remain a good fit. We will make adjustments as needed.

2022–2023 (Full Implementation Year):

(c) Response:

	School Improvement Planning, Implementation, and Progress Monitoring	Professional Learning and Coaching
New Elements for Year 3	<ul style="list-style-type: none"> ▪ Increase responsibility release to build complete local capacity and sustainability by end of year ▪ Family and Community Engagement plans to increase ownership 	<ul style="list-style-type: none"> ▪ Training and coaching for new staff members tied to Year 1 and Year 2 priorities ▪ 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 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 Improvement Team to own the work of implementation. Ed Direction and DRIVE will support in a coaching role, particularly for the IPG Coach and School Improvement 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.

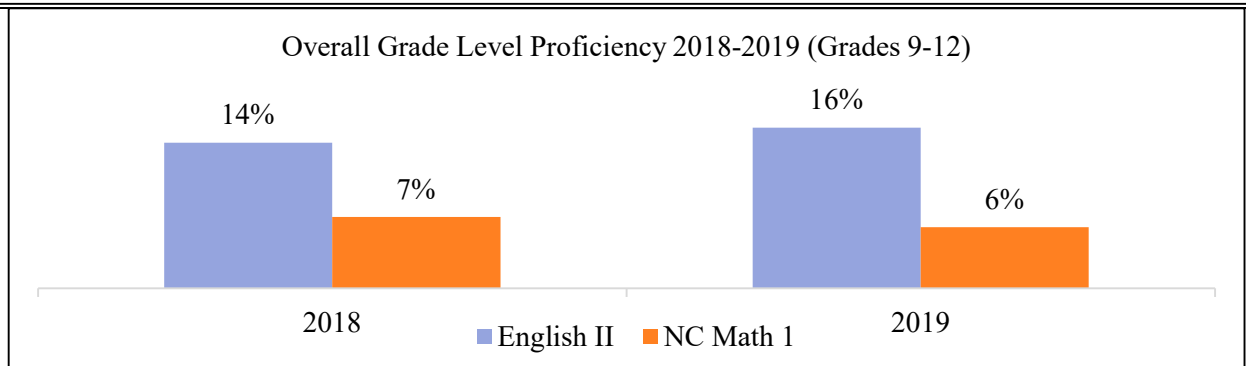
H. PERFORMANCE MONITORING: The Entity must establish annual performance goals reflecting progress in reading/language arts and mathematics; provide rationale for the goals; and identify progress targets based on leading indicators such as those defined in the Assurances Section at a minimum.

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:
The district will establish annual goals for this school's student achievement and proficiency levels in reading/language arts and math. Ultimately, we know that school improvement isn't successful if it doesn't impact student performance. These student achievement goals will take into account current proficiency levels and will be set to be both challenging and attainable. Monitoring and accountability will be conducted through regularly scheduled reports that include quantitative and qualitative data provided by the school and the IPG partners. This will include an annual assessment of state assessment data, as well as more regular and ongoing assessments of academic benchmarks. Depending on improvement progress and velocity, these goals will be given more focus by the school, DRIVE, and Ed Direction, based on the quarterly reflections conducted by the school and district. Additional, more specific grade level data can be found on the data tables at the end of this application.

Current Proficiency Levels



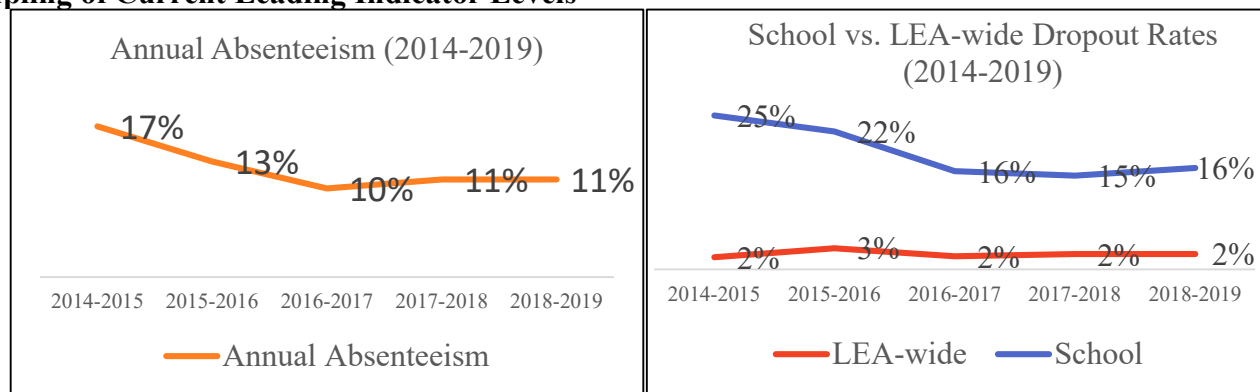
Projected Proficiency Goals

Subject	2019 Proficiency Scores	2021 Proficiency Goal	2022 Proficiency Goal	2023 Proficiency Goal	Annual growth rate required to meet 2023 Goal
English II	16%	19%	22%	25%	~ 16%
NC Math I	6%	8%	10%	12%	~ 26%

(b) Response:

The district will also establish annual goals for the key indicators listed in the Assurance Section. These indicators are already being tracked and will continue to be tracked and monitored for improvement over the course of this grant. These are especially important for the context of an alternative setting because traditionally alternative schools struggle more with absenteeism, low graduation rates, and suspensions. These indicators will measure the impacts of our culture and climate interventions and will provide insight into the student's entire educational experience, not just academics. Goals will be set so as to push the school to demonstrate improvement compared to percentages from the last 5 years (see figures below). Similar to the math and reading/language arts levels, accountability will be maintained through quantitative and qualitative data provided by the school and IPG partners. These indicators will be monitored at every quarterly meeting as well as periodically during monthly School Improvement Team meetings.

Sampling of Current Leading Indicator Levels



Projected Leading Indicator Goals

Subject	2019 Level	2021 Goal	2022 Goal	2023 Goal	Annual growth rate required to meet 2023 Goal
Drop Outs	47	37	30	24	15 - 20% reduction
In School Suspension	103	90	81	72	10% reduction

Out of School Suspension	71	64	57	52	10% reduction
Student Attendance Rate	81.52%	84%	88%	91%	4% increase
Certified Staff Attendance Rate	97.7%	98%	99%	99%	1% increase

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:

As a district we understand the importance of sustainability and having a clear plan for support after the IPG partnership ends. We have developed a plan for for sustaining reforms explained in the section below.

Intentional Plan for Sustaining New Positions and Programs

In preparation for this application we have attempted to begin with the end in mind to ensure that new positions and resources brought into the school will be able to be sustained after the funding ends.

- ***Guidance Counselor:*** One of the items that the IPG will fund is a guidance counselor for the school. Currently, the school outsources mental health services to an outside organization. We believe that it would be in the best interest of students to have on-site mental health support and hope that the counselor can help fulfill this role. It is our intention that the new counselor will serve a dual role of providing mental health services and counseling services to students and will be licensed in both areas. The small number of students at the school makes this feasible. The dual license will enable the school to bill insurance for mental health services provided by the counselor. Funding from insurance for services provided will help fund counselor's salary and position after the grant period ends. The IPG grant will provide us three years to build this in-house mental health program and help us prepare to shift the funding structure for this position.
- ***Transition the IPG Coach:*** While we will not have funding to retain a full-time coach at the school, as a district we will ensure that the school is set up for continued job-embedded professional learning opportunities after the partnership. During year 3, the role of the IPG coach will be gradually transitioned to teacher leaders throughout the school. With support from Ed Direction, the IPG coach will help build programs that foster peer-to-peer learning. This could include peer observation and feedback sessions, learning walkthroughs, collaborative lesson study and more. These structures will help promote peer learning and coaching that can be sustained after the partnership. Additionally, during Year 3, Ed Direction coaches will work intentionally with the school leader to ensure that they are prepared to take on more of an instructional leadership role at the school to provide coaching to staff. This would not necessarily be feasible at a larger school, but is manageable with the size of the staff.
- ***Career Coach and Transportation:*** It is highly likely that the funding for the career coach and transportation to and from the community college will be able to be sustained through the community college and grant programs that they have access to. Currently, the other two high schools at the district have full time career coaches funded through grants that were obtained by the community college. The community college has expressed a desire to extend these same opportunities to the alternative school. By the end of the IPG period, there will be additional opportunities for the college to apply for this funding and obtain money for a career coach at the alternative high school. As a backup plan, if the grant funding did not come through, the district would seek to find a way for the full-time career coaches at the other local high schools to flex some of their time to provide part time support for the

alternative school in order to continue this service. Additionally, with increased enrollment in the community college, the college could possibly help fund transportation services to and from the alternative high school to the campus.

Continued Partnership with the Local Community College

A major part of the IPG partnership will be to expand options for student enrollment in courses offered by the community college. It is our hope that by the end of the three-year IPG period, not only will students be enrolled at the college but also that some of the community college courses can be offered on site at the school. Once we have this program up and running it will be easy to sustain and grow because of the strong connections that we have with the local community college.

Sustainable Structures and Capacity Building by Year 3

We have intentionally selected external partners who have a clear focus and plan for sustainability. Throughout the grant period our partners will help us establish sustainable structures for collaboration and data-driven inquiry that can be continued after the partnership. Additionally, they will utilize a gradual release model when building the capacity of school staff.

- ***Sustainable Structures:*** 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.
- ***Gradual Release:*** 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 are readily available during this transition and some facilitation will still be provided by partners. In Year 3, the school leadership leads 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 (<u>SAMPLE</u>) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
\$475,000	\$480,000	\$480,000	\$1,435,000
SCHOOL (<u>PROPOSED</u>) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
\$496,884.00	\$471,284.00	\$445,684.00	\$1,413,852.00

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:

		2020-2021	2021-2022	2022-2023
Personnel				
	IPG Coach – 12 months + benefits	\$80,000	\$82,400	\$84,800
	Counseling Support Staff (1/2 salary)			
	✓ 10 months + benefits	\$33,000	\$34,500	\$36,000
	✓ Licensed for career guidance and therapeutic mental health counseling			
	Career Coach (1/2 salary)	\$33,000	\$34,500	\$36,000
	✓ 10 months + benefits			
Infrastructure / Capital Improvements				
	Transportation to Community College	\$12,000	\$6,000	

	Redesign of Classrooms for potential upgraded elective offering <ul style="list-style-type: none"> ✓ Science Lab ✓ Allied Health Science ✓ Automotive ✓ Masonry ✓ Welding 	\$100,000	\$75,000	\$50,000
External Partner Services				
DRIVE	✓ Comprehensive Climate Audit and Strategic Planning	\$25,000		\$25,000
	<ul style="list-style-type: none"> ✓ Professional Development Training – full staff ✓ Leadership Development ✓ Student DRIVERS ✓ Family Education Initiative 	\$37,000	\$52,000	\$42,000
	<ul style="list-style-type: none"> ✓ Coaching and Mentoring ✓ 1 on 1 	\$91,000	\$60,000	\$30,000
Ed Direction	<ul style="list-style-type: none"> ✓ Root Cause Analysis ✓ Implementation Planning ✓ Progress Monitoring 	\$20,000	\$12,000	\$23,500
	✓ Technical Resources	\$5,000	\$4,000	\$3,000
	<ul style="list-style-type: none"> ✓ Professional Learning ✓ Full Staff and Leadership ✓ Customized Modules 	\$34,500	\$45,000	\$63,300
	<ul style="list-style-type: none"> ✓ Principal and Leadership Coaching ✓ District Transformation Team Coaching ✓ Teacher and Teams Collaborative Coaching 	\$26,384	\$65,884	\$52,084
Cost		\$496,884.00	\$471,284.00	\$445,684.00
	Total Cost for all 3 years	\$1,413,852.00		

Justification for 2021-2022 budget:

(b) Response: Please see the above budget for line items and numbers for 2021-2022.

Justification for 2022-2023 budget:

(c) Response: Please see the above budget for line items and numbers for 2022-2023.

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

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

Maximum point value for this section is 8.

Data Point	Year	20 th Day	40 th Day	60 th Day	80 th Day	100 th Day	120 th Day	140 th Day	160 th Day	180 th Day	Final		
Drop Outs (Number)	2018 – 19	5	4	6	23	4	2	1	2	0	47		
	2019 – 20	3	3	2	2	4	1						
	Average	4	3.5	4	12.5	4	1.5						
	2020 – 21												
	2021 – 22												
	2022 – 23												
ISS (Incident Count)	2018 – 19	21	19	19	7	20	8	8	1	0	103		
	2019 – 20	5	2	9	2	4	0						
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
OSS (Incident Count)	2018 – 19	10	9	7	12	8	14	8	3	0	71		
	2019 – 20	3	19	9	1	9	0						
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
Student Attendance %	2018 – 19	82.86	82.98	85.82	84.90	82.78	78.60	79.45	79.61	76.69	81.52		
	2019 – 20	81.59	80.03	83.20	83.70	78.0	71.09						
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
Certified Attendance %	2018 – 19	90.0	100.0	100.0	100.0	100.0	100.0	90.0	90.0	100.0	97.7		
	2019 – 20	90.0	90.0	90.0	100.0	100.0	100.0						
	Average												
	2020 – 21												
	2021 – 22												
	2022 – 23												
Graduation Rate (4-Year %)	2018 – 19	52.8	English II (GLP / CCR %)			2018 – 19	15.8/10.5	Data Point Goals		2020-21	2021-22	2022-23	+ / -
	2019 – 20					2019 – 20		Drop Outs		37	30	24	
	Average					Average		ISS Incident #		90	81	72	
	2020 – 21					2020 – 21		OSS Incident #		64	57	52	
	2021 – 22					2021 – 22		Student Attendance %		84%	88%	91%	
	2022 – 23					2022 – 23		Certified Attendance %		98%	99%	99%	
Graduation Rate (5-Year %)	2018 – 19	59.7	NC Math I (GLP / CCR %)			2018 – 19	5.6/>5	Graduation Rate 4-Year %		58.8%	64.5%	71.0%	
	2019 – 20					2019 – 20		Graduation Rate 5-Year %		63.21%	70.0%	76.0%	
	Average					Average		Biology GLP / CCR %		26.0/<10	28.6/<12	32.0/<16	
	2020 – 21					2020 – 21		English II GLP / CCR %		17.25/<11	19.25<13	24.0<16	
	2021 – 22					2021 – 22		NC Math I GLP / CCR %		8.0/<5	10.0/<7.5	14.0/<10	
	2022 – 23					2022 – 23		Composite GLP / CCR %		12.0/<5	14.0/<8	18.0/<12	
Biology (GLP / CCR %)	2018 – 19	23.8/9.5	Composite (GLP / CCR %)			2018 – 19	10.7/>5	2018 – 19 = Pre -Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1 – Full Implementation Year 2021 – 22 = Year 2 – Full Implementation Year 2022 – 23 = Year 3 –Sustainability Year					
	2019 – 20					2019 – 20							
	Average					Average							
	2020 – 21					2020 – 21							
	2021 – 22					2021 – 22							
	2022 – 23					2022 – 23							