IPG Application:

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

ENTITY: <u>Lenoir County</u>

ENTITY Code: 540

SCHOOL: Lenoir County Learning Academy

NCDPI SCHOOL #: 540-318

IPG Entity Contact Name: Beverly Kee

IPG Entity Contact Title: Federal Programs Director

IPG Entity Contact Phone: 252-527-1109

IPG Entity Contact Email: bkee@lenoir.k12.nc.us

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

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

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. <u>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</u>. The application should be no longer than 40 pages total*, single-spaced with one-inch (1") margins on all sides, and using a 12pt font in Times New Roman. (*Note: Applicant may use up to five (5) additional pages to respond to Questions in C-III ONLY, if applicable.)

All IPG questions / correspondence should be directed to:

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

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

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

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

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

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

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

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

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

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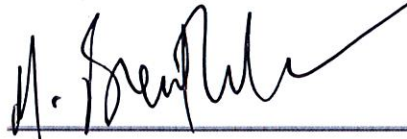   5.) Certified Staff attendance rate;

    (others as determined by NCDPI)

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

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

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

✔ 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.
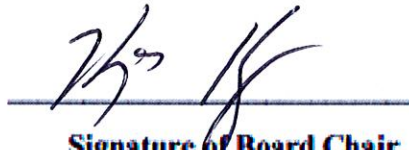
Brent Williams

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

Keith King

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

For State Use Only

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

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

APPLICATION NARRATIVE:

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

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

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*:
Lenoir County Learning Academy	Lenoir County	6-12	Alternative	540-318	Ed Direction DRIVE

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

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

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

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

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

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

Response:

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

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

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

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

Partner 1: Ed Direction	Partner 2: DRIVE

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

Partner 1: Ed Direction	Partner 2: DRIVE
Contact: Carrie Miller	Contact: Charlie Lyons

(c) *Position of contact:*
Response:

Partner 1: Ed Direction	Partner 2: DRIVE
Position of Contact: Senior Program Manager	Position of Contact: Co-Founder

(d) Telephone number of contact:
Response:

Partner 1: Ed Direction	Partner 2: DRIVE
Telephone Number of Contact: 801-456-6785	Telephone Number of Contact: 336-963-3430

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

Partner 1: Ed Direction	Partner 2: DRIVE
Email: cmiller@eddirection.org	Email: charlie@thedriverevolution.com

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

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

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

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

   Response: N/A

  (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:

Overview: School Background and Primary Goals for the IPG Grant
School Background
Alternative schools are critical in ensuring that some of our state's most vulnerable youth are provided the opportunity, support, and setting necessary for them to successfully complete their education. Some students struggle with mental health challenges such as depression or anxiety and benefit from a smaller, more self-paced learning environment. We have several examples of students who have been sent to this alternative school after multiple incidents of violence. Some have such a violent history they are require learning in a self-contained setting during their first semester. Most, if not all, are also academically behind their graduating class. This school has had many success stories. Due to the nurturing and individualized environment of the school many students excel behaviorally and academically. One current success story involves a young man previously involved in gang violence, who will be graduating this May. He is the Senior Class President, voted by his peers. He has set goals to attend a community college to pursue a career as a truck driver and hopes to one day be able to employ his family members to keep them out of the gang lifestyle.

The experience above characterizes the life-changing success students have experienced at this school. The school serves students from a diverse range of backgrounds and each of them enroll at the school because they demonstrate need for support in a smaller, more individualized classroom setting. This need is due to a variety of reasons including intense academic, social, emotional, or behavioral needs. One hundred percent of the students meet the criteria for free or reduced lunch. These students have not been successful in traditional public school settings and enroll at the school to receive individualized attention, instruction, and guidance as they strive to learn and gain their education.

Two of the most pressing challenges within the school are the low student achievement and graduation rates. Graduation rates are currently more than 50% lower than the district and statewide averages, as depicted in the graph to the right. Additionally, state assessment data show that student achievement at the school falls far below that of district and state averages. On average, grade level proficiency of students at the school falls 48% below the statewide average, and 36% below the district average as measured by state assessments, as shown by the graph to the right. Both of these data points demonstrate that while the school has ambitious goals to provide an individualized education to some of the county's most highly impacted students, they are currently falling short in helping students graduate from high school and achieve at the same level as their peers.

4 Year Graduation Rate
2018/2019

School: 39%
District: 85%
State: 87%

■ School ■ District ■ State
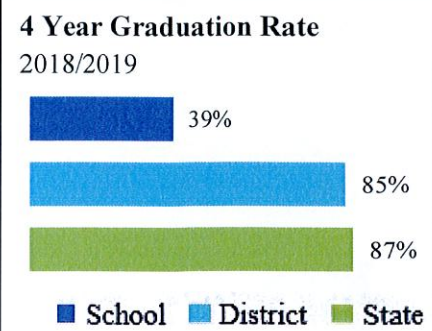
The district also recognizes the significant challenges this alternative school will face as current students return, and new students arrive back at school following the Covid-19 pandemic. We anticipate a significant readjustment period will occur, more so than in our traditional schools because of the additional challenges many of these students face at home. Our district is committed to helping this school be successful in both the long and short term and believes the IPG would provide our school with the fiscal resources and innovative support necessary to assist during the upcoming readjustment period and to address some of the systemic challenges that the school has faced in the past. We have been communicating with both the school and partners and believe it is essential to focus our efforts on our two stated needs, culture and climate and personalized and blended learning, to successfully meet our short- and long-term needs. Assisting our students to acclimate to the school environment quickly and efficiently will be instrumental in our year 1 success if awarded the IPG.

Primary Goals for the IPG Grant and Identified Areas of Need
In order to address these challenges and meet the diverse needs of the students enrolled at this alternative school the school is seeking outside support from external partners through an Innovative Partnership Grant (IPG) to address two primary needs:
- To improve the climate and culture of the school as well as instructional programs in order to bolster student engagement, achievement, attendance, and ultimately the graduation rate.
- To become a true model school for personalized and blended learning where students are empowered and have a choice and voice in their learning experience.

In order to address these needs we have identified three primary areas of intervention that the resources, coaching, and support from the IPG will target:
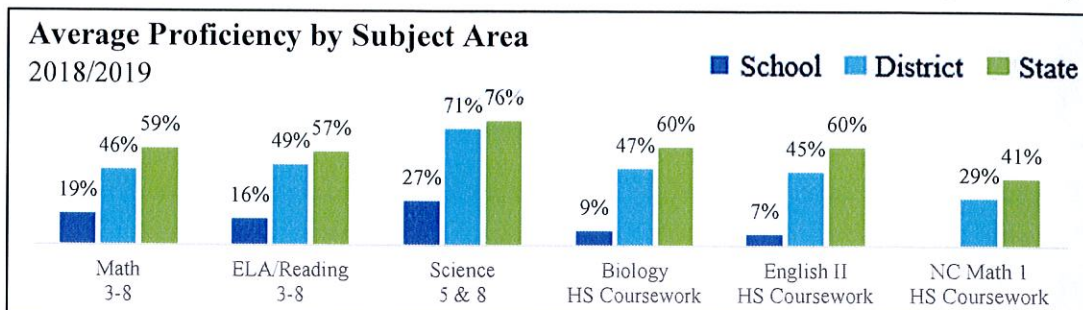- **Instruction Through Personalized and Blended Learning** – Increase rigor, student ownership, and student engagement
- **Culture and Climate** – Reduce discipline incidents, with suspension and refinement of schoolwide discipline and management practices
- **Refine Systems and Structures** - Build strong infrastructure to promote continuous and sustainable improvement
- **Enhanced Instruction Through Personalized and Blended Learning** – Increase rigor, student ownership, and student engagement

Demonstrated Needs
One of the primary goals for the school in applying for the IPG is to become a true model for personalized and blended learning where students have a choice and voice in their learning experiences. The school serves as the final opportunity for many of these students to gain an education via the public school system. In order to meet the unique and diverse needs of the students, the school and its faculty must become experts at providing personalized and blended learning models of instruction. The school has taken steps to achieve this model; however, in order to be truly successful school leaders and teachers need additional support to adjust

and build their instructional practices to fully integrate a blended learning model that is engaging, rigorous, student-centered, and individualized.

The need for additional support is demonstrated by the school's student achievement scores. Most students are not yet meeting academic requirements at the same rate as their peers across the state and district. As showcased in the graph below, the average grade level proficiency of students at the school is significantly below the state and district average as measured by state assessments. This graph compares the average course proficiency scores across various subject areas for the

Average Proficiency by Subject Area 2018/2019 — School, District, State

Subject	School	District	State
Math 3-8	19%	46%	59%
ELA/Reading 3-8	16%	49%	57%
Science 5 & 8	27%	71%	76%
Biology HS Coursework	9%	47%	60%
English II HS Coursework	7%	45%	60%
NC Math 1 HS Coursework		29%	41%

school, district, and state. There is a pressing need to reduce the gap in proficiency across all subject areas, for students at the school and their peers across the state and district.

In order to improve student achievement across all subject areas, the school has identified the following areas of opportunity based on the 2019 North Carolina Department of Public Instruction (NCDPI) Comprehensive Needs Assessment. This assessment, conducted by an outside reviewer, identified several key instructional drivers to implement schoolwide, all of which will be included in the approach for this intervention:

- Increase teacher content knowledge and build capacity to plan, instruct, and evaluate teaching and learning.
- Ensure lessons include clear objectives and have sufficient pace, rigor, and challenge to maximize instructional time.
- Establish and model a culture of high expectations for all students.

Explanation of How the IPG Partnership Will Address These Needs

Beginning in winter of 2019, the school implemented several strategies to begin to address these areas of need within the individualized instruction model. One particular finding from the 2019 needs assessment was that "many lessons lack appropriate rigor, and pace, resulting in low levels of engagement. Frequently lessons are whole group and teacher directed with the teacher doing most of the talking." In order to address this challenge and refine the personalized learning approach, school leaders implemented schoolwide expectations for lesson plans that include clear learning objectives and activities that are aligned to the standards. This served as a foundational piece to address the issue of rigor, engagement, and differentiation. The school recognizes that the key elements of effective instructional planning must be in place in order to truly implement an individualized, student centered instructional program that empowers students to own their learning and achieve at high levels. Staff and school leaders are ready to build upon these practices but recognize they do not yet have the tools, capacity, expertise, and knowledge to provide more rigorous student-centered and engaging individualized learning opportunities for students.

Coaching and support from external partner Ed Direction will provide opportunities for increased professional learning and coaching to teachers, school leaders, and an IPG coach, who will be added to the faculty as a part of the IPG project. Ed Direction's expertise in standards-based planning, instructional strategies to promote student ownership of learning, and student engagement will help address each of the instructional needs outlined in the 2019 assessment and build an effective personalized learning model. Additionally, the school is eager to provide additional coaching, from both the IPG coach and support from Ed Direction, to ensure consistent implementation of new strategies. The school has struggled with consistently implementing schoolwide practices, so the placement of a full-time IPG coach will help provide consistent implementation support. Because of their extensive experience using coaching as a key lever for schoolwide improvement, Ed

Direction will be well poised to maximize the coach's impact by training that individual on best practices and amplifying their work through additional one-on-one and team coaching. We anticipate that new supports funded by the IPG will allow the school to achieve their goal of becoming a leader in individualized education for schools across the district and the state.
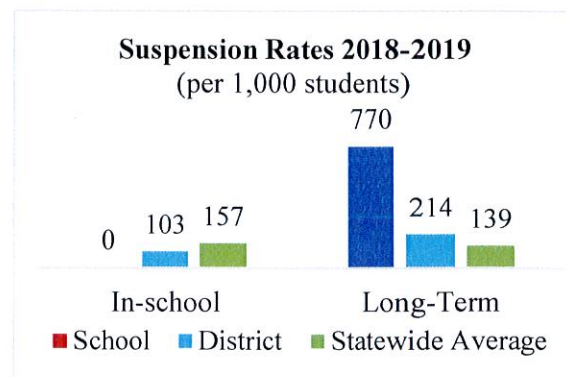
Additionally, the school hopes to use some of the IPG funds to make changes to the physical space within the building in order to better facilitate learning. Currently the small classrooms are crammed with old large desks that make the space challenging for students to collaborate and interact during instruction and for teachers to facilitate more interactive lessons. The school would like to purchase more usable classroom furniture and make improvements to a multi-purpose room to serve as a larger space for hands-on, interactive learning and collaboration to occur.

Improved Climate and Culture

Demonstrated Needs

Students face unique behavioral, emotional, and social challenges that have made it difficult for many of them to find success at a traditional school. The school must employ effective strategies and techniques beyond traditional approaches to build a positive school climate and ensure student success. Presently the school has a Positive Behavior Intervention and Support (PBIS) process in place and uses Class DoJo, an online behavior management system intended to foster positive student behaviors and classroom culture, schoolwide to document student behaviors. The 2019 needs assessment found that while there are opportunities for more consistent implementation of these strategies, "students, staff, and parents acknowledge that… as a result of these behavioral and social supports, some barriers to the teaching and learning process are removed." We believe that the school needs to substantially reform the current discipline practices and processes and build a common framework for restorative student support that can be used schoolwide.

The 2019 needs assessment also noted that students still experience social and emotional barriers to academic success. Many of these issues stem from significant barriers such as community gang related activities, drug addiction, and students living in generational poverty. The school experiences drastically higher than average suspension rates when compared to state and district averages, as noted in the graph to the right. Frequent suspensions significantly reduce the time in class, and therefore the academic growth of the students who are suspended.

Suspension Rates 2018-2019
(per 1,000 students)

In-school: School 0, District 103, Statewide Average 157
Long-Term: School 770, District 214, Statewide Average 139

■ School   ■ District   ■ Statewide Average

Additionally, data collected by the school demonstrate that over half of the discipline incidences are due to disruptive behaviors. Frequent disruptions of in-class instructional time negatively impact the classroom environment and significantly disrupts student learning for those enrolled within the school. The graph on the following page shows the primary reasons for being sent out of class to the intervention room, and the percentage of students sent out for each reason.

How the IPG Partnership Will Address These Needs

The school seeks to build upon the foundation laid by their Tier 1 PBIS (Positive Behavior Interventions and Supports) practices to improve all tiers of behavior supports. With support from external partners, the school plans to become a model for how to support the most highly impacted youth in our school system through positive school and classroom culture. Through a partnership with DRIVE, we seek to provide professional learning, coaching, and implementation support to develop a culture of empowerment among students and staff. DRIVE focuses on shifting strategy as well as mindsets and will support teachers as they learn the importance of developing a success identity in students. DRIVE coaches will work with school and teacher leaders, teachers, and the IPG coach to provide professional learning on brain-based research on human

Reasons for Being Sent to Intervention Room
2019/20

Fighting 5%
Dress code 8%
Noncompliance 26%
Horseplay 7%
Disruptive 54%
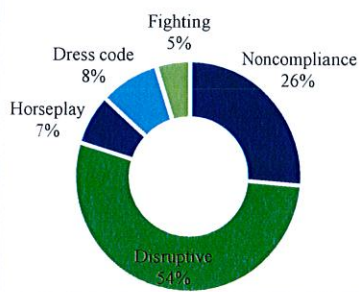
motivation and strategies to transform school culture and climate. DRIVE's interventions have had proven success across North Carolina and have specifically been able to take Model PBIS schools to the next level. DRIVE supports teachers and schools in creating a climate to build a success identity in students. This is founded upon a shift in strategies and mindsets that move away from ineffective extrinsic motivators to effectively fostering intrinsic motivators and an internal locus of control. DRIVE practices focus on helping create a climate that focuses on a sense of belonging instead of creating a sense of isolation and helps create a growth mindset instead of fixed mindset. Having an internal locus of control, a growth mindset, and a strong sense of belonging is particularly critical for a student in an alternative education setting as it shifts the student away from a failure identity and helps them begin to experience success in an authentic way. Success can be a new experience for many of these students and once they have experienced it, both engagement and achievement soar. The interventions from DRIVE will also tie to the district's initiative to implement effective PBIS structures districtwide. This intervention will help reduce the number of suspensions, increase instructional engagement, minimize distractions in class, and support the students who would not be successful in any other academic environment to graduate.

Refine Systems and Structures that Enable Continuous Sustainable Improvement
Demonstrated Needs
In order to ensure consistent implementation of new practices, we are seeking support from the IPG partnerships to refine the systems and structures to enable continuous improvement of schoolwide priorities. A consistent theme within the 2019 Needs Assessment was that many effective and foundational practices related to both instruction and school culture were in place throughout the school and that expectations have been communicated; however, implementation of these priorities was inconsistent. Additionally, it noted opportunities to improve the use of the NCStar platform (web-based school improvement management tool) to individualize the School Improvement Plan to the needs of the school, rather than to the district as a whole. Overall, school and district leaders have identified that there are additional opportunities to develop coherent and cohesive systems and structures and refine the processes to plan, monitor, and implement schoolwide goals. The school currently has a School Improvement Team in place and Professional Learning Communities (PLCs). An analysis of current meeting practices indicates that there are opportunities to leverage data more fully in the improvement process generally and in PLCs specifically to meet student learning needs. Building effective systems and structures within the school to promote improvement will be essential in sustaining improvement efforts, and in making sure that changes last, regardless of staff turnover.

Explanation of How the IPG Partnership Will Address These Needs
Ed Direction will provide coaching and support to improve the impact of the collaborative structures already in play at the school. Ed Direction specializes in building and developing School Improvement Teams and PLCs to utilize Rapid Improvement Cycles, a framework for continuous improvement (described in greater detail in sections below) to consistently plan, implement, monitor, and reflect on progress for both school improvement and learning goals. This, in coordination with the NCStar system, will support the school in more effective planning and monitoring of schoolwide achievement. Additionally, Ed Direction will provide ongoing coaching to the school leaders to help them build and refine structures to support effective implementation.

DRIVE offers support and training to improve staff culture and builds towards a positive working environment where real problems and challenges can be addressed in a non-threatening and non-coercive way. We acknowledge that in order for sustained change to occur, mindsets will need to shift at the school and the district. Improved relationships of trust among colleagues will enable collaborative systems within the school to serve as a place where colleagues can truly leverage one another's professional expertise. DRIVE's

coaching, support, and training will help educators at the school develop the mindsets and beliefs necessary to change behaviors and engage in continuous improvement over the course of the IPG partnership. Both Ed Direction and DRIVE's support in this partnership will enable the school to transform the systems and structures to serve as driving forces for the staff to implement meaningful changes in instructional practice that will positively impact the students and staff.

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

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

   Response: ███

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

   Response: ███

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

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

   Response: ████████████████████

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

   Response: ██████

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

   Response:

   ██

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:
This school has already been given supports that include flexibility in calendar planning, class and activity scheduling, support staff decisions, and teacher incentive opportunities. Moving forward, the following specific flexibilities will be provided:

1. **Calendar and Scheduling Flexibility:**
   - This school will have flexibility to include a quarterly extended planning time to focus on curriculum planning and individual student successes.
   - The schedule will also be flexible to build in career coaching for teachers, additional credit opportunities, and social emotional learning.
   - The school will be allowed to schedule regular field trips to businesses, universities, and community colleges.
2. **Support Staff Flexibility:**

- Family advocate will have flexibility to implement positive action such as home visits and parent-teacher events.
- Administration will have freedom to meet weekly with the IPG coach and family advocate to assess each student's progress individually.

3. **Incentive Flexibility:**
- The school will have flexibility to create a bonus structure for the staff and Principal.

All these flexibilities are strategically and specifically designed to enhance the Principal's ability to lead the school in successfully implementing improvement.

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

Response:
We would like to utilize a portion of the IPG funds to make physical updates to the current facilities that will enable the staff to better meet the goals of improved instruction, culture and climate, and systems for continuous improvement. From our assessment, the school does not have any immediate needs for additional human capital. Currently, the school's classrooms are not conducive for the hands-on interactive learning that we hope to achieve in creating an effective individualized and blended learning system. The desks within the classrooms are too large for the space, and their age and disrepair do not convey the professional aesthetic we are aiming for. We hope to purchase flexible seating and workstations that can be arranged to support a variety of instructional grouping and methods during lessons. This will make it easier for teachers and students to engage in more collaborative discussions and to have flexibility in how they use their individual classroom space.

The school also lacks a common large-group meeting place for staff and students. There is currently no space that is conducive for staff meetings, professional learning, or collaboration meetings. Classroom teachers have no space large enough to convene cross-curricular classes or to go to engage in more hands-on learning. The school has invested in STEM resources within the past year; however, the teacher is unable to fully utilize them because of the size and makeup of the classroom. The school currently has a larger multi-purpose room within the center of the building that could serve as a collaborative learning space and STEM Makerspace for staff and students. Currently, this room is dark and lacks the functionality to make it fully usable. However, with additional funding the school can improve the physical space by investing in proper lighting, tables, and chairs. Further, the school can purchase curricular resources to complement the space, along with implementation management, a business advisory board, and coaching to bring the physical space to life. The space would then serve as a professional setting for staff to work and plan together. It would also serve as a schoolwide learning center for teachers to use as needed. We envision that it would become a space for model lessons to occur, facilitated by instructional coaches or classroom teachers. This space would serve as the STEM Makerspace with ample room for hands-on learning. Essentially, this reformed space would serve as a hub for innovation and would open new possibilities for staff collaboration and professional learning, as well as provide a space for cross-curricular and hands on learning.

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:

Families were surveyed in Fall 2019 and asked to share what they believe are the school's greatest challenges. Overall, the needs identified by families aligned closely with the first two needs described in Section D:

1) **Instruction Through Personalized and Blended Learning**: When asked to identify challenges, respondents shared that the graduation rate, college preparedness, and the need to elevate teaching and learning as top priorities. This tells us that families can see the need, as we do, for improved instruction that genuinely meets students' unique academic and social-emotional needs and prepares them for success outside of school.
2) **Culture and Climate:** This school serves a truly unique group of students who were unable to be successful in a traditional setting. One survey respondent wrote "students treating [the school] as a regular school" as a primary challenge, which speaks to real room for growth in the school culture and how students see themselves in an academic setting.

Although the school was able to solicit some feedback from families, the unfortunate reality is that family engagement is a significant area of need, and there are not currently strong mechanisms for communication between the school and the families it serves. For that reason, we were unable to involve these essential stakeholders in selecting a partner as much as we would have liked to. However, we believe that the feedback we were able to solicit points directly at the partners we have chosen: Ed Direction and DRIVE. Ed Direction will be able to help us improve and individualize instruction to meet our unique student needs, and DRIVE has the capacity to transform our school culture and climate for the better. In addition, DRIVE has a family engagement program to help bring stakeholders on board with the new narrative and identity of the school, and we believe that will be essential in changing the way that families engage with the school.

(b) Response:

The school sent out a survey to the school's community partners to solicit their feedback on school improvement priorities and the focus of the IPG partnership. We took this input into consideration when identifying the school needs and subsequently selecting partners that would address these needs.

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

Response:

All school staff were involved in the decision-making process as we selected partners for the IPG grant. The school is small, with a staff of less than 15 including support and leadership staff. This enables everyone to have a voice in important decisions. The School Improvement Team and the Curriculum Instructional Effectiveness Team, which collectively represent all staff at the school, were most instrumental in selecting Ed Direction and DRIVE. Both teams reviewed relevant materials from all of the pre-vetted partners, and they were energized by the prospect of selecting two partners with different but complementary services. School staff are keenly aware of the instructional, cultural, and structural challenges at the school, and they are eager to partner with Ed Direction and DRIVE over the next three years to fully transform the learning environment.

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:
We have taken measures, at both the school and district level, to explore the quality, experience, and expertise of the vetted external partners. We reviewed the information available on each of the potential partners provided by the NCDPI. After narrowing our list to the most relevant partners based on their experience successfully addressing similar needs, we contacted them for additional information and explored the services they offered. As we screened partners, we took into account: (1) their experience working with other low-performing schools, (2) how their services would align with our goals, and (3) their ability to provide effective professional learning and coaching to both school leaders and teachers. We then, surveyed and sought feedback from key stakeholders including teachers, parents, and community members. Our interaction with both Ed Direction and DRIVE was positive. Both potential partners were direct and provided clear evidence of their level of experience. They each committed to working with one another and with us and the school to achieve the desired results. We received confirmation that all of the coaches at both DRIVE and Ed Direction have had first-hand experience in the classroom and have extensive experience partnering with highly impacted and low-performing schools.

Reviewing Evidence of Past Success
Both Ed Direction and DRIVE have substantial experience improving student outcomes in schools and districts across the country. We reviewed case studies provided by each to understand the impact of their past partnerships. We discussed how their past partnerships are relevant to the unique needs of a highly impacted alternative school and how they have supported implementation of personalized and blended learning models.

Exploring Each Partner's Interventions to Understand How They Align to School Needs
In addition to looking at both partner's results we also looked at the types of interventions they provide. We found that both Ed Direction and DRIVE have a strong focus on evidence-based strategies and improvement science, a problem-solving data-driven approach centered on continuous inquiry and learning. We needed confirmation that both partners will guide our school and teacher leaders to implement strategies that are based on research and science. As we met with each partner, the following strategies stood out to us as being relevant to the needs of our staff and students:

1) *Improved Climate and Culture through Brain-Based Research on Motivation:* DRIVE's approach to improving school climate and culture is based on Perceptual Control Theory (Powers, 2008). This theory helps describe the fundamentals of human motivation. It states that all behavior is purposeful. The purpose is to reduce the error between our reference of what we want to have happen and our perception of what is actually happening. It is a proven scientific theory that explains that human beings are motivated internally based on their individual experiences. Helping staff and students understand this theory gives them a fresh lens for understanding behavior and opens a whole new set of opportunities for navigating negative behaviors that are prevalent in our alternative setting. DRIVE's coaches seek to empower educators with knowledge and understanding of the theory and psychology behind intrinsic motivation. Through professional learning and coaching they help educators understand the key components of intrinsic motivation and how to apply these with their students. This also includes developing an understanding William Glasser's key intrinsic motivators: belonging, safety, power, freedom, and fun and how these motivators are relevant in the structural and pedagogical design of a school. Rather than focusing primarily on coercive strategies for "fixing" student behavior, the DRIVE team seeks to shift adult mindsets and beliefs through a proactive approach. DRIVE's *Power of Our* framework combines theory and practical classroom applications which result in real changes to the beliefs and practices of our educators.

2) *Evidence-Based Instructional Strategies:* The Ed Direction team identifies evidence-based strategies with clear effect sizes that make it easy to compare which strategies will have the highest impact on student learning. Their coaches have experience supporting schools in selecting and implementing strategies that will align best with the instructional needs of students and staff. Their team has a deep understanding of many evidence-based strategies and does not promote or depend on one set

curriculum or instructional program. This customized approach will allow the school team to select strategies that will support an effective personalized and blended learning model with the resources already in place at the school.

3) Improved Structures and Systems Through Rapid Improvement Cycles: One of the goals of the partnership is to improve the systems and structures for improvement currently in place at the school, especially collaborative structures. One way that Ed Direction helps build effective data-driven systems and structures is through Rapid Improvement Cycles. This framework is built on the concept of continuous improvement and improvement science research. It serves as a framework for data-based decision making and teacher collaboration. Once educators understand the process of the Rapid Improvement Cycle it becomes a shared framework to solve complex problems and address challenges across the school system. The school team hopes to use the Rapid Improvement Cycle Framework to improve its current structures for collaboration and improvement including the school improvement planning process, practices of the School Improvement Team and Professional Learning Communities, and its process for instructional support.

Ensuring Effective Coaching and Professional Learning
In order to make rapid improvement and to address the challenges facing the school, we recognize that all staff, including the IPG coach, leaders, and teachers, need external support with professional learning and coaching. Both Ed Direction and DRIVE have extensive experience providing professional learning and coaching that is tailored to the needs of their partners. This customized approach to professional learning and coaching is especially important because of the unique needs of an alternative school. A one-sized fits all model simply will not work because of the unique challenges staff face as they support students who have not been successful in traditional settings. Ed Direction's professional learning model leverages research on adult learning to ensure that educators receive the right balance of new content and information, opportunities to see new strategies in action, and time to practice and apply new strategies before they reach the classroom. This, in combination with their Collaborative Coaching model, which uses a collaborative, partnership approach to coaching and improving practice, will provide the support the staff needs to not only learn about, but also consistently implement new practices successfully for the long term.

(b) Response:
We used case studies and contacted references to ensure the quality of the external partners. The following section provides a brief overview of some of the most relevant case studies that we explored to ensure quality.

DRIVE – South Asheboro Middle School Case Study
Case Study & Results: DRIVE supported South Asheboro Middle School (Asheboro, NC) with a focus on shifting their culture away from compliance and control into full engagement and empowerment of students and staff. After building strong collegial relationships in year one, both DRIVE and the school team realized that there were major achievement gaps between white and black subgroups. The DRIVE team supported the school in a thorough analysis of schoolwide data. From this analysis, they found that there were also overwhelmingly disproportionate discipline rates between white and black subgroups. Black students made up 18% of the overall student population but 60% of the total office referrals. A comprehensive support initiative was designed to transform the discipline framework at the school to attempt to problem solve for this discrepancy and impact the overall achievement of all subgroups. Results of these comprehensive interventions are summarized below.

CATEGORY	2012-2013 SY	2014-2015 SY	CHANGE
Math 1 Percent Proficient	43	88	101% increase
Science Percent Proficient	39	70	97.6% increase
Math Composite	23	47	103.9% increase
Reading Composite	37	56	73.7% increase

Reading Growth Index	-1.9 (Not Met)	3.2 (Exceeded)	n/a
Math Growth Index	-5.8 (Not Met)	2.9 (Exceeded)	n/a
Discipline Incidents	762	136	400.8% decrease
Risk Ratio for Black Students	3.2	1.8	87.7% decrease

Connection of Case Study to School's Goals: DRIVE's work with South Asheboro Middle School (Asheboro, NC) seemed particularly relevant to our goals to improve culture and climate, decrease suspensions and discipline referrals, and refine the schoolwide discipline and classroom management processes. The school and district were impressed by the drastic decrease in discipline referrals and how this also translated to improved student outcomes in all areas.

ED Direction – Support with Turnaround and Comprehensive Support and Improvement Schools

Utah School Turnaround: Ed Direction's team served as turnaround experts for 15 out of 25 schools in the first cohort of Utah's School Turnaround program. These schools represented the bottom 3% of schools in Utah and ranged from large urban public schools to small rural Native American high schools. With a customized approach to school transformation, Ed Direction's partners experienced significant increases in proficiency, over and above the average change in proficiency across the state. The graph to the right showcases the percent change in proficiency of Ed Direction's Turnaround partners, compared to the average percent change statewide. Additionally, out of these 15 schools, nearly 75% grew at least one letter grade and exited Turnaround status, while the majority of the remaining schools qualified for an extension in the Turnaround project due to measurable growth.

Percent Change in Proficiency
2014-15 to 2017-18

Utah State Average: ELA 2%, Math 3%
Turnaround Schools Partnering with Ed Direction: ELA 42%, Math 34%

■ ELA ■ Math
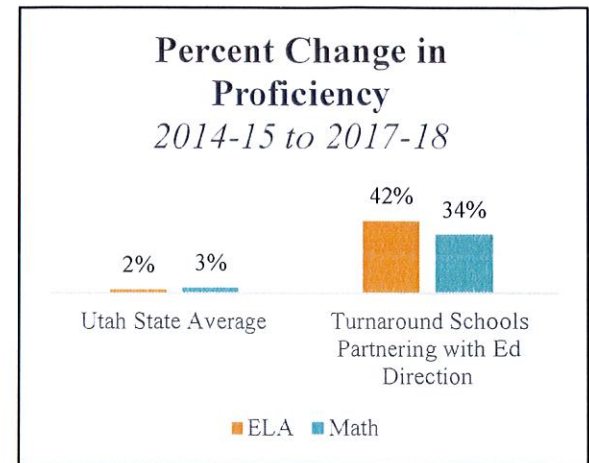
From 2015-2017, Ed Direction partnered with Mana Academy, a K-8 school whose student body is 81% economically disadvantaged. During this time, they supported the middle school to implement a personalized learning curriculum. Overall, the school increased in average proficiency from 6% to 27% in math, 2% to 21% in ELA, and 1% to 17% in science.

Connection of Case Studies to School's Goals: Ed Direction has experience partnering with some of the lowest performing schools across the country and has demonstrated that they are able to help them succeed. The Ed Direction team is currently working with schools identified for school turnaround (bottom 3%) and Comprehensive Support and Improvement (bottom 5%) in multiple states. The school and district found it compelling that despite the varied contexts and needs of these different state, district, and school partners, Ed Direction's model resulted overwhelmingly in improved student learning. Knowing the many challenges staff and students at the school, we were eager to find a partner who understands the complex nature of school transformation and has the ability and experience to support changes within the school system and improved student learning in suburban-rural settings similar to our community.

(c) Response:

We plan to use multiple measures to review the impact and the success of both our work and the work of our selected partners. Ultimately the success of improvement efforts, including the impact of our external partners, will be determined by student achievement on statewide assessments. This will be reviewed annually with the school, external partners, and the district. In addition to these annual reviews of academic performance, the School Improvement Team will review various data points directly tied to implementation with both partners during 90-day Reflections and School Improvement Team meetings. The Principal, IPG

coach, and external partners will also review relevant data every other week and make updates within the NCStar system. This will ensure that both the school and external partners are measuring progress of improvement goals along the way, can reflect on the impact of interventions, troubleshoot challenges to implementation, and make any needed adjustments to the partnership. The following table showcases some of the data points the district and school intend to collect to measure growth and progress. We will also use these same measures to hold our partners accountable and ensure that interventions are making the desired impact on educator practice and student learning.

IPG Grant Area of Focus	Measures Used to Review Progress Toward Goals and Performance of External Partner
Improve Instruction • Improve personalized and blended learning model • Increase teacher clarity and student ownership of learning • Increase student engagement and instructional rigor	• Student achievement data including but not limited to schoolwide benchmarks in data log and state assessment data • Review of artifacts including but not limited to classroom walkthroughs, lesson plan review, classroom observations • Student engagement data collected by Ed Direction partners using validated student engagement observation tool • Attendance data
Improve School Culture and Climate • Decrease student suspensions • Decrease disruptive behavior • Improve climate and culture as measured by surveys and external assessment	• Data collected on student suspensions • Attendance data • Data on office referrals • Surveys administered to measure stakeholder, including student, input on climate and culture • External climate and culture root cause hypothesis process to identify underlying details of current needs administered by DRIVE
Refine Systems and Structures • Establish more effective collaborative meetings • Improve data use to drive instructional and school improvement • More consistent reflection and use of School Improvement Plan on the NCStar Platform	• Observation data collected from School Improvement Team and PLC meetings related to effective meeting practices • Self-assessments related to effective meeting practices • Artifacts to demonstrate consistent reflection and use of school improvement plan to align coaching, professional learning, and staff and student support with school improvement priorities • Achievement of schoolwide goals as outlined in the School Improvement Plan on NCStar

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:
The school and district have engaged in a preliminary process to create a high-level plan for improvement if awarded the IPG. The district and school reviewed available data. This included considering past needs assessments, analyzing data from state assessments, and gathering information from key stakeholders including teachers, parents, and community members. This data-gathering phase helped us and the school identify the areas of focus outlined in the Needs Assessment Section D (a) of this application: namely improved instruction, improved culture and climate, and refined systems and structures for improvement (including collaborative structures). Using these areas of focus, we drafted a high-level plan that outlines our primary objectives for each year of the grant program. The plan includes both primary and secondary emphases for each year. Primary emphases will be explicitly introduced through professional learning and

reinforced through coaching. Secondary emphases will be maintained and monitored but will not receive as much explicit attention. It should be noted that for the purposes of this initial plan we have assumed a continued partnership with both partners over the grant period. We hope to continue our partnerships over the three years to ensure continuity of services and deep implementation of new practices. However, we understand that it is our right to review and select new partners based on impact of current partners and fit. We intend to do so each year and will adjust as needed based on partner performance.

Year 1: Build the Foundation

	Priority & Rationale	Key Actions
Primary Emphasis	**Create a Culture and Climate for Learning**	• Professional learning and coaching on DRIVE's Power of Our principles (Power of Our is DRIVE's comprehensive professional learning and coaching program to improve climate and culture) • Create a schoolwide framework for discipline processes that embed the Power of Our principles; decrease negative student behaviors and suspensions • Develop a more cohesive staff culture • Build the collective efficacy, the staff's shared belief that through their collective action, they can positively influence student outcomes of staff (Donahoo, 2016)
	Refine Systems and Structures for Improvement	• Refine the school's improvement planning process • Professional learning and coaching for PLC's; professional learning and coaching on effective data use, meeting practices, etc. • Strategic coaching for the school leader to help them establish effective systems and structures for school improvement • Build the capacity of the IPG coach through individualized professional learning and coaching • Develop and deliver an instructional coaching program (led by the IPG coach)
Secondary Emphasis	**Build an Instructional Foundation**	• Update the furniture and setting of classrooms as well as retrofit the STEM Makerspace to enable more effective instruction • Ensure effective standards-based planning practices and use of Teacher Clarity (Hattie, 2012) • Explore various models for personalized and blended learning • Build and deliver a plan for the instructional program that emphasizes personalized/blended learning, increased rigor, and student ownership to implement in Year's 2 and 3 • Based on school progress/need, begin implementing strategies to increase rigor in instruction

Year 2: Transform Instructional Practice

|	Priority & Rationale	Key Actions
Primary Emphasis	**Instructional Transformation**	• Implement instructional program that emphasizes personalized/blended learning, increased rigor, and student ownership of learning • Professional learning and coaching to support implementation of instructional program
Secondary	**Continue Development of Positive Culture and Climate**	• Ensure implementation of strategies to improve climate and culture • Continue to monitor discipline processes; decrease negative student behavior and suspension rates • Continue to build positive relationships among staff

		• Continue to build collective efficacy of staff (Hattie, 2012)
	Continue Refinement of Systems and Structures for Improvement	• Practice effective school improvement planning processes • Develop practices of the School Improvement Team • Refine practices of PLCs through coaching and professional learning as needed • Strategic coaching for the school leader • Coaching and training for the IPG coach

Year 3: Sustainability
*Emphasis will be determined based on implementation progress from Year 2

Priority & Rationale	Key Actions
Instructional Transformation	• Coaching and professional learning to refine instructional program • Based on data and implementation during Year 2, add additional layers to personalized/blended learning program
Continue Development of Positive Culture and Climate	• Continued coaching and monitoring related to culture and climate • Ensure full implementation of Power of Our strategies among staff
Continue Refinement of Systems and Structures for Improvement	• School and teachers lead improvement planning process, with support from Ed Direction coaches • Continued coaching for PLCs and School Improvement Team

The plan outlined above is preliminary. Together with our partners, we plan to undergo the following planning process with the School Improvement Team each year in order to (1) build a comprehensive school improvement plan with clear actions, measures, owners, and timelines, and (2) build a process for continuous improvement of schoolwide goals.

(1) Root Cause Analysis ➔ **(2) Narrow Strategies to Address Root Causes** ➔ **(3) Develop Improvement Plans** ➔
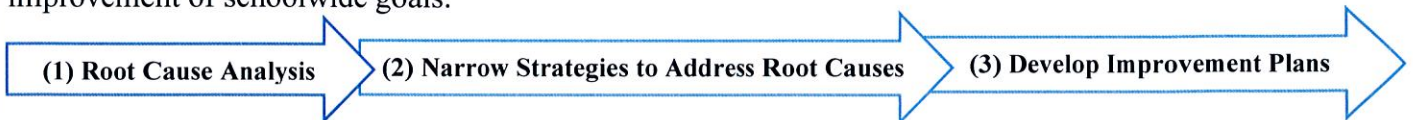
Root Cause Analysis: While we as a school and district have an idea of *what* we want to improve, we do not yet have a full understanding of why these areas of underperformance exist. Each year, our learning partners will facilitate a root cause analysis that will help the school understand why they currently are underperforming in these areas. This process begins with our external partners gathering and presenting a thorough analysis of data including teacher and leader interviews, focus groups with staff, students, parents, and other key stakeholders, as well as surveys. Additionally, their team will conduct classroom observations. This will provide the School Improvement Team will a detailed picture of the school's assets and challenges that fully reflect the beliefs and views of all stakeholders. Following this, the School Improvement Team will engage in a root cause analysis protocol, facilitated by Ed Direction, to analyze the data to identify the key problems of practice within the school and explore the root causes of each of the problems. This will help the team select the right evidence-based strategies to target the root causes and address the problems of practice.

Narrow Strategies 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.

Develop Improvement Plans: With support from Ed Direction and DRIVE, the School Improvement Team will then create improvement plans that bring the selected strategies to life. They will own and author an overall school improvement plan that will outline how they will address priorities over a longer term, such as an entire school year. We will use the NCStar system and process to create this plan. The team will also create implementation plans every 90-days. The 90-day Implementation Plans will help the School Improvement Team break down the school improvement plan into manageable chunks that will define measurable goals,

owners, deadlines, measures, and planned supports. Using Ed Direction's Rapid Improvement Cycle Framework as a guide, the more frequent timelines will allow us to implement small steps towards our overall goal quickly, reflect regularly on progress and impact, and adjust 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 district has taken action to ensure it has, and will continue to have, the capacity to support the school as it fully implements improvement and intervention strategies. The school has already been given specific flexibilities in an effort to remove any roadblocks to improvement and will continue to be given opportunities not afforded to other schools in the district.

The district has worked closely with the school to prepare this IPG application, thoroughly analyzing and evaluating the school's needs in order to help create the most compelling argument possible for this grant opportunity. To ensure readiness before the first day of implementation, a district advocate will organize an in-person meeting with the school and selected IPG partners in the summer of 2020. The purpose of the meeting will be to align objectives and strategy so that all school improvement interventions can be implemented efficiently and effectively starting day one.

Prior to the 2020-21 school year, the district will create a small District Transformation Team (in line with Ed Direction's support model) to continually support the school and partners as we work together to improve the school climate and overall student achievement. This will include being a thought partner to assist in addressing ongoing challenges and obstacles and providing support for the ongoing staff and faculty professional learning and development. These team members will participate in quarterly data reviews with the School Improvement Team and external partners. During these meetings, the district can align supports based on identified needs that arise during the IPG partnership.

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:**
Alignment of all resources and funding is essential to creating a robust and unified approach to creating meaningful and lasting change. The district is taking action and will continue to take action to align all available resources to support the selected interventions. The NCStar platform will be used to host and outline this alignment planning and strategy. The following funding sources have been utilized to align support the needs identified for this grant. These sources will continue throughout the grant period.
   1) **Title 1**: Title I funds are very important for this school. These funds have been used to purchase additional instructional supplies and materials, provide professional development, purchase computer software, and allow for parental & family engagement activities, and will be use during this grant to continue to supplement instructional needs.

2) **CSI:** CSI funds have been used to provide another teaching position at the school thus enabling further reduced class sizes and personalized instruction.

3) **Title IV:** With these funds, the school provided the high school students with structures for extended learning opportunities and personalized support. The school would like to use upcoming Title IV funds to expand the current CTE support at the school. For example, this past school year, the school was provided the opportunity to participate in the county's Manufacturing Day. This was a tremendous experience to explore careers. The school would like to use Title IV funds to expand these experiences for students at the school. Students are able to become well rounded as they participate in more field trips and expand their professional and career exploration portfolio. This will align with and support the personalized learning instructional model that will be expanded during the grant.

4) **Local District Funds:** All other funding (including local, State at-risk (069), and federal funding), is also essential to our school and will be expended towards meeting the needs of all students' success in the alternative environment. School districts within North Carolina are not required to have alternative schools. Many districts across the state do not have traditional, brick and mortar alternative settings, but instead provide an online educational program for their students who need alternative placement. As a district, we feel that it is vitally important that our most highly impacted and vulnerable students have a home and are supported by caring staff. Nearly every dollar spent on the school is deficit spending for our district. The enrollment is so low at the school that the district does not "earn" enough state teacher allotments, so every teacher is paid out of local funding. The school counselor, custodian, bus drivers, and digital learning specialists are all paid out of local funding. Funding for the school is arguably the greatest financially disproportionate support our district expends; however, we do so because we believe that the alternative setting will best serve student needs. We believe that the impact of additional professional development being offered by Drive and Ed Direction through the IPG should be realized at a much quicker pace due to the nature of the small staff and their willingness to learn.

5) **Other:** In addition, the district has helped to establish 1:1 device ratio for all staff and students. Use and utilization of these devices will be aligned to DRIVE and ED Direction intervention guidelines and boundaries to ensure that device use is complementary to the intervention strategies.

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 understand the importance of engaging families, especially in an alternative setting. Educational research has found that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education (Mapp, 2002). However, we recognize that there are significant barriers to meaningfully engaging families within an alternative setting. This can include anything from parental resources (i.e. transportation, time, etc.), negative beliefs or feelings about schooling held by the families, or parents feeling unsure of how to support students as they enter middle and high school. For this reason, we hope to explore a variety of options and learn from our partners how to best engage with families. We will begin by reviewing the root cause analysis administered by our external

partners at the beginning of the partnership. This process will include surveys and focus groups with family members to help us better understand how they would like to engage with the school. The DRIVE team has also successfully implemented strategies to integrate families, helping them to understand their role in the school community and meaningfully engage in the new school culture. We will seek support from them to incorporate these methods into our plans for improvement. This will likely include family workshops that provide tangible tools for parents to apply best practices from DRIVE's Power of Our training to help families strengthen their relationships with their students.

The school also intends to create a new School Community Council, led by a staff member who will serve as the parent liaison and engagement lead. The council will bring together parents and community members to review progress and provide input toward the school improvement goals. We intend for the Council to meet at least quarterly. We recognize that one challenge the school will likely face is finding ways to encourage and empower family and community members to participate on the council. The parent liaison will communicate regularly with families and share information with them about improvement initiatives at the school. Parents and community members will be recruited at school events such as back to school events, parent teacher conferences, and other family nights. In addition, because of the small size of the school, family members will be invited personally to attend meetings and will receive either a home visit or phone call inviting them to participate in the council.

(b) Response:

The community is vested in the success of every student in the school. The district and school work closely with the NAACP, County Commissioners, local churches, and businesses to support our schools across the district, including the alternative campus. The Principal's mentor is a principal at the local elementary school. This mentor has provided the Principal with contact to strong community organizations in the local community, which support the school in whatever capacity they request. While we have a solid foundation of community partners, we hope to leverage the expertise of our external partners to understand how to better leverage and expand our community partnerships, specifically to provide more support with student's career goals and CTE extension opportunities. The root cause analysis, facilitated at the beginning of the partnership, will provide valuable information to help the school better understand how they can engage community members more fully in school improvement.

As stated in the previous section, as a part of the IPG partnership the school will create a School Community Council. The school intends to invite community organizations that currently play a large role in supporting the students at the school to participate in this process. This will include representatives from local hospitals and mental health organizations, as well as other community organizations across the county that provide support to the students and families. The school will invite current community partners and also search for additional partners who may be interested in serving on the council. Additionally, the School Community Council will provide input, feedback, and support with implementation throughout the school improvement process, and the school's designated Family and Community liaison will work with school and teacher leaders to find and recruit key community members to serve on the council.

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:

One of the primary reasons that the district is applying for the IPG is to receive the support and coaching needed to build and develop sustainable systems and structures for our alternative school. The 2019 NCDPI

Needs Assessment indicated many areas in which implementation was a challenge. The reviewer cited several examples of how practices had been communicated and yet these were not evident in all classrooms. We recognize that implementation of effective strategies will be the primary challenge in helping the school achieve its ambitious goals. In education today, we have ample access to effective ideas and strategies, but putting these into practice within an organization is challenging due to lack of experience and many competing priorities. Beliefs and mindsets must be changed, capacity must be built among school staff, and systems must be put in place to troubleshoot and adjust based on the unique circumstances of the school (Zullig, Koopman, Patton & Ubbes, 2009; Dweck, 2006).

Knowing that implementation is 90% of the work of school transformation, we selected both Ed Direction and DRIVE as improvement partners because of their demonstrated experience in developing the systems, structures, beliefs, and mindsets necessary to support effective implementation. These partners understand not only *what* practices will make a difference; they also pay careful attention to *how* schools are implementing these practices. The Ed Direction team are experts at applying the principles of improvement science to school systems and they have experience doing this work in some of the nation's most challenging contexts, while DRIVE's team members support staff in developing the mindsets and culture necessary for change.

Together with our partners, the school will use the following systems, structures, and mechanisms to implement research-based school improvement strategies, including strategies in the identified target areas of instruction and culture and climate. The following implementation supports and structures will be described in greater detail in the section below:

- Rapid Improvement Cycles
- Collaborative Systems and Support
- Collaborative Coaching
- Culture and Climate

Rapid Improvement Cycles

In our conversations with the Ed Direction team, we were impressed by their framework for continuous improvement, the Rapid Improvement Cycle. Based upon the principles of improvement science, this simple, yet powerful, framework explains how teams will use data to plan, implement, and monitor any school improvement priority. It makes it easy for educators to understand the steps they must take to implement change over time, whether it be for school improvement priorities or for addressing learning gaps for individual students. The figure to the right illustrates the Rapid Improvement Cycle process, which is broken into three key phases: Prepare, Impact, and Grow.

Rapid Improvement Cycle
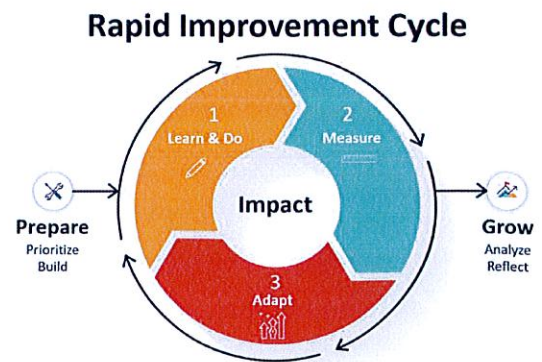
Ed Direction will coach our leaders and teachers on how to use this framework as a guide for effective data-driven implementation and improvement both individually and collectively at every level of the school system, including:

- School improvement planning
- Using data in collaborative meetings
- Driving improvement through instructional coaching
- Instructional planning for individual teachers

The table below describes each of these phases and gives examples of some of the actions school staff will take as they implement school improvement priorities.

Prepare	Impact	Grow
Educators prepare for implementation. First, they explore the needs of their school/students and narrow their focus to a few key priorities to address that will lead to improvement. Then, they build a plan for implementation of the identified priorities	Educators implement their plan by learning about new strategies and practices, trying the new strategies and practices with feedback and support, and then measuring the impact of the new strategies. As they gather and analyze data, they determine how they need to adapt implementation to provide additional supports and more targeted training. Teams repeat the cycle continuously until practices are implemented.	After repeating the impact cycle to achieve the desired level of implementation, teams will meet together to reflect on what they learned throughout the process of implementation. They apply this new learning to the next cycle and for future improvement strategies.

Collaborative Systems and Supports

Collaboration plays an important role in implementing any improvement priority. We know that effective school turnaround cannot be accomplished by leaders or teachers working in isolation. Implementation of school improvement priorities must leverage and develop all stakeholders in order for system-wide improvement to occur. We plan to use Ed Direction's model for collaborative structures and systems, which has been successfully implemented in dozens of schools and districts across the country. This model is built upon three sustainable and inclusive levels of support and collaboration:

1) **A District Transformation Team** that provides system support beyond the school-based team
2) **A School Improvement Team** of school-based leaders, including the Principal and teacher leaders who represent each of the grade-level or content area team of the school
3) **Professional Learning Communities** (PLCs) where every teacher in the building is included in ongoing collaborative inquiry to make important decisions about instruction

The implementation of these teams helps build structures for distributed leadership, which builds the capacity of all school staff, facilitates increased ownership in the improvement process, and overall helps build collective efficacy, a major driver of improved student outcomes (Hattie, 2012).

Collaborative Coaching

We understand that many school improvement efforts falter during implementation. Simply providing training on new practices will not ensure that they stick. Professional learning efforts that embed ongoing, in-class coaching result in much higher levels of implementation (Joyce& Showers, 2003). Through the IPG partnership, educators will have access to ample coaching support provided by both external partners and a full time IPG coach. We intend for the IPG coach to provide bi-weekly coaching to all teachers related to school improvement priorities. Our external partners will provide support to the IPG coach and may also work with individual teachers based on identified needs. In order to build capacity and support implementation of any new practice, at all levels of the school system, coaching will be provided for Principals, teachers, teacher teams, and the IPG coach, as described below:

1) *Principals* - Our Principal will regularly work the Ed Direction coach, who will serve as a facilitator and support throughout this project. During these coaching sessions, the Principal will be supplied with the resources and training on evidence-based leadership principles including: establishing goals and expectations, resourcing strategically, ensuring quality teaching, leading teacher learning and development, and ensuring a safe and orderly environment (Robinson, 2011).
2) *Teachers* – The IPG coach and our school's teachers will consistently work together to analyze and set goals related to classroom student data and school improvement strategies.
3) *Teaching Teams* – Both the School Improvement Team and PLCs will receive coaching to refine the meeting practices so that they can maximize their collaborative time and impact. Coaches will support

teams to become more data-driven, engaged and efficient, and committed to actions that will impact student learning.

4) *IPG Coach* – The IPG coach will engage in coaching cycles with Ed Direction coaches related to their coaching practice. Coaching is a skill, and just as any other skill, can be developed through ongoing training, feedback, and practice. Ed Direction will support the IPG coach to understand and apply effective coaching methods, thus building the capacity of a coach who will remain at the school to support with implementation after the project ends.

Culture and Climate

An important part of the improvement process will be developing the mindsets and beliefs among staff necessary to promote change. Without a culture shift, beliefs can serve as a barrier for effective implementation. The school plans to take a proactive approach to building their culture and to build collective efficacy (Hattie, 2012). We will collaborate with external partners, particularly DRIVE, to develop tangible steps and strategies to improve our school climate, centered around the following in order to foster the mindset necessary for successful implementation:

Building Identify *Individual, Classroom, School*	Institute daily habits, routines, and traditions that affirm the value of the individual, the shared bond within the classroom, and the collective identity of the institution.
Fostering Trust *Teacher to Student, Student to Student, and Teacher to Teacher*	Build and maintain trust through transparent communication, clear expectations, and shared responsibility. Saturate daily rhythms with practices that are proven to help strengthen trust.
Empowering Ability *Academic and Emotional*	Provide tools and mechanisms to practice social and emotional learning. Stoke internal motivation for relational success and academic potential with affirming words, challenging exercises, and exploration of potential.

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:

Since this grant is being given on a year-to-year basis, the district is eager and ready to provide monitoring and support to ensure implementation fidelity, understanding that this will be necessary for grant renewal and the full realization of the school's improvement plan. This oversite will come in the form of accountability to the explicit goals laid out by the school, and regular communication with school leadership, the full-time IPG coach, and both IPG partners.

School Improvement Plans and 90 Day Plans

- At the project outset, school leadership, in collaboration with Ed Direction, will facilitate a root cause analysis, which will be used to craft a comprehensive school improvement plan, outlining the school's goals and how those goals will be measured. This plan will be then be incrementally tackled through 90-Day plans that include specific goals that can be measured through student performance data and qualitative implementation data. All plans and goals will be housed within the NCStar system so that members of the District Transformation Team can track progress and easily access the school's plans.

Bi-Weekly Updates and Quarterly Reports:

- Partners will submit bi-weekly updates to district leadership, reporting progress updates and accomplishments. Updates will also be housed in the NCStar system. At the end of each quarter (after

the completion of a 90-Day Plan cycle), school leadership and Ed Direction will submit a detailed progress report. The report will include progress made, next steps, and adjustments for the next 90-Day Plan.

(b) Response:

District support will be determined by the District Transformation Team, a team formed to monitor the implementation and effectiveness of partners' efforts. This team will review progress on a regular basis, using district influence when appropriate, to allocate resources, increase supports, broker political help, and reinforce the work done by the school-based staff. This team will also conduct quarterly site visits and provide quantitative and qualitative data reflecting what the school is doing well and what the school needs to improve. Ed Direction and DRIVE will work in tandem with the district to strengthen Professional Learning Communities, strategies to transform teaching and learning, and ensuring a culture of high expectations this aligns to the proposed interventions. Examples of this work could include co-coaching the School Improvement Team or PLCs, co-facilitating professional learning, or engaging in learning walkthroughs and observations. Over time, the responsibility to maintain the improvement efforts and initiatives will be gradually transferred from Ed Direction and DRIVE to the district, so that the district can help ensure the improvement practices will be sustained over time.

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:

The school will follow a clear cadence and process, year after year, for implementing their selected research-based strategies. The process of implementation and actions taken will follow the Rapid Improvement Cycle, in order to drive continuous improvement. Using this cycle improvement process will be arranged in three clear steps:

1) **Prepare:** The school will clearly articulate their goals and build a plan to implement.
2) **Impact:** School staff and leaders will implement the plan by learning about new practices, implementing them, receiving feedback, measuring impact, and adapting implementation based on what is learned throughout the process.
3) **Grow:** On a regular basis, school and teacher leaders will analyze data to examine their efforts and reflect on progress made to understand how they should adjust the improvement process moving forward.

Following this cycle, the timeline and actions taken for implementation will be cyclical and thus intentionally repetitive. Repetition of key actions will solidify the systems and structures put in place for improvement and will ensure that all stakeholders have plenty of practice, repetition, and feedback to fully and utilize the improvement process. Because each year's actions will follow a similar cadence, we have created a comprehensive table that outlines the actions the school will take in **all years** of the partnership. Following this table, we will describe how these actions will be adjusted in Years 2 and 3 to ensure that support follows a gradual release model which will allow the school to be set up for success and continued improvement after the partnership ends.

Activity	Timeline
Update Classroom and School Environment Order desks and make necessary updates to classrooms and the STEM Makerspace in preparation for the school year.	**Summer**

Activities Related to Professional Learning & Coaching	
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. 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 and needs identified throughout planning and implementation.	**August**
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, Year 1 trainings will focus on effective collaboration and leadership capabilities.	**August**
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 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.	**Weekly** (beginning in September)
Collaborative Coaching –School Leaders: Ed Direction will coach the Principal on evidence-based leadership practices and troubleshoot challenges to implementation.	**Twice Monthly** (beginning in August)
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.	**Quarterly** (and as needed)
Activities Related to School Improvement Planning, Implementation, and Progress Monitoring	
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. In Years 2 & 3 progress monitoring assessments will be conducted, using a similar but abbreviated process.	**August-September**
Creation of School Improvement Plan and 1st 90-day Plan (September-November): The School Improvement Team will meet to develop an overall School Improvement Plan that will prioritize goals for the duration of the IPG Partnership. Following this, the team will create a 90-day Implementation Plan that describes how the school will implement strategies during the first 90-days of the school year.	**September**
Implementation of 90-day Plan Priorities: • *Plan and Implement:* Through professional learning and coaching, staff will learn and implement new practices with the support of Ed Direction and DRIVE. • *Reflect on Implementation:* At the end of each quarter, the School Improvement Team will reflect on progress made towards the 90-day plan goals using NCStar. • *Create a New Plan:* Following the reflection, the School Improvement Team will identify priorities for the next 90-day plan and create a new plan.	**Quarterly**
Implementation of 1st 90-day Plan Priorities	**Sep. - Nov.**
Implementation of 2nd 90-day Plan Priorities	**Dec. – Feb.**

Implementation of 3rd 90-day Plan Priorities	March-May
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, supported by Ed Direction coaches.	**Twice Monthly** (beginning in August)
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.	**Monthly** (beginning in September)
School Community Council: The family and community liaison will begin convening a School Community Council comprised of family and community members in September of Year 1, and then on a quarterly basis, to provide input on the school's direction.	**Quarterly** (beginning in October)

We recognize that all partner contracts are year to year. We hope to continue with our external partners for the 3-year project to build upon the practices that will be implemented in Year 1 and foster continuity. Even with this desire, the district and school will perform a comprehensive review of partners in the winter or spring of Year 1 to assess impact and fit. From there we will determine if adjustments to partnerships need to be made. This process will be repeated in Years 2 and 3.

2021–2022 (Full Implementation Year):

4) Response:
Year 2 of the IPG partnership will include an intentionally similar cadence and be comprised of similar ongoing actions as in Year 1. 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 aspects of professional learning and own more of the school improvement planning process. In addition, the focus will shift from culture and climate to evidence-based instruction in Year 2. At the beginning of Year 2, any new staff members will receive training on all strategies and priorities implemented in Year 1. This will be followed with extensive coaching provided by the IPG coach to ensure rapid implementation of these new practices.

2022–2023 (Full Implementation Year):

5) Response:
Just as in Year 2, Year 3 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. The goal is year 3 is for staff to reach full fluency in the Rapid Improvement Cycle, as well as key evidence-based instructional strategies, so that they can continue to improve after the partnership is over. Just as in Year 2, Year 3 will begin with training for any new staff members = on all strategies and priorities implemented in Years 1 and 2. This will again be followed with extensive coaching provided by the IPG coach. 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:

At the end of the day, school improvement is only as good as its impact on student learning. We have set preliminary goals for both math and reading/language arts noted in the table below. Additional goals can be found in the data tables at the end of the application. These goals are ambitious, but if achieved would help bring the school closer in line with district and state averages. We will work with stakeholders to refine these goals upon award. The district will monitor progress toward academic achievement goals through a quarterly review of schoolwide goals conducted by the School Improvement Team and District Transformation Team, who will review and analyze data with the team, and provide support for continued implementation.

	Current Proficiency	Year 1 Goals	Year 2 Goals	Year 3 Goals
Reading/Language Arts				
Grades 3-8	16%	30%	40%	50%
English II (High School)	7%	20%	30%	40%
Mathematics				
Grades 3-8	19.4%	40%	50%	60%
NC Math I (High School)	<5%	20%	30%	40%

(b) Response:

Throughout the course of the partnership we will measure progress of other leading indicators as defined in the assurances section. These goals are essential in considering the whole student and their entire learning experience. All of these indicators ultimately tie to student learning and help us understand why achievement is or is not improving. Just as with our student achievement goals, the school will involve relevant stakeholders in a goal setting process; the table below shows preliminary goals. In addition to measuring these indicators, the school will be gathering ongoing implementation data throughout the improvement process and will be analyzing this data at each School Improvement Team meeting. Implementation data will provide an on the ground view of what new practices look like and how they are being implemented schoolwide. For example, this may include classroom walkthrough data tied to the implementation of new discipline procedures or reviewing teachers' lesson plans for key instructional components.

	Current State	Year 1 Goal	Year 2 Goal	Year 3 Goal
Dropout Rate	11	8	5	3
Student Attendance	Avg Daily Attendance 87%*	88.9%	91%	93%

MS Suspensions (In School)	65	55	48	40
MS Suspensions (Out of School)	30	25	20	15
HS Suspensions (In School)	192	173	150	120
HS Suspensions (Out of School)	51	45	35	25
Certified Staff Attendance	89%	93%	94%	95%

* This includes the attendance of students attending alternative learning and therapy i.e. Day Treatment, Homebound, Structured Day.

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:
One of the main goals in applying for the IPG is to build and develop structures at the school that will enable continuous improvement and sustained implementation of key practices. We know that without deliberate planning and support during the partnership, improvements often die out as support decreases. We believe the IPG will serve as a catalyst for rapid improvement that will help the school become a model for exemplary education in an alternative setting. One of the reasons we selected our external partners is that they are committed to ensuring sustained improvement after the partnership ends, and have tools, resources, and strategies embedded within their support systems to build capacity at all levels of the system. We have chosen to invest the IPG funds with partners who can build sustainable structures for continued improvements, rather than a pre-packaged program that would have to be subscribed to and/or funded to sustain growth.

Gradual Transition of Responsibility: Building Sustainability Through Coaching and Feedback
Ed Direction's support plan includes a focus on gradually transitioning responsibility of the school improvement process over the course of the three-year partnership. Their work focuses on building capacity among district, school, and teacher leaders. As they work to build capacity among key stakeholders, Ed Direction coaches will provide feedback and support to help teams as they become increasingly fluent in implementation. Our partners will use a "train-the-trainer" model with district and school leaders, the IPG coach, and teacher leaders within the building. This builds capacity at all levels of the school system. In year one of the partnership Ed Direction and DRIVE will likely lead out in much of professional learning and coaching, whereas in years two and three of the partnership, they will gradually provide support for stakeholders within the school to take the lead with support and feedback. This will ensure that school and teacher leaders are set up for success with supporting new teachers and staff that will be brought throughout, and after, the project.

Continued District Support
The district is committed to the ongoing success of the school. Funding and support that were previously allotted to the school will continue, including the use of local funds to support small class sized and the individualized instructional programming. Over the course of the partnership, capacity will be built among members of the District Transformation Team, with support from Ed Direction. The school and district will develop processes for collaboration and ongoing support, such as the 90-day review meetings. These

processes will be sustained after the partnership so that the district can support with ongoing improvement efforts. The continuation of the district team will ensue that lessons learned throughout over the course of the IPG can be applied to sustained efforts at the school, and also applied at other schools throughout the district.

We recognize that the IPG coach role will be funded entirely through the grant and funding will end after the three-year period. While we do not have a clear plan for continued funding of this role, as a district we will do all we can to incorporate as much continued support as possible for the school. We will monitor the needs of the school and if key practices and sustainable systems and processes are accomplished during the three year duration of the grant the coach's role will either be dissolved or reduced. However, if additional needs exist for sustainability, we will work with the school to identify and allocate funding sources to pay for this support.

Structures to Support Continued Improvement
Another way that the school will ensure sustained reform over time is by building structures that will support continued improvement across the school system. Over the course of the grant, capacity will be built among collaborative teams to propel continued improvement at the school and classroom level. As described in Section G-II, the Rapid Improvement Cycle serves as a framework for continuous improvement. Ed Direction will provide tools and structures that will help school teams understand and use the Rapid Improvement Cycle process to drive meaningful change. These tools may include discussion or data-analysis protocols, self-monitoring tools, resources to streamline coaching and meeting processes, and more, which can and will be used long after the partnership is over. The Rapid Improvement Cycle will serve as a framework for the process that each team will go through, over and over, throughout the partnership. With repetition, continued coaching and feedback, and monitoring of growth the process of continuous improvement will become embedded in every-day practice and will build the capacity of all educators within the school system.

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

Maximum point value for this section is 8.

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

Note: An Entity's budget may not exceed:

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

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

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

Example: Entity Response for (3.0) Years

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

SCHOOL (PROPOSED) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
$500,000	$499,940	$497,515	$1,497,455

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		
Item / Service	**Justification**	**Amount**
IPG Coach	• Full-time salary and benefits (12 months)	$ 87,000
Staff Performance to Mastery Incentive	• Stipend based on internal performance and implementation rubric, Conference Presentation travel and registration cost, stipends for district leadership opportunities to build staff efficacy and engagement.	$ 35,000
Upfitting of STEM Makerspace	• Lab equipment, other curricular materials, improvements to physical space, and professional learning for staff and establishment of community/business advisory board to support learning shifts.	$ 79,000
Flexible seating and other Problem Based Learning materials	• Classroom materials and supplies to integrate and support instructional shifts to Problem Based and Cross-curricular learning.	$ 10,000
DRIVE Services (in collaboration with District Strategic Goals and Initiatives)		
Strategic Planning	• Comprehensive Climate Appraisal including Federally Accredited SCAI from Alliance for Study of School Climate	$12,800
Professional Learning	• Full Staff Professional Learning Sessions • School Improvement Team Professional Learning Sessions • Customized Professional Learning Modules • Family Education Initiative focused on establishing clear roles in supporting student growth. • Student DRIVER Leadership Development	$70,000
Coaching	• Principal Coaching Sessions focused on transformative leadership and critical conversations. • Leadership Team Coaching focused on strategic implementation of *Power of Our* principles.	$35,000
Ed Direction Services (in collaboration with District Strategic Goals and Initiatives)		
Strategic Planning	• Root Cause Analysis - Instruction • Implementation Planning (Quarterly) • Progress Monitoring (Quarterly)	$30,000
Technical Assistance	• Tech Resource *EdThrive* (Annual subscription)	$ 9,200
Professional Learning	• Full Staff Professional Learning Sessions • School Improvement Team Professional Learning Sessions • Customized Professional Learning Modules	$ 62,000

Coaching	• Principal Coaching Sessions (Monthly) • Leadership Team Coaching (Monthly) • District Transformation Team Coaching (Quarterly) • Teacher Collaborative Coaching (Ongoing) • Teams Collaborative Coaching (Ongoing) • Coach Collaborative Coaching (Ongoing)	$ 70,000
Year 1 Total		**$500,000.00**

(b) Response:

2021-2022		
Item / Service	**Justification**	**Amount**
IPG Coach	• Full-time salary and benefits and 2% standard annual increase (12 months)	$ 88,740
Staff Performance to Mastery Incentive Packages	• Stipend based on internal performance and implementation rubric, Conference Presentation travel and registration cost, stipends for district leadership opportunities to build staff efficacy and engagement.	$ 35,000
Upfitting STEM Makerspace	• Additional consumables, further infrastructure improvements, curriculum materials, and additional integration of community advisory board support.	$ 72,000
Flexible seating and other PBL materials	• Classroom materials and supplies to integrate and support instructional shifts.	$ 10,000
DRIVE Services (in Collaboration with District Strategic Goals and Initiatives)		
Professional Learning	• Full Staff Professional Learning Sessions • School Improvement Team Professional Learning Sessions • Family Education Initiative • Student DRIVER Leadership Development focused on building student voice into all school structures and habits.	$70,000
Coaching	• Principal Coaching Sessions • Leadership Team Coaching Teacher Team Coaching	$43,000
Ed Direction Services (in Collaboration with District Strategic Goals and Initiative)		
Strategic Planning	• Implementation Planning (Quarterly) • Progress Monitoring (Quarterly)	$30,000
Technical Assistance	• Tech Resources EdThrive (Annual)	$ 9,200
Professional Learning	• Full Staff Professional Learning Sessions • School Improvement Team Professional Learning Sessions • Customized Professional Learning Modules	$ 72,000
Coaching	• Principal Coaching Sessions (Monthly) • Leadership Team Coaching (Monthly) • District Transformation Team Coaching (Quarterly) • Teacher Collaborative Coaching (Ongoing) • Teams Collaborative Coaching (Ongoing) • Coach Collaborative Coaching (Ongoing)	$ 70,000
Year 2 Total		**$499,940.00**

(c) Response:

2022-2023		
Item / Service	**Justification**	**Amount**
IPG Coach	• Full-time 12-month salary and benefits and 2% annual increase	$ 90,515
Staff Performance to Mastery Incentive Packages	• Stipend based on internal performance and implementation rubric, Conference Presentation cost, district leadership opportunities, etc.	$ 37,000
Upfitting STEM Makerspace	• Additional consumables and professional learning for staff. Full integration of Advisory board and business community support.	$45,000
Flexible seating and other PBL materials	• Classroom materials and supplies to integrate and support instructional shifts.	$ 15,000
DRIVE Services (in Collaboration with District Strategic Goals and Initiative)		
Strategic Planning	• Comprehensive Climate Appraisal including Federally Accredited SCAI from Alliance for Study of School Climate	$5,800
Professional Learning	• Full Staff Professional Learning Sessions • School Improvement Team Professional Learning Sessions • Family Education Initiative focused on education of bringing Power of Our principles into home. • Student DRIVER Leadership Development	$73,000
Coaching	• Principal Coaching Sessions (weekly) • Leadership Team Coaching (monthly)	$35,000
Ed Direction Services (in Collaboration with District Strategic Goals and Initiative)		
Strategic Planning	• Implementation Planning (Quarterly) • Progress Monitoring (Quarterly)	$32,000
Technical Assistance	• Tech Resources EdThrive (Annual)	$ 9,200
Professional Learning	• Full Staff Professional Learning Sessions • School Improvement Team Professional Learning Sessions • Customized Professional Learning Modules	$ 75,000
Coaching in Collaboration with District Strategic Goals and Initiatives.	• Principal Coaching Sessions (monthly) • Leadership Team Coaching (monthly) • District Transformation Team Coaching (Quarterly) • Teacher Collaborative Coaching (ongoing) • Teams Collaborative Coaching (ongoing) • Coach Collaborative Coaching	$ 80,000
Year 3 Total		$497,515.00

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

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

Maximum point value for this section is 8.

Public Schools of North Carolina

2020–2023 Entity Application 1003(a)

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	0	0	0	0	17	24	17	6	1	65
	2019 – 20	0	2	0	0	0	0				2
	Average	0	1	0	0	8.5	12				33.5
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	2	4	3	2	3	2	8	6	0	30
	2019 – 20	0	0	1	3	4	3				11
	Average	1	2	2	2.5	3.5	2.5				20.5
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	90.14	85.9	87.95	90.36	82.89	85.33	83.54	85	91.86	86.99
	2019 – 20	90.41	87.84	84	89	85	82				86.37
	Average	90.27	86.87	85.97	89.68	83.94	83.66				86.68
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	86	60	88	99	92	97	94	94	90	88.8
	2019 – 20	78	80	93.40	92.44	92.15	89.24				87.53
	Average	82	70	90.7	95.57	92.07	93.12				88.16
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 6 (GLP / CCR %)

Year	Value
2018 – 19	(N/A)/(N/A)
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math 7 (GLP / CCR %)

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

Math 8 (GLP / CCR %)

Year	Value
2018 – 19	(N/A)/(N/A)
2019 – 20	7.1/7.1
Average	<5/5
2020 – 21	
2021 – 22	
2022 – 23	

NC Math I (GLP / CCR %)

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

Math Composite (GLP / CCR %)

Year	Value
2018 – 19	19.4/<5

Reading 6 (GLP / CCR %)

Reading 7 (GLP / CCR %)

Year	Value
2018 – 19	16.1/9.7
2019 – 20	(N/A)/(N/A)

Reading 8 (GLP / CCR %)

Year	Value
2018 – 19	21.4/7.1

Reading Composite (GLP / CCR %)

Science 8 (GLP / CCR %)

Year	Value
2018 – 19	28.6/14.3

Total Composite (GLP / CCR %)

Year	Value
2018 – 19	13.3/6.7

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

Data Point Goals	2020-21	2021-22	2022-23	+ / -
ISS Incident #	55	48	40	
OSS Incident #	25	20	15	
Student Attendance %	88.9	91	93	
Certified Attendance %	90	93	95	
Math GLP / CCR %	40/30	50/40	60/50	
NC Math I GLP / CCR %	10/8	20/10	30/15	
Reading GLP / CCR %	30/15	40/20	50/30	
Science GLP / CCR %	45/20	55/35	65/45	
Total Composite GLP / CCR %	35/20	50/35	58/41	

2020–2023 Entity Application 1003(a)

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
Drop Outs (Number)	2018 – 19	2	2	0	1	1	0	1	0	4	11
	2019 – 20	1	2	1	0	3	0				7
	Average										9
	2020 – 21										
	2021 – 22										
	2022 – 23										
ISS (Incident Count)	2018 – 19	0	0	0	0	73	61	48	10	0	192
	2019 – 20	3	2	0	0	0	0				5
	Average	1.5	1	0	0	36.5	30.5				98.5
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	6	11	5	6	9	5	5	4	0	51
	2019 – 20	11	10	8	7	4	14				54
	Average	8.5	10.5	6.5	6.5	6.5	9.5				52.5
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	90.14	85.9	87.95	90.36	82.89	85.33	83.54	85	91.86	86.99
	2019 – 20	90.41	87.84	84	89	85	82				86.37
	Average	90.27	86.87	85.97	89.68	83.94	83.66				86.68
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	95	90	92	95	93	96	94	94	99	94.22
	2019 – 20	78	80	93.90	92.44	92.15	89.24				87.62
	Average	86.5	85	92.95	93.72	92.57	92.62				90.92
	2020 – 21										
	2021 – 22										
	2022 – 23										
Graduation Rate (4-Year %) / **English II (GLP / CCR %)**	2018 – 19	38.5				7.1 / 7.1					
	2019 – 20										
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Graduation Rate (5-Year %) / **NC Math I (GLP / CCR %)**	2018 – 19	75				>5 / >5					
	2019 – 20										
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Biology (GLP / CCR %) / **Composite (GLP / CCR %)**	2018 – 19	9.1 / 9.1				13.3 / 6.7					
	2019 – 20										
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

Data Point Goals	2020-21	2021-22	2022-23	+/-
Drop Outs %	8	5	3	
ISS Incident #	173	150	120	
OSS Incident #	45	35	25	
Student Attendance %	88.9	91	93	
Certified Attendance %	93	94	95	
Graduation Rate 4-Year %	50	60	70	
Graduation Rate 5-Year %	80	85	90	
Biology GLP / CCR %	20 / 15	30 / 20	40 / 25	
English II GLP / CCR %	20 / 15	30 / 20	40 / 25	
NC Math I GLP / CCR %	20 / 15	30 / 20	40 / 25	
Composite GLP / CCR %	20 / 15	30 / 20	40 / 25	

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