

## IPG Application:

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

**ENTITY: Charter and Non-District Affiliated Schools**

**ENTITY Code: 09A**

**SCHOOL: Paul R. Brown Leadership Academy**

**NCDPI SCHOOL #: 09A-000**

**IPG Entity Contact Name: Theresa B. Lloyd**

**IPG Entity Contact Title: Registrar**

**IPG Entity Contact Phone: (910) 862-2965**

**IPG Entity Contact Email: tlloyd@prbla.org**

**Purpose of the Program:**

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

**Eligibility:**

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

**Special Provisions:**

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

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

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

Two (2) applications are due to <mailto:susan.brigman@dpi.nc.gov> (copied to [mailto:IPG\\_application@serve.org](mailto:IPG_application@serve.org)) by 5:00 p.m. One (1) final PDF version of the IPG application with all identifiers noted, and one (1) PDF version of the IPG application that removes ALL identifiers of the specific Entity and replaces the LEA name with "Entity", or the Charter Entity name with "Charter", and the School name with "School". Both copies of the application should be sent in the same email. The second version (without identifiers) will be used by the external partner as a blind copy during the actual application review and Level I scoring. To be equitable and transparent – no application received after 5:00 p.m. on March 27, 2020 will be reviewed or considered for this competition. The application should be no longer than 40 pages total\*, single-spaced with one-inch (1") margins on all sides, and using a 12pt font in Times 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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<sup>1</sup> For purposes of this application, the term "Entity" will be used to refer to a local educational agency (LEA), a public charter school that is a local educational agency under State law, or an Innovative School District.

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

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

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

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

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

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

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

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

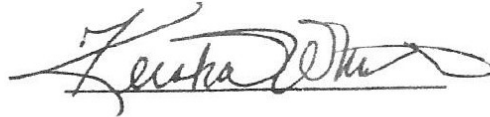
☒ Ensure the CSI school is using NCStar for School Improvement planning.

✓ 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.*

Keisha White

Name of Superintendent



Signature of Superintendent

April 23, 2020

Date Signed

Leroy Purdie

Name of Board Chair



Signature of Board Chair

April 23, 2020

Date Signed

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**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.

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**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).

<b>School Name:</b>	<b>County</b>	<b>Grade Level(s):</b>	<b>Type:</b>	<b>NCDPI ID#:</b>	<b>Proposed Partner*:</b>
Paul R. Brown Leadership Academy	Bladen	6-12	Charter	09A-000	DRIVE Educational System & Ed Direction

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

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



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

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

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

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

**Response:**

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

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

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

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

**Response:** N/A

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

**Response:** DRIVE: Charlie Lyons | Ed Direction: Carrie Miller

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

**Response:** DRIVE: Co-Founder | Ed Direction: Senior Program Manager

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

**Response:** DRIVE: 336.963.3430 | Ed Direction: 720.239.3069

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

**Response:** DRIVE: charlie@thedriverevolution.com | Ed Direction: cmiller@eddirection.org

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

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

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

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

**Response:** 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:**

This military and academic academy wants to change the world one cadet (student) at a time. The academy strives to develop well-rounded individuals prepared to succeed in life with necessary self-discipline and leadership strengths so each can reach their potential. Grounded in the philosophy of Dr. Tony Wagner, the academy strives to disrupt traditional educational practices with the Framework for 21<sup>st</sup> Century Schools. Here, teachers and leaders prime students’ learning holistically, teaching students critical thought, collaborative practices, adaptability, entrepreneurialism, meaningful communication, and curiosity. Each cadet has the potential to achieve greatness. Yet, currently, greatness is constrained to the cadets’ experiences in a small and rural county. Cadets graduate high school 75% of the time, compared to the state average of 87%. Only one third of the student body is proficient on state assessments. Though the ocean is only 45 minutes from their campus, most have never seen it. With 97% of cadets economically disadvantaged, the academy’s staff help students navigate uncertainty and hardship daily. With limited resources, greatness seems more aspirational than possible.

This academy is positioned to be a premier institution that launches leaders with relevant and adequate support. The Innovative Partnership Grant (IPG) is just the resource the academy needs to move from its current place of performance to its potential place of excellence. To understand fully the potential impact of the IPG on the academy’s community, we surveyed a total of 113 stakeholders. From these findings and continuing conversations with school leadership and selected school partners, we were able to pinpoint discrete opportunities the academy can prioritize to improve. Specifically, the academy can: develop a positive school climate that engages students, their families, and the community; improve how the staff put the Framework for 21<sup>st</sup> Century Schools into practice; and improve Tier I instruction particularly in math.

**Wraparound School Climate**

With an attendance rate of 95%, the academy’s cadets clearly want to be at school. Furthermore, 100% of student participants in the stakeholder survey (N=100) indicated they believe their teachers and

administrators are creating a culture and climate that supports student learning. However, the academic performance of cadets does not yet align with these perceptions. Part of this stems from the academy's limited capacity to provide cadets with a space to be outside of the school day. Educating our cadets includes academic and social and emotional development both by design and by necessity. The academy teaches students and ensures their basic needs are being met. According to our cadets, the most needed change at the school is to the building structure. The academy currently has a two-story building that can be turned into a community center where peer tutoring, parent workshops, after school activities,

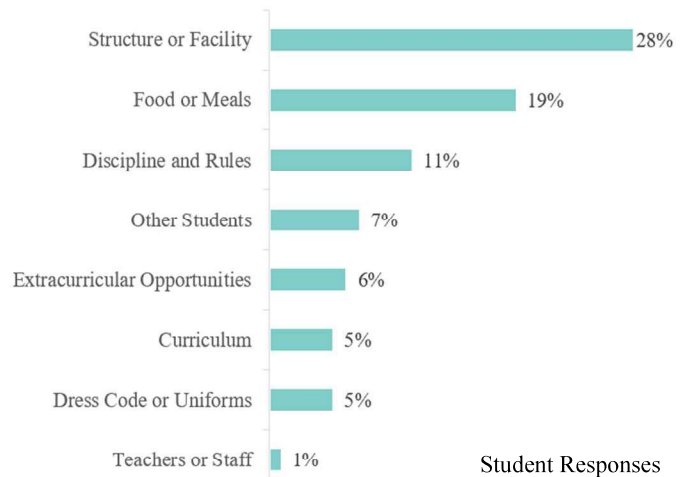
evening meals, and a place for cadets to socialize safely can be included in the educational experience. Additionally, the community center can house a laundry space where cadets can wash their clothes since many of them do not have adequate access to do this at home. Since our school requires cadets to wear uniforms, this will ensure they are able to care for them consistently. Many of our cadets live in areas that are not safe in the evenings, as the town where the academy is located has a crime index that is three times higher than the national average according to 2017 demographic data, so we also plan to implement the Lights On program in our community space. The Lights On program provides a recreational space to keep kids off the streets on Friday evenings during the school year. During this time, cadets can engage in peer tutoring, recreational activities, healthy food, and time and space to do laundry. We envision the community space as a setting that will facilitate increased student and family engagement as well as engage our community at large. By establishing a structure where cadets can build relationships with advocates and leaders beyond their school and families, they may begin to realize many opportunities exist for them. To this end, we see that this grant can also provide students with resources to be able to travel into the area and also beyond outside of the county to begin to experience life and opportunity beyond the community.

The community center will support the development of a positive school climate after school hours and promote positive practices including laundry use and productive peer engagement to support student learning. Students have an opportunity to receive additional support through social and emotional learning (SEL) during the school day, too. Students exposed to a social and emotional learning (SEL) program perform, on average, 13 points higher than non-participating peers (Taylor, Oberle, Durlak, & Weissberg, 2017). A well-designed and implemented SEL program also increases student self-efficacy and reduces anxiety and drug use (Taylor et al., 2017). SEL priorities embed into the Framework for 21<sup>st</sup> Century Learning.

To complement the development of a safe and academic climate during school hours and beyond, we will bring in a dedicated IPG coach to participate in all aspects of student learning and ensure addressing this priority is a focal point for every year in Comprehensive Support and Improvement and beyond. We will also be allocating partial funding from IPG to hire a guidance counselor who provides additional student support. We have selected learning partner DRIVE because of their expertise in developing positive and lasting school culture. DRIVE provides professional learning to teachers, leaders, students,

**When asked about the most needed change to their school, most students responded as follows:**

(n=100)

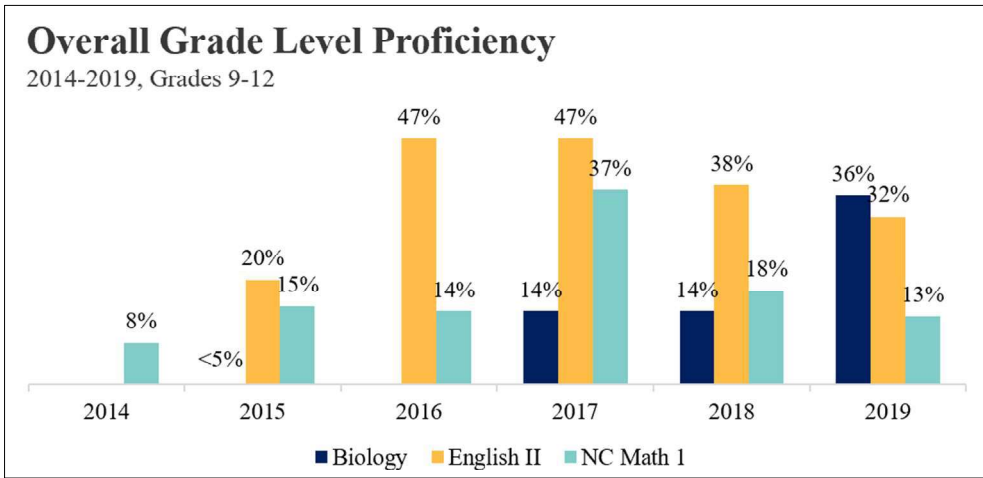
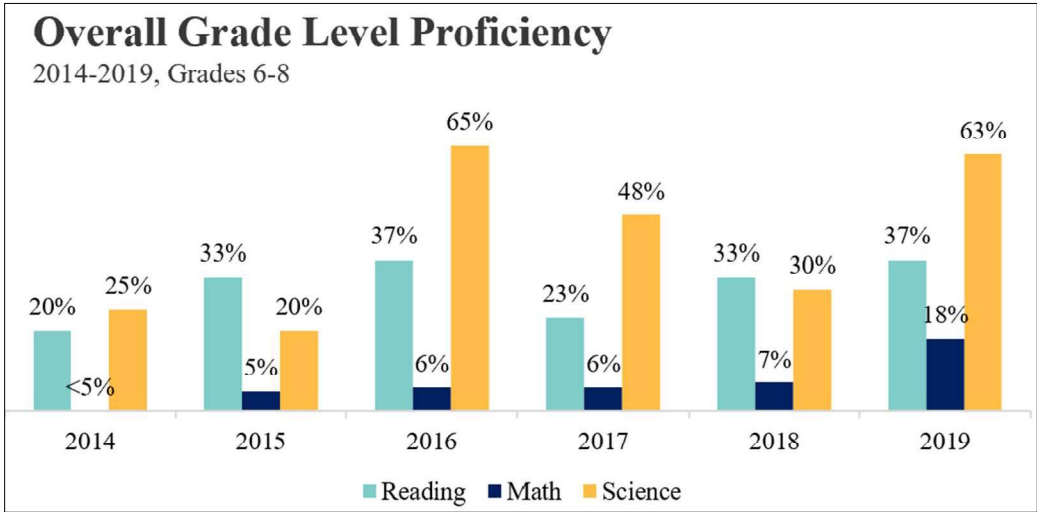


and their families focused on skills required to bring a positive culture and the Framework for 21<sup>st</sup> Century Schools to life.

**High Quality and Engaging Instruction**

Although 78% of stakeholders indicated that instruction at the academy meets cadets’ academic needs, 22% see this as an area in which the school can improve. One cadet explained, “I love how the teachers actually care about the students. I also love how this school pushes you to be the best person you can.” Another student expressed that “the teachers can help you out with schoolwork, homework, and can help you out if something bad happened or is happening at home.” It is evident from student performance data that while students feel supported by their teachers, the school is not yet structured for students to achieve consistently high levels of academic success. This indicates that we still need to work on improving schoolwide instruction.

The following charts display overall grade level academic proficiency for students in grades 6 through 8 and grades 9 through 12. Longitudinal data illustrates consistently low results.

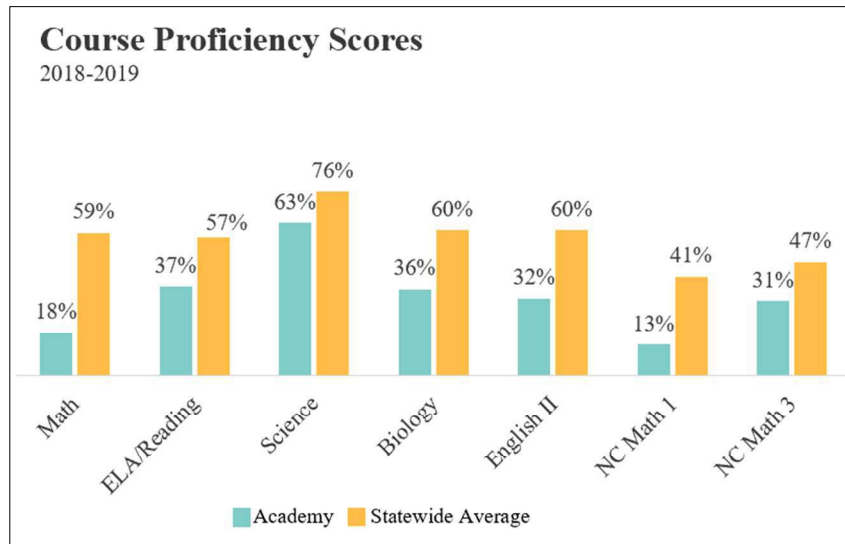


In addition to improving instruction in all classrooms, we recognize the need for a strategic focus on math instruction as performance in grades 6 through 12 shows, especially in grades 9 through 12. Our overall math proficiency scores in grades 9 through 12 have been steadily declining since 2017. While



we are pleased that our 6 through 8 grade cadets' scores are increasing, our most recent proficiency results are 18% which indicates a need for improvements in Tier 1 math instruction.

Our school course proficiency scores are far below the district average. Whereas the district average for math proficiency is 59%, our academy math proficiency is 18%.



Recognizing that our students are struggling with math, our academy began using the IXL Math adaptive online program to provide cadets with a way to work on their math skills at their own pace. While this resource has helped cadets fill some of their math fluency and computation gaps, we recognize the need to prioritize improvements to our core instructional practices so that cadets increase their math proficiency.

To assist with our improvement of core math instruction as well as instruction overall, we will hire an IPG coach to provide our teachers with consistent coaching and feedback. We will invest in technology resources to be able to enhance student learning in a personalized way so students may use iPads to extend their learning in math instruction and across subject areas. We will also use the funding to hire an additional math and ELA teacher so that students may receive additional support for their academic development. We have also selected education partner Ed Direction to support our academic priorities and help us improve student learning. They will assist us in the development of specific structures, procedures, and processes to ensure our instruction is based on student data. Ed Direction partners have expertise with coaching collaborative teacher teams and excel in guiding teachers as they analyze student performance data to make informed instructional decisions.

Both DRIVE and Ed Direction have demonstrated track records of bringing about lasting school improvement with their school partners. They are data-driven teams—each using comprehensive root cause analyses and multiple data types to understand implementation priorities and progress. Both partners will provide professional learning during which our staff will identify priority standards, ensure our curricula are aligned to core standards, and learn about the implementation of evidence-based instructional strategies that promote active engagement. To determine our specific professional learning needs, Ed Direction and DRIVE will collect and analyze student engagement data. This will help us determine both teacher and cadet needs.

**(b) School Leadership – the Entity is responsible for providing strong leadership by: 1) either replacing the Principal if such a change is necessary to ensure strong and effective leadership if awarded the IPG, or demonstrating to the SEA that the current Principal has a track record in improving**

*achievement and has the ability to lead the IPG improvement effort; 2) reviewing the performance of the current Principal; and 3) providing the Principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.*

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

Response: [REDACTED]

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

Response: [REDACTED]

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

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

Response: [REDACTED]

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

Response: [REDACTED]

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

[REDACTED]

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

**Response:** We understand that taking on a project like the IPG on top of additional school priorities is an enormous investment of time and resources. The school’s board chair, who is head of the school’s charter leadership, already plays an active role in the school. We understand that, through Comprehensive Support and Improvement, the state of North Carolina has granted charter schools significant operational flexibility. We hope to take full advantage of this, and if we identify a need for additional flexibility in the course of our school improvement efforts, we will seek it from our board.

We plan to provide the Principal some flexibilities in operations to ensure she can gain early traction with improvement efforts. Currently, she facilitates all organizational leadership for both the school and the charter. Final decisions are passed by the board. This process already presents a rapid decision-making cycle, but charter leadership will also ensure the Principal has flexibility with:

- **Hiring** – The Principal may initiate the hiring process for the IPG coach, guidance counselor, math, and ELA teachers and has the flexibility to hire staff that may not meet appropriate licensure requirements.
- **Scheduling** – The Principal will have the autonomy to organize the school day in a manner that maximizes instructional time and student learning, especially as she begins to plan for a wraparound educational model that will extend beyond the school day. Scheduling flexibility includes the time needed for teachers to collaborate regularly on instruction, and also with some frequency to engage in training with Ed Direction and DRIVE.
- **Teacher incentives** – Due to the extra time that will be required for teachers to shoulder through this school improvement work, the Principal will have flexibility within this grant’s parameters to provide incentives to her staff including stipends.

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

**Response:** The academy’s main classes are held in one building. Though the main infrastructure has enough space to support all academic and co-curricular activities, the school building is not large enough to support the community center and its related resources that will equip the school to provide a true wraparound program to students and their families. The two-story building will be updated to include a community center in part with funding from the IPG’s scope and in part with ancillary funds. The elements this grant will fund will include a storage space for uniforms and resources tied to community center activities. We will also allocate funds to update the existing building with paint and

murals that emphasize the academy's charter. Funding across each year will provide the purchase of resources tied to Lights On programming, as well.

Of the ten classrooms at the academy, eight of the rooms have individual desks attached to chairs. This type of seating does not allow for suitable partner work, flexible grouping, or collaboration to occur between cadets. We will utilize funding from this grant to purchase tables where students can be more collaborative in their engagement with each other. Though this is a furniture purchase, the furniture will equip teachers with more opportunities to bring the Framework for 21<sup>st</sup> Century Schools to life with their instruction. This is especially pertinent in thinking about such strategies as small-group instruction to engage all students in their learning. We will purchase 36 rectangular tables to accommodate seating for four at a table and engaging student groupings therein.

The academy has some access to technology but will benefit from supporting their pursuit to have all cadets achieve greatness with increased technology access. To support the goals of improved school climate, instruction, and student engagement, we will purchase 20 laptops and 30 iPads.

**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:**

We have solicited families' opinions as we have selected learning partners for the IPG. After narrowing the list of possible partners based on what we believed would best serve our school and its cadets, we shared a stakeholder survey with families requesting their opinions. We asked what they love about the school, what they would like to see changed, their overall impressions of the experience their cadets are having at the school, and what resources they believe the school should pursue with additional funding. We incorporated these findings into the needs assessment for this application to determine appropriate priorities. From this analysis, we decided that both DRIVE and Ed Direction were the best partners for the academy because of findings tied to improvement opportunities with culture, instruction, and bringing the Framework for 21<sup>st</sup> Century Schools to life.

**(b) Response:**

We solicited input from our community by speaking at first with our administrative team about the possible vendors we can work with through the IPG opportunity. We shared a similar stakeholder survey with community members as we did with families and students. We incorporated community member findings into the needs assessment analysis for this grant opportunity, which helped us to solidify that both DRIVE and Ed Direction were the best partners for our work. We emphasized in sharing findings with the community the wraparound learning opportunity and community center that

will be established as a part of this grant and the related academy efforts that will be taken and opportunities the community has to engage with it.

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

**(a) Response:**

Similar to our family and community input, we have taken steps to screen and select a partner with the consideration of our school level staff. Initially, our superintendent was contacted by the Executive Director of North Carolina’s Association for Public Charter Schools about the opportunity. The school’s administrative team reviewed possible partners and found DRIVE to be, as the superintendent explained, a “win-win opportunity” to achieve the objectives identified in the needs assessment. Our staff expressed the need for improved family engagement and school climate in addition to a desire to improve instruction for our cadets. We used these needs identified by the staff to make our final decision.

***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 reviewed the available information about potential partners and narrowed down the list to a few options. We looked at the knowledge and expertise of each potential partner as well as their past successes with school transformation and utilized feedback from all stakeholders to make our final decision. Because of our blended focus on developing the community center as a mechanism to improve overall community engagement in the academy, and the desire to improve Tier I instruction with a focus on math, specifically, leveraging the expertise of DRIVE and Ed Direction seemed like the ideal partnership for the academy.

**(b) Response:**

Based on our evaluation, we want a partner who has first-hand experience in the classroom as well as the background and resources to improve our school. We selected Ed Direction and DRIVE as our partners due to their on-the-ground experience as former educators and extensive experience and knowledge of improving student outcomes. We also believe they are the right match for our top priorities of improving instruction and family and community engagement.

**DRIVE**

DRIVE has decades of experience in North Carolina public schools at every level, from the classroom to district or charter office administration. They are headquartered in North Carolina and have supported school improvement efforts in six states, working with over 25 different LEAs, and several North Carolina higher education institutions. Most of DRIVE’s work has taken place in the southeast United States with a large concentration in North Carolina, South Carolina, and Georgia so we are confident in their knowledge of our community needs.

DRIVE has helped many schools improve their school culture and climate. Given our school’s need to improve our culture and climate through family and community outreach, and creating a safe space for our students outside of school hours, we believe their expertise in this area will help us accomplish this goal. One example of their success is a North Carolina school they have worked with who was in need



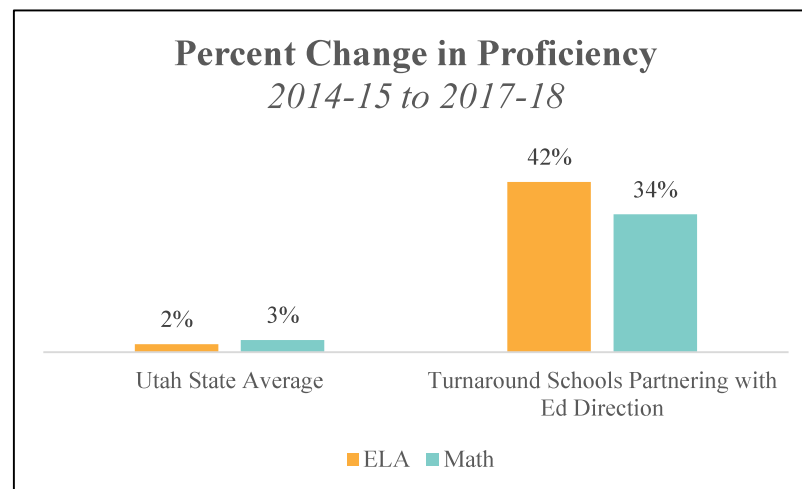
of assessing and elevating the culture and climate of the school. After working with DRIVE, the school showed significant increases in teacher morale, engagement, and overall increased student achievement. By completing a comprehensive climate audit and determining a need to redefine the school's purpose and story, they were able to shift the culture of the school to match their new purpose and story. In one year, the school saw nearly a 35% *increase* in their student growth scores on the state assessment and a 34% *decrease* in discipline incidents. By working with DRIVE to improve their school culture, the school was able to see a significant impact on student outcomes.

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

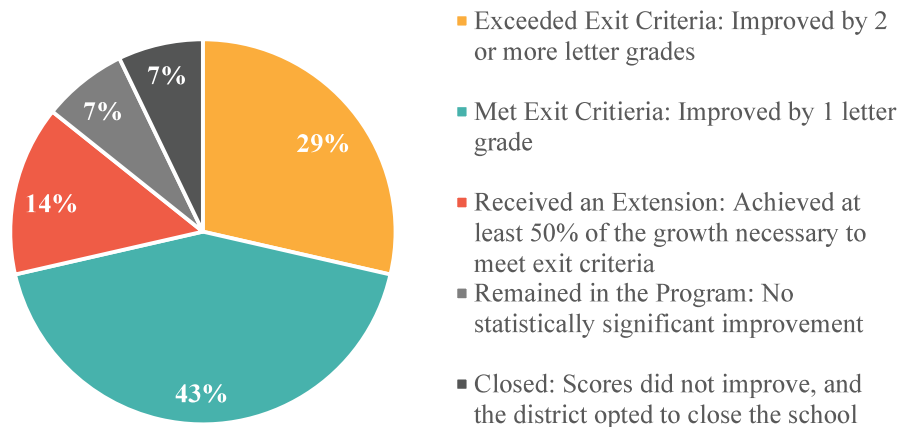
### Ed Direction

Ed Direction's entire team is comprised of former teachers, instructional coaches, principals, district administrators, university instructors, superintendents, and state department of education specialists. They have worked with more than 100 schools in over 100 districts in 25 states, the Virgin Islands, and Canada. They have also worked with organizations such as the Bill & Melinda Gates Foundation, Harvard University, and improved student outcomes in Arizona, New York, North Dakota, Illinois, Oregon, Utah, Washington, and Wyoming.

We believe Ed Direction's expertise is a good match for our need to improve our instructional practices. They have served as school turnaround experts for 15 out of 25 schools in Utah School Turnaround. At the end of a three-year partnership with Ed Direction, 72% of these schools met Turnaround exit criteria by improving their student outcomes. A major component of the work Ed Direction did with these schools was to provide ongoing coaching and feedback to help teachers improve their instructional practices. One of these schools, an elementary school with 100% of students economically disadvantaged, saw an increase in average proficiency from 13% in 2015 to 41% in 2017. Below are the results of the impact Ed Direction had on significantly improving proficiency scores in Utah Turnaround schools.



### Turnaround Cohort 1 Outcomes



We believe that both Ed Direction and DRIVE will deliver personalized strategies to match our school's unique needs. We are excited to engage with them because we are confident that they can provide us with a comprehensive plan to improve our school and, ultimately, improve the lives of our students.

#### (c) Response:

We believe working with the Ed Direction and DRIVE team will address the specific needs of our school. We will engage in a regular review of progress with Ed Direction and DRIVE. By using a range of tools and regularly evaluating metrics, trends, and insights we will hold them accountable for their performance. Our vendor team will work with us to review progress through 90-day plans, quarterly reports, and regular email communication with school leadership. At the end of each 90-day interval, we will work with Ed Direction and DRIVE to review any data we collected, determine what progress has been made toward our school improvement goals, and determine our priorities moving forward. We will be provided with ongoing coaching from Ed Direction and DRIVE to ensure we have the resources and skills our team needs to narrow our focus and center on 3 to 4 goals during each 90-day period.

We believe this approach will help us maintain momentum throughout the school year and provide us with another way to increase our family and community engagement since we will share this information with all stakeholders every 90 days. The Ed Direction and DRIVE teams will also share regular progress reports with us that we can share with our stakeholders. We will continue to work with our vendor team to collect meaningful data that is linked to our school goals that we can use as oversight in our partnership as well. Knowing that the ultimate measure of success in this partnership is improved student outcomes, we will use multiple data points to determine the effectiveness of our partnership. Some examples of these data points are:

- summative student performance assessment data
- charter benchmark/interim assessment data
- instructional coaching logs
- parental involvement
- feedback surveys from all stakeholders
- weekly meetings with school leadership to communicate progress

This continual progress monitoring will not only determine the effectiveness of the partnership, but of the progress towards our schoolwide goals.

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

**(a) Response:**

One action we have already taken is that we currently have a comprehensive school improvement plan through the NCStar system where we have identified schoolwide initiatives and expectations, determined action steps, and selected target dates for each initiative. While we know that this is a much broader plan than the one we will develop with Ed Direction and DRIVE, we believe this will provide us with a good foundation to start the process. Because we have a need to improve our instructional practices, we are in the process of hiring a full-time instructional coach who will work with our school throughout this process.

Ed Direction and DRIVE will work with us to create and implement a plan consistent with the research-based school improvement strategies and interventions that they recommend. They will address the specific needs of our school. Both vendors also have discussed with us potential scenarios and alternative planning should COVID-19 continue to impact on-campus learning. Both vendors are equipped to begin supporting us in this partnership remotely until a time we can be on-site again. Members of the Ed Direction and DRIVE team have already made an in-person visit to our school to understand the specific needs of our school and our students. From this information, as well as the needs assessment data already collected and reviewed, we created a plan that is meant to serve as a framework for each year of the IPG partnership. The plan includes high-level priorities, the rationale to include each priority, and actions we think will help bring each priority to life:

**Year 1: Community**

Priority	Rationale	Actions
Foster community engagement	Students indicate they feel safe and supported at the academy. Their needs are not consistently met between school hours. Therefore, we have an opportunity to cultivate student engagement on campus with related programs and resources to ensure they are set up for academic success after school hours as well as during school hours with a deliberate community center and a core of social and emotional learning throughout all academics	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Human capital – 1 full-time school guidance counselor</li> <li>• Infrastructure shifts – modules and rectangular tables</li> <li>• Professional learning around community engagement including schoolwide visioning, family education initiative, and student leadership development</li> <li>• Formation of a positive student behavior system</li> <li>• Solidification of Professional Learning Communities (PLC)</li> <li>• Coaching leaders, teams, and individuals</li> <li>• Progress monitoring</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Professional learning to support knowledge, skills, and beliefs obtained in year one</li> </ul>

		<ul style="list-style-type: none"> <li>Coaching to support implementation of positive behavior supports, PLCs, and individual, team, and leader practice</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>Professional learning to support knowledge, skills, and beliefs obtained in year one</li> <li>Coaching to support implementation of positive behavior supports, PLCs, and individual, team, and leader practice</li> <li>Gradual release from partners to our school team</li> </ul>
Provide high quality and engaging instruction to all students (cadets)	Though students indicate engagement from faculty emotionally and socially, academic performance across all grades and subject areas indicate room and space for improvement and to bring the Framework for 21 <sup>st</sup> Century Schools to bear schoolwide	<p>Year 1</p> <ul style="list-style-type: none"> <li>Human capital – coach, 1 additional full-time math teacher, 1 additional full-time ELA teacher</li> <li>Infrastructure shifts – modules and rectangular tables to promote varied student grouping</li> <li>Technology addition to promote increased student engagement</li> <li>Professional learning around effective instructional and collaboration practices including evidence-based instructional strategies, effective meeting practices including reviewing student data, and teacher leadership development</li> <li>Knowledge around effective use of an RtI system</li> <li>Knowledge around effective engagement in PLC teams</li> <li>Coaching leaders, teams, and individuals</li> <li>Progress monitoring</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Professional learning to support knowledge, skills, and beliefs obtained in Year One</li> </ul>

		<ul style="list-style-type: none"> <li>Coaching to support implementation of RtI, PLCs, and individual, team, and leader practice</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>Professional learning to support knowledge, skills, and beliefs obtained in year one</li> <li>Coaching to support implementation of RtI, PLCs, and individual, team, and leader practice</li> <li>Gradual release from partners to our school team</li> </ul>	
Improve Tier I instruction in math	Student performance data indicates a steady decline in math performance; whereas science and language arts performance is also lower than state averages, math is the lowest academic subject on average, overall	<p>Year 1</p> <ul style="list-style-type: none"> <li>Human capital – coach, 1 additional full time math teacher</li> <li>Infrastructure shifts – modules and rectangular tables to promote varied student grouping</li> <li>Technology addition to promote increased student engagement</li> <li>Professional learning around effective instructional practices, curricular mapping horizontally and vertically, short-term data review and application</li> <li>Knowledge around effective use of an RtI system</li> <li>Knowledge around effective engagement in PLC teams</li> <li>Coaching leaders, teams, and individuals</li> <li>Progress monitoring</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Professional learning to support knowledge, skills, and beliefs obtained in year one</li> <li>Coaching to support implementation of RtI, PLCs, and individual, team, and leader practice</li> </ul> <p>Year 3</p>	



- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>Professional learning to support knowledge, skills, and beliefs obtained in year one</li> <li>Coaching to support implementation of RtI, PLCs, and individual, team, and leader practice</li> <li>Gradual release from partners to our school team</li> </ul> |
|--|--|--|

Together with our partners, we intend to bring this preliminary framework to life 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 charter have an idea of *what* we want to improve, we do not yet have a full understanding of why these areas of underperformance exist. Each year, our learning partners will help facilitate a root cause analysis that will help the school understand why they currently are underperforming in these areas. This process begins with our external partners gathering and presenting a comprehensive analysis of additional information tied to the school's current practices, knowledge, and beliefs around each needs assessment priority. They will collect information through stakeholder interviews, focus groups, and surveys. Additionally, their team will conduct observations of instructional and collaborative practices. This will provide the School Improvement Team will a detailed picture of the school's assets and challenges tied to our school improvement framework. Following this, the School Improvement Team will engage in a root cause analysis protocol, facilitated by Ed Direction, to identify why each improvement priority exists. This will help the team select the right actions in the short term to address each school improvement need.

**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 Implementation Plans:** With support from Ed Direction and DRIVE, the School Improvement Team will then create interim implementation plans that will outline how to address priorities across the project's entirety and over a school year. We intend to use the NCStar system and research-based protocols to create this plan. The team will also determine implementation priorities in 90-day increments. These short-term plans will help the School Improvement Team break down each ambitious priority into manageable increments. Each quarter, we will define measurable goals, appropriate owners, deadlines, measures, and planned supports. In this process, we will also articulate potential barriers to implementation and strategies to overcome each. Using Ed Direction's Rapid Improvement Cycle Framework as a guide, the more frequent timelines will allow us to implement small steps towards each overall goal quickly, reflect regularly on progress, and make adjustments along the way.

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

Maximum point value for this section is 16.

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

**(a) Response:** The school should be equipped to begin the important work to bring the resources of the IPG to life. We have had discussions about how the start of school will need to look and feel should COVID-19 require an ongoing quarantine. Our partners in this grant opportunity have expressed a willingness, and have demonstrated expertise, to accommodate scenarios we may follow should this be the case.

In addition to participating in the selection committee of the IPG coach, math teacher, ELA teacher, and guidance counselor who will be hired as a part of this partnership, the board will also participate in School Improvement Team meetings, trainings, community events, and other activities tied to the school improvement efforts. The full board will play an active role, with the board chair being a point person to be the Principal’s thought partner and advocate throughout.

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

**(a) Response:** The academy’s leadership will be granted operational flexibilities to ensure the school has the resources it needs to be successful in this funding opportunity and to make every minute in the IPG application count. The academy will have flexibility with hiring, scheduling, and staff incentives. Beyond the resources provided by the IPG, the school may also use funding that comes from being designated a CSI school, as well as Title I and Title IV funding to provide adequate support for complete success in this opportunity. Should additional needs arise throughout the CSI program, the board will support the school in locating additional needed funding where appropriate.

**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:** The academy will use a variety of strategies to engage families meaningfully in the activities related to this IPG and beyond. With the improvement plans that come out of the high-level framework articulated in section E-IV, the prioritized evidence-based practices tied to culture, instruction, and leadership will be shared with family members. Ways we can do this include:

- Holding family nights at the academy’s community center to share school improvement plan and progress once the center is complete
- Create monthly newsletters to inform parents of progress toward school goals

- Invite family members when running the Lights On program so they might learn what their cadets are doing and perhaps find a safe haven and support as well
- Provide family literacy nights where families can learn about what their cadets are learning and how they might engage in literacy practices at home
- Identify a family liaison who can conduct periodic home visits. This may be the coach or an equivalent faculty member who can engage with families who might be flagged as benefitting from additional support due to student performance, attendance, behavioral referrals, or equivalent data points
- Hold culture and climate days where parents are invited to observe classrooms and participate in a group discussion about their observations
- Coffee with the Principal on a period basis that does not interfere with the Principal's other priorities but serves as a mechanism to keep families engaged and keep the principal informed of challenges or opportunities to engage or support families

**(b) Response:** Though some of the specific actions will be determined by the root cause analysis conducted at the start of this partnership will inform the ultimate actions most relevant to the academic and climate priorities that the needs assessment has identified so far. Possible actions we have brainstormed that may support an increase of community member participation include:

- Inviting community members to see the Lights On program when it first opens and perhaps at periodic intervals throughout the year
- Monthly newsletter to inform the community of progress toward school goals so the community at large is informed of the academy's performance and progress.
- Invite community members to family nights when sharing the academy's improvement plan and progress
- Coffee with the Principal not every time, but sufficiently so community members feel like they can be participants in the school and so they feel they can share ideas or concerns directly with the academy's leader

***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 school is applying for an IPG partnership is to receive support and coaching to build and develop systems and structures that will promote both effective implementation of our school improvement strategies (i.e. improved culture and climate, improved instructional practice) and foster continuous improvement. The 2019 needs assessment, administered by NCDPI, 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 for example planning and communicating learning objectives. We also 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 time constraints and 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 members 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.

We also recognize that as a charter leadership team we play a large role in ensuring the success of this partnership. We plan to provide hiring, scheduling, and incentive giving as operational flexibilities to support implementation.

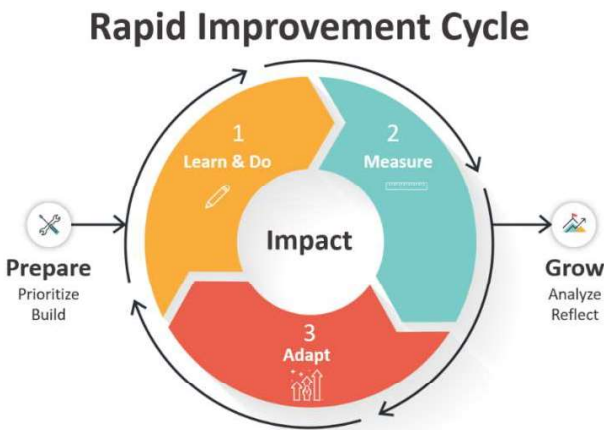
Together with our partners, the school will use the following systems, structures, and mechanisms to implement research-based school improvement strategies, including strategies in the identified target areas of instruction and culture and climate. The following implementation supports and structures 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. The Rapid Improvement Cycle is grounded in data and helps teams understand how to use data to drive meaningful change, whether it be for school improvement priorities or for addressing learning gaps for individual students. Ed Direction will coach our leaders and teachers 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, and instructional planning for individual teachers.

The figure to the right illustrates the Rapid Improvement Cycle process, which is broken into three key phases: Prepare, Impact, and Grow. The illustration depicts how the Prepare Phase occurs once at the beginning of the cycle. It is followed by the Impact Phase which occurs in a cycle. This is where the work of implementation and continuous improvement take place. At the end of the cycle, teams Grow by engaging in reflection and applying new learning to the next cycle. 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.

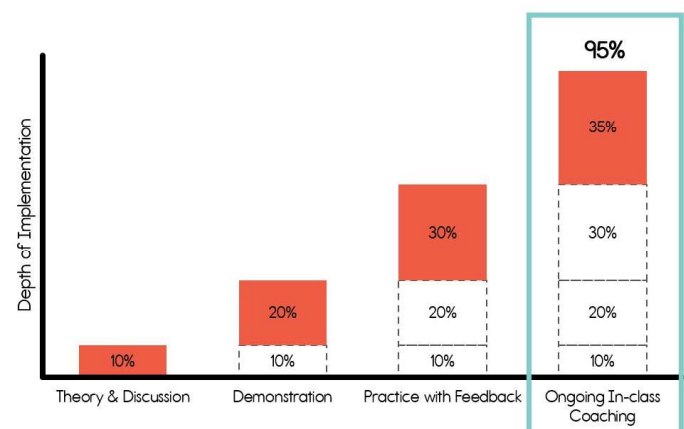
### Collaborative Systems and Supports

Collaboration plays an important role in implementing Rapid Improvement Cycles, or any framework for continuous improvement. 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 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:

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

### 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). The graphic below describes the varying levels of implementation of various formats of professional learning. Professional learning that only includes theory and discussion, results in about 10% implementation. Whereas, professional learning that embeds new theory and discussion, demonstration, practice, with ongoing coaching results in 95% implementation. Through the IPG partnership, educators will have access to ample coaching support provided by both external partners and a full-time IPG coach. We plan to integrate Ed Direction's Collaborative Coaching Model which promotes a collaborative partnership-based approach to coaching in which both the coach and educator partner together to explore and implement new practices that will improve





student learning. In order to build capacity and support implementation at all levels of the school system, coaching will be provided for principals, teachers, teacher teams, and the IPG coach, as described below:

- *Principals* - Our principal will work regularly 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).
- *Teachers* - The coach and our school's teachers will consistently work together to analyze and set goals related to classroom student data. Both external partners, and the IPG coach, will support staff as they build and develop their classroom culture through DRIVE's Power of Our strategies and implement evidence-based instructional strategies to improve instruction.
- *Teaching Teams* - The Collaborative Coaching model will be used to refine the meeting practices of Collaborative Teacher Teams and School Improvement Teams to 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.
- *IPG Coach* – The IPG Coach will engage in Collaborative 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 to effective implementation. The school plans to take a proactive approach to building their culture and to build collective efficacy, which has a strong impact on improved student outcomes (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:

<b>Building Identify</b> <i>Individual, Classroom, School</i>	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.
<b>Fostering Trust</b> <i>Teacher to Student, Student to Student, and Teacher to Teacher</i>	Build and maintain trust through transparent communication, clear expectations, and shared responsibility. Saturate daily rhythms with practices that are proven to help strengthen trust.
<b>Empowering Ability</b> <i>Academic and Emotional</i>	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.

### **Summary**

Each of these systems, structures, and mechanisms will be developed and used in conjunction with one another throughout the IPG Partnership to support successful implementation of all school improvement priorities.

***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:** Charter leadership plays an active role in the academy’s organizational decisions. We participate in hiring and in key faculty and community events when schedules permit. To ensure school leadership and the Principal feel they have the resources and support they need, the board chair will play more of an active role in the informal elements of school leadership including: participation in School Improvement Team meetings, participation during training sessions with the IPG coach, DRIVE, and Ed Direction, informal hours participating at the community center, and walking the halls and celebrating the great things happening at the school now and again. Additionally, charter leadership will have more frequent check-ins with the Principal, weekly to begin with moving to twice-monthly once the school year is underway. These engagements will occur whether the school year begins on campus, or in a modified state due to needed safety structures for COVID-19.

**(b) Response:** Charter leadership will play an active role in ensuring the school and its Principal has the needed supports so the investment of time and resources we receive from the IPG will have the desired impact. The board chair will play an active role not only in ensuring the Principal and team have the needed support to implement the plans linked to this grant, but also to ensure every stakeholder is making appropriate progress to achieve each ambitious goal. Through weekly and then twice monthly check-ins with the Principal, the board chair will informally check in on the progress of the faculty, IPG coach, and outside partners DRIVE and Ed Direction are having on student learning. The board chair will also participate in the self-analysis and vendor analysis the School Improvement Team completes periodically throughout each partnership year. Here, the board chair will participate in the dialogue to understand how the selected measures of student performance and implementation practices are occurring, or have not yet occurred. Regular participation in this process will ensure the school and the partners the IPG affords are all on track to achieve established goals.

To prioritize continuous improvement during the IPG partnership and after the partnership ends, charter leadership will develop their own evidence-based practices with Ed Direction through a Charter Leadership Team. Periodically, the board chair and other key leaders will engage with an Ed Direction leadership coach to refine their meeting practices, and impact on student achievement that is appropriate and meaningful for a charter leader.

***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:** DRIVE and Ed Direction have committed to being on site, or engaged in an acceptable remote learning structure depending on the needed accommodations for COVID-19 to facilitate

Summer 2020	<ul style="list-style-type: none"> <li>• Root cause analysis</li> <li>• Findings analysis and report</li> <li>• Visioning process</li> <li>• Implementation planning</li> <li>• Tech resources set up</li> <li>• Full staff professional learning (3 days)</li> </ul>
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	<ul style="list-style-type: none"> <li>• School Improvement Team professional learning (1 day)</li> <li>• Family education initiative</li> <li>• Student DRIVER leadership development</li> </ul>
Fall 2020	<ul style="list-style-type: none"> <li>• Full staff professional learning (2 ½ days)</li> <li>• School Improvement Team professional learning (2 ½ days)</li> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>
Winter 2020-2021	<ul style="list-style-type: none"> <li>• Full staff professional learning (2 ½ days)</li> <li>• School Improvement Team professional learning (2 ½ days)</li> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>
Spring 2021	<ul style="list-style-type: none"> <li>• Full staff professional learning (2 ½ days)</li> <li>• School Improvement Team professional learning (2 ½ days)</li> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>
Summer 2021	<ul style="list-style-type: none"> <li>• School Improvement Team professional learning (1 day)</li> <li>• Modular professional learning</li> </ul>

2021–2022 (Full Implementation Year):

**(b) Response:** DRIVE and Ed Direction have committed to being on site to facilitate

Summer 2021	<ul style="list-style-type: none"> <li>• Root cause analysis</li> <li>• Findings analysis and report</li> <li>• Visioning process</li> <li>• Implementation planning</li> <li>• Tech resources set up</li> <li>• Full staff professional learning (3 days)</li> <li>• School Improvement Team professional learning (1 day)</li> <li>• Family education initiative</li> <li>• Student DRIVER leadership development</li> </ul>
Fall 2021	<ul style="list-style-type: none"> <li>• Full staff professional learning (2 ½ days)</li> <li>• School Improvement Team professional learning (2 ½ days)</li> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>
Winter 2021-2022	<ul style="list-style-type: none"> <li>• Full staff professional learning (2 ½ days)</li> <li>• School Improvement Team professional learning (2 ½ days)</li> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>
Spring 2022	<ul style="list-style-type: none"> <li>• Full staff professional learning (2 ½ days)</li> <li>• School Improvement Team professional learning (2 ½ days)</li> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>

Summer 2022

- School Improvement Team professional learning (1 day)
- Modular professional learning

2022–2023 (Full Implementation Year):

**(c) Response:** DRIVE and Ed Direction have committed to being on site to facilitate

Summer 2022

- Root cause analysis
- Findings analysis and report
- Visioning process
- Implementation planning
- Tech resources set up
- Full staff professional learning (3 days)
- School Improvement Team professional learning (1 day)
- Family education initiative
- Student DRIVER leadership development

Fall 2022

- Full staff professional learning (2 ½ days)
- School Improvement Team professional learning (2 ½ days)
- Modular professional learning
- Leadership coaching weekly
- Team leadership coaching monthly
- Charter leadership coaching quarterly
- Collaborative coaching for individuals and teams and the IPG coach
- Coaching site visit
- Progress monitoring

Winter 2022-2023

- Full staff professional learning (2 ½ days)
- School Improvement Team professional learning (2 ½ days)
- Modular professional learning
- Leadership coaching weekly
- Team leadership coaching monthly
- Charter leadership coaching quarterly
- Collaborative coaching for individuals and teams and the IPG coach
- Coaching site visit
- Progress monitoring

Spring 2023

- Full staff professional learning (2 ½ days)
- School Improvement Team professional learning (2 ½ days)

	<ul style="list-style-type: none"> <li>• Modular professional learning</li> <li>• Leadership coaching weekly</li> <li>• Team leadership coaching monthly</li> <li>• Charter leadership coaching quarterly</li> <li>• Collaborative coaching for individuals and teams and the IPG coach</li> <li>• Coaching site visit</li> <li>• Progress monitoring</li> </ul>
Summer 2023	<ul style="list-style-type: none"> <li>• School Improvement Team professional learning (1 day)</li> <li>• Modular professional learning</li> </ul>

**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:**

As noted in Section D, one of the primary areas that necessitate massive improvement is student achievement. In preparing this application we have made some preliminary goals for both math and reading/language arts. These include goals to at least double the current proficiency in each subject area. We hope to collaborate with key stakeholders including the School Improvement Team in setting these goals upon project award.

	Current Proficiency	Year 1	Year 2	Year 3
<b>Reading/Language Arts</b>				
<b>Grades 6-8</b>	37%	48%	63%	71%
<b>English II (High School)</b>	32%	43%	58%	66%
<b>Mathematics</b>				
<b>Grades 6-8</b>	18%	29%	44%	50%
<b>NC Math I (High School)</b>	13%	24%	39%	47%

The charter leadership will monitor progress toward academic achievement goals through a quarterly review of schoolwide goals conducted by the School Improvement Team. During this meeting, members of the Charter Transformation Team, key individuals from the board assigned to support and oversee the school through the IPG process, will attend the meeting, review and analyze data with the team, and provide support for continued implementation. In addition to a regular review progress toward schoolwide achievement goals, Ed Direction coaches will support the school in improving their data-use, including the analysis of long-, medium-, and short- term data tied to student learning. They will assist school staff in refining their assessment practices, including administering regular benchmarks, to measure progress throughout the year towards student achievement goals. This will be crucial because state assessments are only made available annually. Refining the school’s process for regular academic progress monitoring will help them ensure that adequate progress is being made towards academic goals throughout the year.

**(b) Response:**

We aim to measure progress leveraging the priorities the assurances section articulates, and also the student-centered indicators articulated in the data logs most directly tied to the needs this application process has identified. We will be diligent to ensure our regular reflection on progress incorporates measures tied to student learning and to shifts in educator practice, as these are the real drivers for potential improvement and sustainable change. These include, but are not limited to attendance, suspension rates, and various academic measures included in the application’s data table. We have determined specific and ambitious cadet performance goals linked to attendance of both cadets and their teachers, suspension rates, and equivalent measures seen in the data log.

Pivotal to this process is not only measures of student performance and behavior but also teacher action. For this, we will use measures that link directly to each priority practice our short-term action planning identifies. These will also be linked to the real shifts in practice teachers can take to improve student learning through instruction, collaboration, leadership, and providing social and emotional supports. Teachers may complete peer observation of instruction. The School Improvement Team may collect PLC meeting agendas to understand meeting quality and also clarify understanding of meaningful student data analysis. These are two of several examples. Each priority measure will align to the assurances, will align to the charter and particularly indicators of the Framework for 21<sup>st</sup> Century Schools, and will be captured in the NCStar system regularly. The School Improvement Team will check in on these updates, as will charter leadership, most specifically the board chair.

**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:**

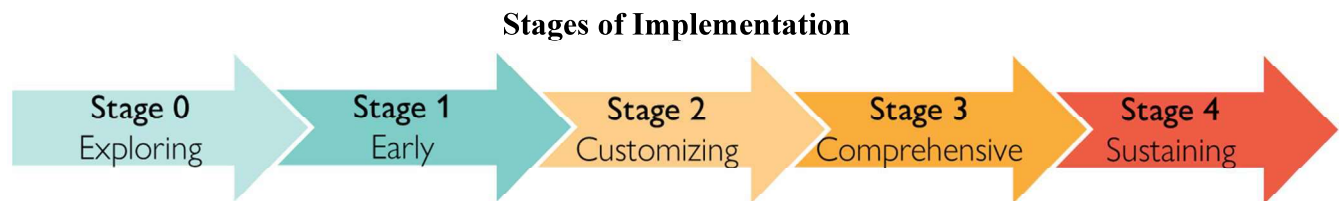
One of the main goals in applying for the IPG program is to build and develop structures at the school that will enable continuous improvement and sustained implementation of key practices. We know that without deliberate planning and support during the partnership, improvements often die out as support 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. The following section will speak to some of the ways that we, along with our partners, will support sustained reforms after the partnership ends.

### **Gradual Transition of Responsibility: Building to Sustained Implementation 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 charter, school, and teacher leaders, including the IPG coach. As they work to build capacity among key stakeholders, Ed Direction coaches will provide feedback and support to help teams work through various stages of implementation. Rather than assigning quality ratings (i.e. good, bad, etc.), the Ed Direction team provides feedback in terms of the level of implementation. The graphic below provides an overview of the various stages of implementation. The levels range from Exploring implementation, the phase in which schools gather data, explore potential practices, and develop a plan before implementing, to Sustained implementation which comes when over 90% of the faculty are using the new strategy consistently and demonstrating positive results.



The overall goal is to move school staff to sustaining implementation for all improvement priorities by the end of the partnership. Feedback framed in terms of implementation will provide the school with an outside view of where they stand in the process of implementation. This helps the school identify what steps they need to take to reach sustainability. Throughout the improvement process, Ed Direction and DRIVE coaches will provide ongoing feedback, coaching, and support with progress monitoring to guide the school to progress along this continuum. Our partners will use a “train-the-trainer” model with charter 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.

### **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. 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. The Rapid Improvement process will be practiced at each level of the school system, including:

- *School Level* – The School Improvement Team will practice a cycle every 90-days in which they plan, implement, and monitor schoolwide improvement priorities to ensure that they are being implemented successfully in classrooms.
- *Grade/Content Area Level* – PLCs will engage in cycles regularly to work together to address student learning goals by using data to understand how to better meet student needs, testing instructional strategies to find the most impactful methods, and adapting instruction based on what they learn together.

- *Individual Teacher Level* – Teachers will engage in individual coaching cycles tied to their improvement needs where they will set goals, receive coaching on goals, measure the impact, and make adjustments until their goals are achieved.

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 everyday practice and will build the capacity of all educators within the school system. This also supports sustained implementation even as staff come and go. Once all staff understand and own the processes and practices for improvement, they are more capable of training and bringing new team members on board.

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

Maximum point value for this section is 8.

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

Note: An Entity's budget may not exceed:

2020 – 2021: \$500,000

2021 – 2022: \$500,000

2022 – 2023: \$500,000

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

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

**Example: Entity Response for (3.0) Years**

SCHOOL ( <u>SAMPLE</u> ) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total
\$475,000	\$480,000	\$480,000	\$1,435,000
SCHOOL ( <u>PROPOSED</u> ) BUDGET			
Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Three - Year Total

\$499,884	\$499,344	\$499,921	<b>1,499,149</b>
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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:

The following proposed budget is an estimate based on the identified needs from this IPG application process. The proposal includes each year of support and breaks down proposed costs tied to human resources, capital improvements, student enrichment, and professional learning partner services. Specific justification is included in each line item.

Though professional services have a consistent engagement with the school, the topics discussed, and the gradual release of ownership in the work will shift across each year. As this is a strong estimate, specific action planning will be completed with the school and charter leadership annually in alignment with annual budget submission deadlines.

		2020-2021	2021-2022	2022-2023
<b>Personnel</b>				
	IPG Coach – 12 months + benefits	\$42,000	\$43,260	\$44,557
	Counselor – 12 months + benefits	\$20,000	\$20,600	\$21,218
	ELA Teacher – 10 months + benefits	\$35,000	\$36,050	\$37,131
	Math Teacher – 10 months + benefits	\$35,000	\$36,050	\$37,131
<b>Infrastructure / Capital Improvements</b>				
	Technology Supplies including 20 apple ipads and related accessories including cases and chargers. Fees in subsequent years tie to upgrades and additional ipads linked to new student arrivals	\$12,000	\$4,500	\$7,000
	Renovation of on campus building for community center including painting, minor repair, and relevant decorations that align to the school charter	\$80,000	\$70,000	\$39,000
	Collaborative seating and tables – 36 rectangular tables to replace chairs with built in desk	\$12,000		
	External storage building to house student uniforms. Includes building, installation, and internal structures to keep student resources clean and accessible	\$25,000		\$25,000
<b>Student Enrichment</b>				
	Enrichment learning opportunities and travel to offer expanded horizons to students		\$50,000	\$50,000
<b>External Partner Services</b>				
DRIVE	✓ Comprehensive Climate Audit and Strategic Planning (annually with audit, root cause analysis, planning, and progress monitoring)	\$27,000		\$12,700

	<ul style="list-style-type: none"><li>✓ Professional Development Training – full staff quarterly</li><li>✓ Leadership Development every other month</li><li>✓ Student DRIVERS quarterly</li><li>✓ Family Education Initiative quarterly with summer booster</li></ul>	\$43,500	\$53,000	\$33,000
	<ul style="list-style-type: none"><li>✓ Coaching and Mentoring 1 on 1 with leadership and teachers monthly</li></ul>	\$59,384	\$77,000	\$43,000
Ed Direction	<ul style="list-style-type: none"><li>✓ Root Cause Analysis annually</li><li>✓ Implementation Planning annually</li><li>✓ Progress Monitoring quarterly</li></ul>	\$30,000	\$15,000	\$22,000
	<ul style="list-style-type: none"><li>✓ Technical Resources: Ed Thrive collaboration tool subscription</li></ul>	\$5,000	\$5,000	\$5,000
	<ul style="list-style-type: none"><li>✓ Professional Learning quarterly year one, each term years 2 and 3</li><li>✓ Full Staff and Leadership</li><li>✓ Customized Modules</li></ul>	\$45,000	\$34,384	\$47,000
	<ul style="list-style-type: none"><li>✓ Principal and Leadership Coaching every other week</li><li>✓ Charter Transformation Team Coaching monthly with virtual touch points in between</li><li>✓ Teacher and Teams Collaborative Coaching monthly with virtual touch points in between</li></ul>	\$29,000	\$54,500	\$76,184
Cost		\$499,884.00	\$499,344.00	\$499,921.00
Total Cost for all 3 years		\$1,499,149.00		
<p><b>Justification for 2020-2021 budget:</b> The budget will be spent on the salary, benefits, and training of an IPG coach, the coaching, professional learning, and support for the teachers and staff, the development of structures and tools that will contribute to the school’s success, and infrastructure costs to improve the student learning experience. Without these funds, it would be nearly impossible for the school to make the changes and develop the habits that will ultimately lead to the students’ academic success. Further, in the first year of partnership we will have infrastructure improvements including painting and mural creations that link to the school vision and the priorities in this IPG application.</p> <p><b>Justification for 2021-2022 budget:</b> The budget will be spent on the salary, benefits, and training of an IPG coach, the coaching, professional learning, and support for the teachers and staff, the development of structures and tools that will contribute to the school’s success, and infrastructure costs to improve the student learning experience. In the second year, a focus will begin to shift from what the coach and outside vendors, Ed Direction and DRIVE fulfill, to what the School Improvement Team can fulfill to transfer learning and leadership to the school.</p> <p><b>Justification for 2022-2023 budget:</b> The budget will be spent on the salary, benefits, and training of an IPG coach, the coaching, professional learning, and support for the teachers and staff, the development of structures and tools that will contribute to the school’s success, and infrastructure costs to improve the student learning experience. Essential in this final year will be a focus on the gradual release of responsibility so these practices learned through the IPG opportunity become durable practice.</p>				

**(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.

37

Data Point	Year	20 <sup>th</sup> Day	40 <sup>th</sup> Day	60 <sup>th</sup> Day	80 <sup>th</sup> Day	100 <sup>th</sup> Day	120 <sup>th</sup> Day	140 <sup>th</sup> Day	160 <sup>th</sup> Day	180 <sup>th</sup> Day	Final
Drop Outs (Number)	2018 – 19	0	0	0	1	0	1	0	0	0	2
	2019 – 20	0	1	N/A	N/A	N/A	N/A				
	Average		.5								
	2020 – 21										
	2021 – 22										
ISS (Incident Count)	2022 – 23										
	2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019 – 20	N/A	N/A	N/A	N/A	N/A	N/A				
	Average										
	2020 – 21										
OSS (Incident Count)	2021 – 22										
	2022 – 23										
	2018 – 19	0	20	15	12	16	10	12	15	10	110
	2019 – 20	0	25	N/A	N/A	N/A	N/A				
	Average		22.5								
Student Attendance %	2020 – 21										
	2021 – 22										
	2022 – 23										
	2018 – 19	94.2%	90.5%	89.8%	85.8%	80.5%	83.8%	80.5%	82.8%	88.9%	86.3%
	2019 – 20	95.1%	90.1%	N/A	N/A	N/A	N/A				
Certified Attendance %	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
	2018 – 19	100%	98%	96%	98%	95.1%	96.8%	98.5%	99.1%	100%	97.9%
Graduation Rate (4-Year %)	2019 – 20	100%	96%	N/A	N/A	N/A	N/A				
	Average		97%								
	2020 – 21										
	2021 – 22										
	2022 – 23										
Graduation Rate (5-Year %)	2018 – 19	65				14/14					
	2019 – 20										
	Average										
	2020 – 21										
	2021 – 22										
Biology (GLP / CCR %)	2022 – 23										
	2018 – 19	14/14				9.1/9.1					
	2019 – 20										
	Average										
	2020 – 21										
Composite (GLP / CCR %)	2021 – 22										
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	Average										
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**LEVEL I SCORING RUBRIC – PEER REVIEW**

- Sections A – B: Informational sections only. Sections must be completed in full but have no point value.
- Section C, subsections I and II are Informational and required by all applicants. Subsection III is required only for those applicants who did not select an external partner from the pre-vetted list of nine; rather, selected an “Other” Partner. Justification for selecting a partner “other” than one on the pre-vetted list will receive an overall rating of “Highly qualified”, “Somewhat qualified”, or “Not qualified”. “Other” partners scored as “Not qualified” will not be accepted and there will be no further review of the application.

Section C does not receive a numeric score counted toward the overall application score; rather is used for: 1) recording external partner organizational information (Sub-sections I and II); and 2) reviewed separately to determine whether the “Other” Partner is deemed “qualified” as an external partner for assisting the CSI school in implementing research-based strategies that will lead to improved student achievement, and ultimately to assist the school with exiting the federal identification and status of CSI (Sub-section III).

- Sections D - L: Each scored response can receive a score of: Leading = 8-7, Developing = 6-5, Emerging = 4-3, or Lacking = 2-0.

**Definitions for Scoring Rubric Scales for Questions D - L:**

Scale	Pt. Range	Definition
<b>Leading</b>	<b>8 - 7</b>	Evidence indicates that all aspects of the prompt have been effectively addressed. Rationale is specific and compelling that change can occur.
<b>Developing</b>	<b>6 - 5</b>	Evidence suggests that all aspects of the prompt were addressed. Rationale in general is adequate, but additional detail would make a stronger case that change can occur.
<b>Emerging</b>	<b>4 - 3</b>	Evidence suggests that some, but not all aspects of the prompt were addressed. Response lacks detail to indicate sufficient argument that change can occur.
<b>Lacking</b>	<b>2 - 0</b>	Response does not sufficiently address the prompt and does not make a case that change can occur.
<i>Note: No response (or N/A) to a required prompt or field will result in a zero score for the question.</i>		

**Maximum Possible Points by Section**

Section	Max. Pts.
A. Required Assurances	0
B. School to Be Served – informational	0
C. External Partner – informational, plus required fields if non-vetted partner is selected – <i>see Section C note above</i>	0
D. Needs Assessment	32
E. Partnership Selection and Planning	56
F. Capacity to Implement	16
G. Implementation	48
H. Performance Monitoring	16
J. Sustainability	8
K. Budget	8
L. Data Tracking Logs	8
<b>Maximum Possible Score</b>	<b>192</b>

**Level II Review Assignment of Priority Points**

Priority points will be assigned to applications that:

- Select an External Partner(s) from the Pre-Vetted list – applicants will be assigned one (1) priority point for selecting an external partner from the list of nine pre-vetted partners:
  - Darden/UVA, DRIVE Educational Systems, Ed Direction, MASS Insight, Public Impact, RTI International, Success for All Foundation, UPD Consulting, WestEd (alpha order)
  - No priority point will be assigned if the external partner is not selected from the pre-vetted list of nine partners – even if the “other” partner selected is deemed “qualified”.
- Serve a CSI School in a high- or medium-ranked economically distressed county:
  - Tier 1 counties – (high economically distressed ranking) – 2 pts.
  - Tier 2 counties – (medium economically distressed ranking) – 1 pt.
  - Tier 3 counties – (low economically distressed ranking) – will not receive any priority points (0 pts.)

See County Distress Rankings (Tiers) at: <https://www.nccommerce.com/grants-incentives/county-distress-rankings-tiers>