IPG Application:

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

ENTITY: Gaston County Schools   **ENTITY Code: 360**

SCHOOL: Warlick Academy   **NCDPI SCHOOL #: 360-372**

IPG Entity Contact Name: Dr. Cynthia Reynolds

IPG Entity Contact Title: Title I Director

IPG Entity Contact Phone: (704) 810-8804

IPG Entity Contact Email: cdreynolds@gaston.k12.nc.us

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

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

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

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

March 27, 2020 – Innovative Partnership Grant Applications due date to NCDPI:
Two (2) applications are due to mailto:susan.brigman@dpi.nc.gov (copied to mailto:IPG_application@serve.org) by 5:00 p.m. One (1) final PDF version of the IPG application with all identifiers noted, and one (1) PDF version of the IPG application that removes ALL identifiers of the specific

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

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

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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(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;
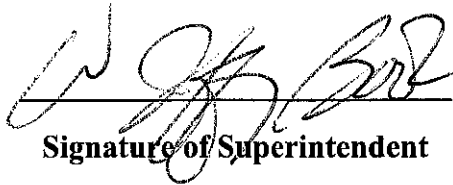4.) Student attendance rate;
5.) Certified Staff attendance rate;

(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.

✔ 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.

Dr. W. Jeffrey Booker		Click or tap to enter a date.
Name of Superintendent	Signature of Superintendent	**Date Signed** April 2, 2020
Brent Moore		Click or tap to enter a date.
Name of Board Chair	**Signature of Board Chair**	**Date Signed** April 2, 2020

For State Use Only

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

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

APPLICATION NARRATIVE:

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

Required information – no point value assigned for this section.

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

The Partners the Entity may collaborate with (without further justification on the Entity's part) are: (1) Darden UVA; (2) Drive; (3) Ed Direction; (4) Mass Insight; (5) Public Impact; (6) RTI; (7) Success for All; (8) UPD

School Name:	County	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Warlick Academy	Gaston	6-12	Alternative	360-372	Darden UVA

Consulting; and (9) WestEd (listed in alphabetical order, not rank order).

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

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

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

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

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

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

Response:

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

C-II. *Fill in the following organizational information for the external partner selected for the IPG program. (Note: If more than one partner was selected, complete for each partner.)*

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

   Response: Darden/UVA - Curry Partnership for Leaders in Education

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

   Response: Leighann C. Lenti

(c) Position of contact:

   Response: Chief of Partnership

(d) Telephone number of contact:

   Response: 202-262-4493

(e) *Email address of contact:*

   Response: Lentil@darden.virginia.edu

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: NA

(b) Type of service provider:

   Response: NA

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

   Response: NA

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

   Response: NA

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

   Response: NA

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

Maximum point value for this section is 32.

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

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

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

Response:
School Demographics & Current Data

Warlick Academy is a part of Gaston County Schools and serves approximately 170 students ages 12-21 in grades six through twelve. The school is an alternative setting for students who display behavioral, social, and emotional distress and are not well served in a traditional setting from one of our 11 traditional middle schools or 11 traditional high schools.   Students from across the county can be assigned to Warlick Academy with bus transportation provided. In addition to a full-day schedule, students may be on homebound, abbreviated day, or receiving treatment through day-treatment providers. Many students move into our district from comparable schools or therapeutic settings and transition directly to Warlick Academy instead of the school in their home neighborhood. As an alternative school, entering students are often at the highest risk of not completing high school, and in need of multiple interventions.

The ethnic make-up of the student population is currently:
- 45.2% African American,
- 38.5% Caucasian,
- 10.1% Multi-Racial
- 5.6% Hispanic, and
- 0.5% American Indian
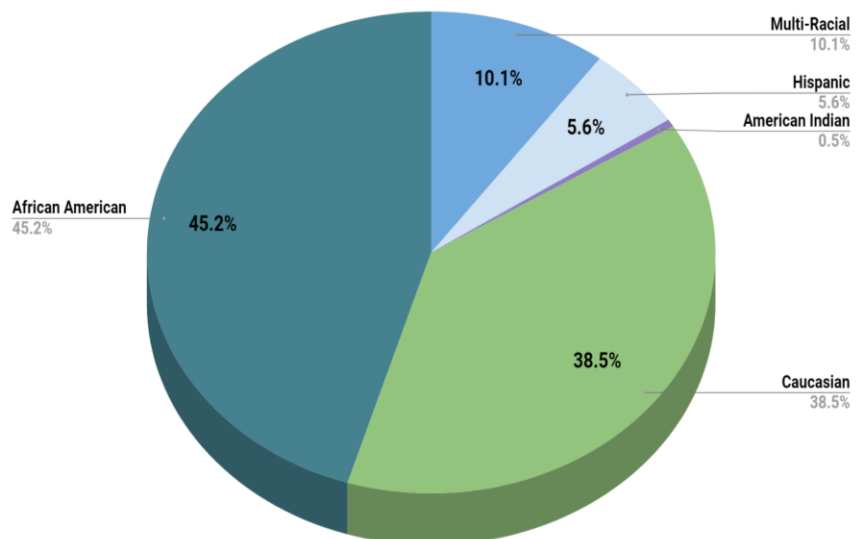
Nearly one quarter of our students experience residency and economic instability, with:
- 17% utilizing residency affidavits or McKinney-Vento status, and
- 6-8% residing in short-term group home or foster home placements
- 55.2% considered economically disadvantaged, entitling all students enrolled to free meals through a school-wide program.

More than half of our students demonstrate academic learning delays impacting their educational performance with:
- 30.7% receiving services through the Exceptional Children's programs (significantly higher than the district rate of 13.25%)
- 23.5% of students eligible for 504 plans
- Only 5% of students considered to be proficient to begin the 6th and 9th grade years, for the last three years
- 2018-19 Middle School Proficiency – Reading 9.7%; Math 6.9%; Science 11.4%
- 2018-19 High School Proficiency – subgroups have too few participants for publicly reported data
- a 2018-19 graduation rate of 27%, with 16 of 59 students in the cohort
- More than half of the high school students assigned or enrolled from out-of-district schools found to be "repeaters," behind in their graduation cohort requirements due to failed classes, poor attendance, mid-semester drop-outs, hospitalizations or detention centers where grades and records were not aligned between transfers and re-enrollment.

An NCDPI Comprehensive Needs Assessment (CNA, 2019) and WestEd Comprehensive Needs Assessment (2018) utilized data review, personal observations and input from school staff, parents, students and community representatives to determine recommended areas of improvements. Those results indicated all stakeholders sought improvement in quality teaching and learning, strong leadership, and an enhanced school climate. Targeted topics included:
- Inconsistency of rigor and expectations in lesson plan structure and rigor.
- Professional development efforts do not meet the priorities for curriculum or classroom management.
- Many activities are work-sheet driven, and students are disengaged leading to behavior concerns.
- Instructional monitoring not occurring with frequency or meaning, therefore lack of data to analyze for progress monitoring.
- Inconsistent feedback and support for instructional improvement, through lesson plans, classroom observations, or PLCs.
- Previous administrators were seen as the disciplinary leaders versus instructional leaders.

The students and staff on campus must have a consistent opportunity to engage for meaningful relationships and instruction. Important considerations include:
- Students have rolling admission, so enrollment fluctuates from 100 to 200 students within the school year.
- Each of the last five years, middle school (grades 6-8) consistently doubled in enrollment over the course of the year, on an average from 30 to 80 students.
- Each of the last five years, high school (grades 9-12+) enrollments have steadily increased, with approximately 80 students in August of 2015, 2016 and 2017. However, there were nearly 100 high school students in August of 2018, and August 2019 began with 114 high school students.
- Each teacher currently experiences a minimum of 3 preps daily, often with 2 content-preps per period. Some teachers have up to 4 course preps, due to the diverse needs of students enrolling mid-semester.

- Student attendance is 78%, significantly lower than the district average of 96%. Attendance has remained steady at 72 to 80% throughout the school year. Attendance rates are similar among certain times of the year in comparing 2018-2019 to 2019-2020.
- Discipline has seen a significant decrease in ISS and OSS events. The ISS rate has decreased by half and OSS has decreased by 9%.
- 85% of the teachers have 0-3 years of experience.
- The school regularly encounters a minimum of 25% staff turnover.

Although there is a crucial need to improve academic achievement, it is important to note the effect variable student enrollment and high mobility rates may have on reportable percentages when calculated with a small denominator. Additionally, student success often leads to a return to their assigned home school – and the accountability score may return with him/her. Rolling enrollments and opportunities to transition to home schools mid-year makes it challenging to maintain student-specific progress when summative data is reported to another school. For example, we had six students in 7th grade from the first month of school until January. February reported 12 students, and March rose to 16 students. Similarly, we began the year with 51 students in 10th grade, then dropped to 28 students in February. In both examples, depending on actual days of membership, accountability of their scores may be retained by their sending school or returned to their receiving (home) school.

The two formal comprehensive needs assessments clearly outlined academic and instructional short-comings. However, they failed to adequately acknowledge that research also shows students' emotional/psycho-social needs must first be met (Maslow, 1954) in the affective domain. Current administration and leadership team feel strongly that the school's limited success in "test-outcomes" is highly correlated to the inability to address and sustain students' fundamental emotional needs, successfully functioning in the school environment, to address the more abstract academic needs. The World Health Organization summarizes three themes that impact mental health and mental illness, 1) the development and maintenance of healthy communities 2) each person's ability to deal with the social world through skills like participating, tolerating diversity and mutual responsibility, and 3) each person's ability to deal with thoughts and feelings, the management of life and emotional resilience. Each student at Warlick Academy is here because they have evidence of ineffectively developing and displaying one or more of those traits.

Summary: Based on the compilation of the 2018-19 needs assessments, and the 2019-20 stakeholder input for strengths and perceived obstacles, we will prioritize efforts to address critical areas of growth to improve achievement - including talent management, instructional infrastructure, support and accountability, and leadership.

These areas include:
- Recruiting and retaining high-quality experienced staff members who understand the needs and goals of our students
- Providing an integrated staff engagement with an understanding of Trauma-Informed theory and Positive-Behavior-Intervention and Supports
- Improving instructional rigor through a blended-learning model with high-quality face-to-face instruction and a digital platform
- Implementing an innovative master schedule, to increase academic learning time, improve student engagement, facilitate staff communication, and account for flexibility in student enrollment
- Facilitating growth in our executive leadership for a commitment to long-term growth in our school community

Goal:
By providing a community of dedicated educators, who are well-informed and supported in modeling and addressing behavior strategies, students will be able to demonstrate measurable substantive improvements in attendance, discipline outcomes, course completion and formal proficiency assessments.

(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.*

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

Response: ███████████████████████

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

Response: ███

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: ████████████████

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

Response: █████████████████████

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

Response:

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[REDACTED]

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: The principal will be granted a number of operational flexibilities. These include:
- Autonomy in addressing staffing and recruiting,
- Advanced access to the internal HR staff list who are requesting transfers,
- Support for a creative master schedule, with modified and/or flexible day and class times,
- Permission to utilize the NC standard 22-credit diploma, instead of local requirement 28-credit diploma of the traditional high schools,
- Prioritized position in the queue for purchase order fulfillment, safety/work-order requests, transportation and special transportation needs,
- Regular communication of any surplus-ed or discarded technology that could be utilized to sustain or replenish items in the parent-lending-library inventory, after careful consultation for appropriate use of items' funding source consideration for future modification of existing programming to bring about purposeful and focused change.

(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:
Facilities: An analysis of the infrastructure showed both positives and negatives. The campus includes the main building for high school upstairs with a cafeteria and support classes below. The middle school is housed in a separate lower building, with two additional portable classrooms. The facility is well maintained, and there are ample security measures in place to support a safe and orderly environment. Students and staff indicated that they feel safe at school because of the entry procedures and locked exterior doors. A School Resource Officer and a campus security officer reinforce that confidence since they are readily available, on campus full-time. All staff have two-way radios and can summon immediate support to prevent or intervene during a crisis situation. Safety procedures have resulted in a school environment that is conducive to teaching and learning.   Two portable classrooms (mobile trailers) have been in use consistently for the last 15 years. In developing PBIS procedures and expectations, the schools should carefully consider the pathways currently utilized throughout the day for transitions for the entire school during arrival and dismissal, as well as to/from the exterior classrooms for electives.

Technology is available in the form of 1:1 Chromebooks, large television monitors in each classroom, and desktop computers. The prior needs assessment from 2018-19 indicated that when technology was used, students' computer usage was often not monitored, and some students accessed inappropriate sites. Technology integration was noted as generally limited to online tutorials and word processing. However, the current school year has incorporated Edgenuity online curriculum and iReady supplemental instruction. Staff utilizes the DyKnow program to supervise the students' screen use in real time, and minimize access to inappropriate sites. In developing PBIS procedures and expectations, the school should carefully consider student and staff expectations to plan ahead for interventions when student technology is not utilized appropriately, so instruction can be maintained.

Human Capital: The current principal is in her first year of leadership at Warlick Academy. Additional leadership staff include an interim Dean of Students, Student Intervention Behavior Coordinator, Title 1 Behavior Specialist, two school counselors, part-time social worker, and part-time nurse. The instructional staff includes positions for 15 teachers, 2.5 EC teachers and 21 teacher assistants. Support staff includes the cafeteria manager, lead bus driver, 1.5 custodians, security officer and financial secretary/data manager. One private practice mental health clinician sees students on campus, along with Communities in Schools staff available for resources for families. The school also has a full time School Resource Officer in partnership with the local government. There are currently a number of vacancies, with teacher assistants providing consistent substitute coverage since the positions are new and/or unable to be filled. Fourteen teachers are beginning teachers and eight are lateral entry. The 2018-2019 pre-published data indicate a 30% staff turnover rate with district leadership reporting that positions are especially difficult to fill with experienced teachers with strong classroom management skills and experience in behavior reinforcement. The lack of experienced teachers is reflected in inconsistent and ineffective classroom management which has had a major impact on student engagement and learning. The principal will have autonomy and flexibility to replace and/or hire new staff that are highly qualified and have successful experience working with at-risk students.

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: Parents' ongoing input was solicited through AdvanceEd climate and culture surveys, discussions at parent meetings/events, and parent representation on the School Improvement Team. Because there have been many administrative staff turnovers, parents were supportive of improving student achievement through a focus on strong leadership at both the district and school levels. Parents who provided feedback expressed a sincere desire to improve discipline at the school that would result in fewer suspensions. They indicated an understanding that these changes would produce positive results for their children. Parent input was also secured through a short survey in the winter of 2019 with current administration. This survey allowed parents to provide specific feedback on the vetted partners, and prioritize the most current needs for this school year, specifying the most important needs for their individual student and for the school as a whole. Parents indicated that they want a partner who will offer a blend of behavior and academic strategies to improve success for their individual student and for the school as a whole. These strengths align with the proposed skills and services from UVA/Darden.

(b) Response: In addition to parents, Warlick Academy's community partners most often represent agencies serving our students. Department of Juvenile Justice, Group Home Agencies, Day-Treatment providers, and Foster Care providers all serve many of our students outside of our school walls. This winter, our principal sent out a brief survey to ask for input regarding their priorities for the individual students they serve at Warlick, and for the entire school community. The majority of respondents seek a grant partner who can support whole-school turnaround to improve academic outcomes to foster their students' long-term success. Participants felt that their students needed to focus on social-emotional and behavior resources, but saw that the school should improve in academics and course/class offerings. If awarded the grant, the school commits to continuing these conversations with our community partners to expand on opportunities for feedback and specific strategies to incorporate with the vision of our partnership with UVA/Darden.
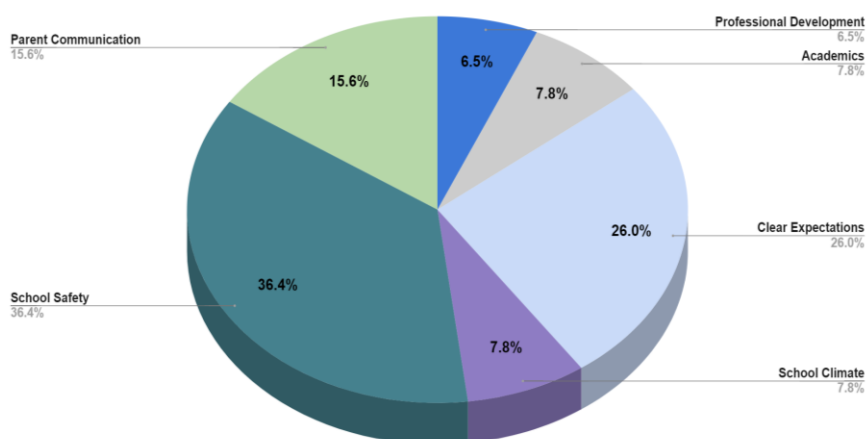
Parent and Community Input Priorities
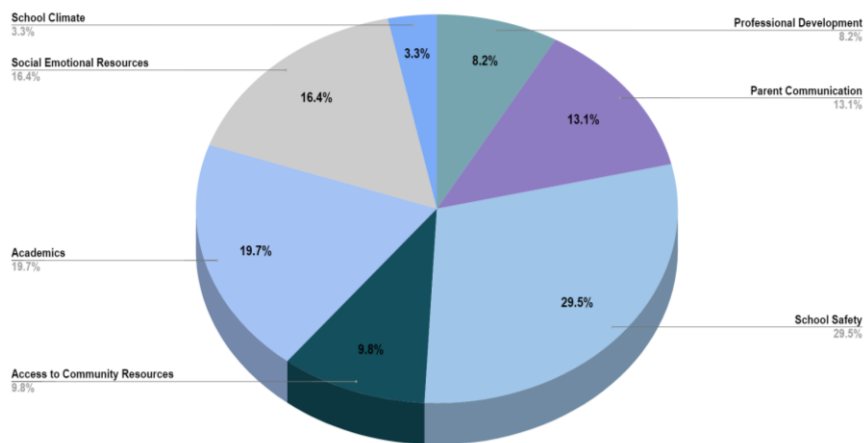
E-II. For the CSI School that the Entity commits to serve (if awarded), the Entity/School must demonstrate that it has taken into consideration input from school level staff (not solely administration) in selecting the proposed partner:

Response: Results of the NCDPI Comprehensive Needs Assessment (CNA, 2019) and WestEd Comprehensive Needs Assessment (2018) were reviewed in depth within the summer of 2019 over two days, to identify the priority needs of the school. School staff were then given the opportunity to review information on each of the nine vetted partners, and the School Improvement Team facilitated several discussions with small groups to discuss improvement strategies and build consensus for implementing those strategies to improve the school. Additional staff input was secured through a short survey in the winter of 2019-20, where the current administration advised all potential partners' strengths and previous experiences. This survey allowed staff to provide specific feedback on the vetted partners, and share priorities for updated needs. Then the small groups assessed each partner's fit with the improvement strategies. Input from staff supported the chosen partner as having the expertise to lead a whole-school transformation through building strong leadership, utilizing data-driven instruction, and fostering an improved climate through more consistent behavior approaches to meet students' social and emotional learning needs. All stakeholders feel strongly that the partner acknowledges and align best practice strategies to the unique needs of the students within the alternative school environment.   These strengths align with the proposed skills and services from Darden.

Staff Input Priorities

Professional Development 6.5%
Academics 7.8%
Clear Expectations 26.0%
School Climate 7.8%
School Safety 36.4%
Parent Communication 15.6%

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: List dates and times of surveys conducted, school/district staff meetings, and any communication between Darden and school officials.

(a) Response: The Warlick Academy School Improvement Team along with District Administration gave considerable thought to the nine partners recommended by NCDPI. After a thorough review of school data, recent survey responses from parents and school staff, and Comprehensive Needs Assessment conducted by DPI, the emergent themes are committed leadership development, classroom engagement, and improved school culture. Communications between stakeholders determined that Darden/UVA represented the best partnership opportunity as the core of their turnaround program, outlining systemic educational change through leadership development to address school climate and culture for lasting gains.

Decision Timeline and Selection Process for Partner	
7/18-19/19	Staff meeting with CSI/DPI representative to determine school needs
9/30/19	GCS & Warlick Administration reviewed partner choices identified by NCDPI.
10/2/19	Presented top three choices to the School Improvement Team, faith-based partners and Parent Advisory Board for input.
10/4/19	Survey parents/community - Warlick Family Night
10/7/19	District presented Warlick IPG grant information to the BOE Instruction Committee
10/16/19	SIT meeting for data desegregation of the survey
10/21/19	District meeting to discuss Warlick data and input
10/21/19	District IPG presentation at BOE meeting
10/28/19	District and Warlick team conducts phone conference/interview with Darden/UVA
10/30/19	Introduce IPG Partner opportunity during Warlick Parent Engagement Night
12/19/19	Darden/UVA Presentation to District and Warlick
2/26/20	Warlick Leadership Team Grant Overview and Input
3/13-18/20	Warlick Partners for Improvement Staff Survey
3/13-18/20	Warlick Partners for Improvement Parent Survey
3/13-18/20	Warlick Partners for Improvement Community Partners Survey

 (b) Response: One of the main themes in all turnaround programs is the integration of action-based approaches to district and school leadership (Kowal & Hassel, 2005). Darden/UVA has shown a strong history of success by serving over 400 schools in 80 school districts across 20 states. Data obtained from some of the lowest performing districts in Ohio and Missouri that implemented the Darden/UVA's programming during 2006-2011 revealed a 2.26% increase in student achievement scoring Above Proficient on their state test and a reduction of 4% in Below Basic Proficiency. Overall, participating schools saw a significant increase of .36 standard deviations in state performance scores during the identified time frame and reduced the gap in their systems by more than two thirds (Player & Katz, 2013). More recently, Darden/UVA has partnered with a local school, Whitewater Middle School located in Charlotte, NC, which has posted in the top 10th percentile in growth across ELA, Math, and Science for all three years of the partnership implementation. Darden/UVA partners have achieved lasting results in a wide variety of settings, with half of their partners achieving double-digit gains in just two years. Darden/UVA has indicated that their leadership strategies include an understanding that there is not one model for school success. Their understanding that leaders should advance change within context and consider how resource usage (time, talent, and funds) and leadership behaviors need to adapt engaged our stakeholders in their commitment to Darden/UVA's partnership with our school.

(c) Response: District leadership, school administration, and teachers will monitor the effectiveness of the Darden/UVA PLE partnership through several methods of valuation. Measuring outcomes begins

with effectiveness of honoring implementation. District leadership, school administration, and the Darden/UVA coach will begin with a detailed planning session to review most recent school data, with an analysis of the specific challenges being faced, with prioritized short and long-term improvement strategies for sustainable change. At that time, the leadership team will develop the timeline for implementation logistics of staff recruitment, scheduling professional development, curriculum updates, and expectations of visibility of the coach, and operational definitions of benchmarks to monitor improvements. Monthly meetings will be conducted by school administration and teachers for review of tracked data for attendance, student behavior and institutional strategies to determine the effect the Darden/UVA implemented strategies. It is expected that the IPG Coach will have a strong presence in the school and will participate in these monthly data discussions, to provide insight and instruction to achieve the desired measurable outcomes. Quarterly progress reports will be provided by the Darden/ UVA specialist to district administration and the Warlick School Improvement Team. The partnership effectiveness will be determined by a measurable increase in students' classroom engagement, high school course completion, achievement, and a noticeable decrease in student absenteeism as a result of problematic behaviors. If data is inconsistent or shows minimal gains towards targets, the Warlick team expects Darden/UVA to provide multiple coaching styles and strategies for implementation to suit the needs of the staff and students to ensure improved understanding and engagement for success.

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

Response: The school's administration, School Improvement Team, and staff have all been a part of reviewing needs assessment data, reviewing vetted partners' focus and determining how best to develop a plan with the Darden/UVA Partnership for Leaders in Education. The Darden/UVA's focus on beginning improvement efforts with leadership—a top-down focus rather than a bottom-up focus garnered a strong collective buy-in from staff. While school transformation must include several essential domains, research indicates that true change must begin with empowering and strengthening leadership capacity at every level: the superintendent, the principal and the teachers. School turnaround is a systems issue, and the partnership with Darden/UVA focuses on building internal capacity and providing on-going support and resources to equip district and school leaders with the skills, knowledge and tools necessary to address the systemic issues associated with initiating, supporting and sustaining transformational change in a chronically underperforming school.

Studies show that participation in the program is associated with increases in overall student performance which is the overarching goal of the school's transformation effort. Darden/UVA facilitates the systems component of school improvement by working with leadership to determine the vision for change and by supplying the external service providers that advance the goals of that vision. Darden/UVA will work with the school stakeholders to develop a plan encompassing the four levers that have the most impact on student achievement:

Leadership: Darden will work with leadership to facilitate a readiness assessment, develop an implementation plan that prioritizes what is necessary to improve the lives of the children they serve, and presents a clear vision for the path ahead. The school will create a 90-day action plan aligned to district benchmarks, and with support, teachers will create their own classroom and individual student plans from the school plan.

Support and Accountability: Darden/UVA will coach leadership how to provide the school with the capacity-building, support, accountability and flexibility needed to achieve urgent change.

Talent Management: Darden/UVA will work with the district to create an environment for success by enhancing the selection of school leaders, the number of highly effective staff and the development of existing staff. Teachers will learn to interpret student performance on benchmarks and other formative assessments by going through results question-by-question to identify specific areas where a student is understanding or struggling, using what they cull from the data to analyze how well their students are learning.

Instructional Infrastructure: A core component of the partner's work involves data-driven instruction to create an evidence-based approach to better serve students. Darden/UVA will work with system leaders to create and implement a cohesive assessment strategy, responsive data systems and a high-quality curriculum. Focusing on these levers, the program aims to create the infrastructure necessary to quickly, dramatically and sustainably improve student performance.

F. CAPACITY: The Entity must demonstrate that it has the capacity to implement the research-based improvement strategies identified with the Partner and describe how resources will be leveraged to support full and effective implementation. Maximum point value for this section is 16.

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

Response: In preparation for partnering with the Darden/UVA Partnership for Leadership in Education program, the entity has created an IPG planning committee composed of district directors, coordinators, and the school administrator that will coordinate activities among the partner, the district, and the school. Prior to the completion of this grant application, the district evaluated its capacity to drive the various components of the grant, respond to the identified needs from the school's assessment and provide adequate resources. The school district will assign the Title I Director to provide oversight and support for the implementation of research-based strategies. The director has experience in writing federal grants, monitoring their implementation and collaborating with vendors. This district leader has experience with administering School Improvement Grants in another district. The district IPG contact will work directly with the school IPG coach and the identified contract manager for Darden/UVA. District staff have both school turnaround and grant management experience and are well-equipped to support the vendor's plan to empower leaders to foster system and school change. The district will work in collaboration with the vendor to implement the recommended methods that will increase district and school capacity to identify context-based priorities and customize community-based solutions.

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

Response: Various funding streams will be merged to support these school improvement efforts. For the 2019-2020 year, the district has provided the following additional supports:
- $68,943 of Title 1 funds
- $1,247 additional Title 1 funds for allocated for parent involvement
- $77,000 of 069 "At Risk Student Services" funds
- $88,000 from PRC 105 as a "Comprehensive Improvement School"
- $8,500 in additional local funding

These funds have been utilized toward supplemental professional development for curriculum, behavior data software, tutors, parent-involvement instructional materials, and a second school counselor. If awarded the IPG, the school will continue to have access to these additional resources, and IPG funds will not supplant any current funding resources.

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 entity and school recognize that parents are integral to the fundamental change that must occur and that the home-school partnership must be grounded in relational trust and shared decision-making. While the Warlick School Improvement Team recognizes that parent and family engagement has been minimal, the principal is committed to creating a welcoming, inclusive and inviting culture where parents are heard and feel they are part of the solution for improving student achievement. Students have been assigned to the alternative school through behavioral choices, where the goal for most is to successfully transition back to their assigned home schools. While students are attending Warlick, the principal, the front office staff, the teachers and all support staff will engage families. The rapport will begin at intake enrollment, and welcome them with a wealth of resources and services to support their student and family.

The principal has designated a space near the front office to house the Warlick Parent Resource Center. In addition, funds will be allocated for materials, a computer, a coffee pot and supplies. School staff assistants will be assigned to support the operations of the center and on an as-needed basis, the school nurse, the school social worker and counselors will be available to provide student support services for the parents.

The Warlick Parent Resource Center will also distribute the Family Handbook which will outline student expectations for success and student support resources for students and families. As part of the students' initial intake and welcome meeting to Warlick, parents will be introduced to the Parent Resource Center, where they will receive detailed descriptions of the parent engagement opportunities to support the student and school. In addition, parents will receive strategies to assist with student learning at home and with them becoming effective advocates for their students.

Current parent programming includes:

Fall	Winter	Spring
SIT Meetings Monthly	SIT Meetings Monthly	SIT Meetings Monthly
Family Open House	Annual Barbecue	Parent Conferences
Parent Conferences	Quarterly Parent Night (2)	Quarterly Parent Night (1)
Quarterly Parent Night (1)	Student Support Services Program	Graduation
Awards Ceremony for 1st Quarter (MS)	Awards Ceremony for 2nd Quarter (MS) & 1st Semester (HS)	Awards Ceremony for 3rd & 4th Quarter (MS) & 2nd Semester (HS)

During the summer planning days of Year 1, the principal and leadership teams will create a plan to double attendance at current required and/or expected school events, garner 100% engagement for parent conferences, and add an awards ceremony at each grading period for middle and high school. At Year 2 and Year 3, the planning committees will increase their goals for engagement and the number of events, based on the updated parent input from that current year.

The various events and meetings allow for parents to engage with the principal, teachers, and other members of the staff by receiving information and for giving input about school improvement efforts. Infographics will be created to promote the events and special awards and recognitions will be given to parents and families for participating. Parents will be asked to volunteer to work some of the events. Parents should leave each activity feeling welcomed and involved in the school. All School Improvement Team meetings will be scheduled in advance so that designated parents can plan to attend and be active participants in the meetings. Sub-committees of the School Improvement Team and the Leadership Team will be responsible for planning the school events.

Research suggests that communication and engagement are more effective when the leadership listens to feedback from parents hearing their questions and concerns. Understanding that communication is important to the fabric of the school, the principal has designated several activities to facilitate two-way communications between the school and the parents. At the initial in-take process, as well as in the Parent Resource Center, parents will be surveyed about preferences regarding communication styles and contact information. The school will utilize both traditional and non-traditional communication tools such as: weekly ParentLink messages, mailings, newsletters, blogs and emails to keep parents informed and to hear their concerns. As part of the rebranding efforts the school will increase its online and social-media presence to meet the needs of today's families. The school leadership will also form a Parent Advisory Committee as a way to engage parents in the transformation efforts.

Finally, the Warlick Parent Resource Center will provide improved communication regarding access to various community resources already in place for food, shelter, safety, and medical/mental health needs. The school will continue to provide access to on-site laundry facilities to students and families in need. With new funding, the Warlick Parent Resource Center will be able to add a digital device lending library service. Having access to all outreach resources and having a single point of contact with the Parent Resource Center, parents should feel welcomed and supported at our school.

At the conclusion of each event, activity or service, parents will be asked to complete a brief survey asking for feedback. Survey questions could include communications, logistics of the event, success of the program, benefit to the student/parent, and feedback on meeting their specific needs. In addition,

parents will be asked to sign in at the Parent Resource Center and teachers will keep a parent contact log. The frequency, who uses or participates in the programs and the type of feedback given will help the principal and leadership team to better evaluate the data and direct their parent engagement efforts as needed.

(b) Response: Gaston County Schools Office of Business and Community Partnerships promotes collaboration with business, civic, community and faith based organizations to impact student success. They match community resources to an identified school need while serving as a liaison between businesses, community organizations and schools. Warlick Academy has benefited from at least three activities: (1) Communities In Schools support with on campus and off campus activities for students; (2) A network of faith based churches team up to fill the gap by providing Warlick with financial resources, momentums for the school year and they sponsor a breakfast program for their senior students; and (3) another group sponsors a community feeding program collaborating with Warlick students, who help to prepare meals for others in the community. As a key ingredient to school reform and building innovative partnerships, Warlick Academy will make community engagement a priority and continue to build a foundation for increasing ongoing collaborative relationships.

While Warlick has several established community partnerships it is important to keep those at the forefront. During the summer planning days, the principal and the leadership team will incorporate events and activities to garner the support of the new and established community partnerships by allowing them to serve as proactive communicators. It speaks volumes to provide meaningful opportunities for stakeholders to serve as guest speakers, mentors and even lend their professional guidance on other ways to engage the community in the turnaround efforts**.** Warlick Academy has a scheduled advisory or morning meeting.   Per semester, inviting local business leaders and community partners to deliver character education and teamwork lessons would elevate the program to a more robust advisory meeting with engaging insight for students.

Growing the foundation for routine community engagement can change supporters into advocates for student and school success. On an annual basis, the principal will participate in the Gaston County Schools Business Partnership recognition and students and staff will launch a campaign to recognize their community partners. As a final advisory lesson, students will write thank you notes to show their appreciation to their faith based, community, and business partners.

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.

Response: Darden/UVA's Partnership is a multi-year commitment that leverages research-based practice to strengthen leadership capacity at every level. School Leadership is a powerful driver of improved education outcomes, and the Darden/UVA Partnership for Leaders in Education program focuses on the research-based intervention of improving school leadership. The Darden/UVA program has demonstrated a positive impact on student, teacher, and principal outcomes, based on research that is consistent with ESSA evidence tiers. With their coaching and experience, our goal can be accomplished.

The data from our need's assessment became the structure for our IPG approach, targeting the need for:

- Recruiting and retaining high-quality experienced staff members who understand the needs and goals of our students
- Providing an integrated staff engagement with an understanding of Trauma-Informed theory and Positive-Behavior-Intervention and Supports
- Improving instructional rigor through a blended-learning model with high-quality face-to-face instruction and a digital platform
- Implementing an innovative master schedule, to increase academic learning time, improve student engagement, facilitate staff communication, and account for flexibility in student enrollment
- Facilitating growth in our executive leadership for a commitment to long-term growth in our school community

Goal:
By providing a community of dedicated educators, who are well-informed and supported in modeling and addressing behavior strategies, students will be able to demonstrate measurable substantive improvements in attendance, discipline outcomes, course completion and formal proficiency assessments.

Each of the five components of our change approach is described in further detail below.

1. Talent Management: Create and implement plans for recruitment, placement and development of staff to ensure staff members have the professional skills and personal attributes to meet the needs of all students and provide additional compensation to attract and retain staff. One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge has a strong correlation to student learning. There is a strong connection between student success and a deliberately selected, highly qualified teaching staff, especially for students who have already demonstrated challenging behaviors and are considered at risk of school failure. Having highly qualified and motivated teachers who employ best practices will result in increased achievement, increased student success, and increased promise for program completion. School leadership will have the flexibility to recruit experienced teachers who have a successful track record with at-risk students and who already possess the skill levels to differentiate instruction and to utilize data as a means to measure student growth and understanding. Increasing the number of teachers who are highly-qualified will result in higher student achievement rates and increases in standardized test scores and other metrics to improve the overall student and school performance. Funds will be also allocated for teachers to apply towards conference registrations and related travel expenses for in-state approved professional development. Performance, growth, attendance and retention bonuses will be included as part of the IPG allocation.

IPG Incentive Indicators	Definition	Incentive Range	
		Minimum	**Maximum**
Performance	Achieving specific targets in performance of individual proficiency goals on state and local assessments. Range of Meet to Exceed.	$500	$1000

Growth	Meet or exceed "growth" expectations as measured by student performance criteria in EVAAS and other relevant measurable data. Range of Meet to Exceed.	$500	$1000
Hard to Staff	An incentive that promotes attraction of staff members to this hard to staff alternative school setting	$300	$5,000
Attendance	Meeting or exceeding attendance expectations. Attending all required Professional Development sessions. Professional development days will not be counted against the teacher. Compensatory days for nonsalaried - one day per pay period is waived as it is previously worked time.	$500	$1,000
Retention	Returning each year, contingent upon a rating of 'Proficient' or above on all standards within the evaluation process. Ratings are based upon observable evidence of classroom environments that are conducive to student learning. Classified must meet standards on yearly evaluations (two per year).	$400	$1,000

2. Instructional Infrastructure: Integrated Staff Engagement/School Culture: Develop a school culture that fosters learning with an emphasis on social and emotional learning and building appropriate social skills for school success. Teachers will understand the importance of implementing a Trauma-Informed school with the critical steps that can be detailed as one who listens, one who explores the underlying issues behind the behavior and incorporates activities into the classroom that helps students to learn how to self-regulate. School stakeholders will use consequences that keep students in school and build trust with adults.

Classroom management and discipline, components of the school climate, are other identified areas of need that have a direct impact on student performance. The 2018-2019 needs assessments identify three main committees (SIT, PBIS, and Administration) that are directly involved in the development of the School Improvement Plan. Yet, there is not a clear process for engaging all stakeholders through these three main committees. Consequently, the school overlooks opportunities to build collective efficacy among the staff and increase school improvement support. The school implements some components of Positive Behavior Intervention and Support (PBIS) to monitor and modify student behavior; however, classroom management processes are inconsistently implemented resulting in negative impacts on student behavior. Also, both students and staff reported that behavior intervention strategies are not used consistently or equitably which creates more behavior issues. When surveyed about school climate, respondents (staff, families, students) mentioned the importance of classroom management and relationship building, communication, and instructional leadership as factors that needed improvement. Discipline data show a high frequency of classroom disruptions that often result in out-of-school suspensions. In 2018-2019 ISS events were lower than the district rate: Warlick—180.72/District—245.39 (per 1000 students). However, short-term out of school suspensions were more than 10 times greater than the district rate: Warlick—2909.64/ District—267.56. Incidents of bullying/harassment are also 6 times greater than the district rate: Warlick—126.51/District—20.97.

Teachers in alternative schools must be able to meet students' acute behavioral and academic needs through effective classroom management and intervention strategies. Darden/UVA will help the school to identify and address the cultural and mental-health factors that are driving the school's chronically poor performance, to integrate social and behavioral support directly into the learning environment and to enforce discipline codes effectively and positively.

Through professional development and implementation of research based strategies of Trauma-Informed Schools (Sporleder & Forbes 2016), the school staff will understand the importance of our students' life experiences, in order to effectively implement an integrated experience with a consistent use of PBIS expectations, procedures, and consequences. The two ideologies must be thoughtfully prepared, presented, and coached by the partner and leadership team in order to maximize student and staff impact.

Having an intellectual knowledge of the barriers of learning and teaching is different from a factual real-time "I can't focus on math right now, because of <X>." Research shows that the number of licensed clinical practitioners in a school-environment are not proportionate to the number of students' needs, nor always available during a child's unscheduled crisis. (Adelman & Taylor, 1998 & 1999) However, many of our students' emotional needs can be met through non-clinical conversations and relationships; and their physical and safety needs can only be addressed if informed. And, most behavioral and/or disciplinary conflicts that carry-over from the community have the opportunity to be prevented in the school environment. (Prothero 2018) Reflecting upon the number of outside variables disrupting our students' learning, staff from the Warlick leadership team have developed a research-based rapid mental-health assessment to be utilized during morning security check-in. Each morning, the student would complete a 6-question color-coded survey on an electronic device to triage needs before going to class. Topic/domain includes: Physical/Body Health, Food/Shelter, Family Members, Safety, Peers at School, Other. Students then choose Green (no concerns, ready to learn); Yellow (need to talk to someone before the end of the day); Red (need help before going to my first class). The check-in area and traffic pattern is able to be configured where any student who marked a topic "red" can speak to a staff member confidentially before going to class.

Warlick Academy has two guidance counselors who could be available to teach whole-group lessons on behavior and emotional/social topics for all grades, however have historically been utilized for students in crisis, and academic preparedness. One guidance counselor serves middle school students, and the other serves high school students. The school does have an agreement with an outside mental health clinical provider, who provides one-on-one therapy sessions on site during the school day. Staff shares the contact information with parents, who complete the intake process and utilize private insurance or Medicaid for payment. In order to affirm those positive relationships all adults will lead daily Advisory period and will deliver social-emotional mini-lessons, through the Social-Emotional Learning activities available through Edgenuity. In this way, all adults have a curriculum target, while encouraging engagement with students. School leadership, staff and families will review social and emotional learning curricula that align to the five interrelated sets of cognitive, affective and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making for a more focused approach to teaching social and emotional learning skills. Students will have the opportunity to provide input on a choice of 3 topics to begin the year. Then, small group assignments could be adjusted by topic, or behavioral needs, mentors with older students, etc. as the year develops and data becomes available targeted to students' needs.

3. Instructional Infrastructure: Blended Learning: Initiate a blended learning model of instruction with teacher support in which students will receive both online and face-to-face instruction. Recent meta-analyses support the conclusion that students can learn even better from blended learning than from more traditional pedagogies (Mens et al., 2013; Pane et al., 2013). However, technology alone is no guarantee that students will achieve, and researchers have identified five critical components that contribute to the successful implementation of a blended learning program: collaborative leadership, culture, classroom practice, professional development, and infrastructure. Each of these will be addressed in the focus areas for improvement. The school currently has adequate technology and infrastructure for a successful implementation of a blended-learning program using the Edgenuity digital

platform. Students will access Edgenuity for both core instruction and credit recovery. The blended learning model will create teaching practices that replace work-sheet, lecture-based, one-size-fits-all teaching with student-centered, technology-enhanced instruction that allows students to learn at their own pace, mastering content and skills as they go. Teachers will participate in on-site, face-to-face professional development sessions to support program fidelity and to use data to determine students' individual needs. Student success will rely on a leadership team that sets clear goals and acts in support of those goals and, in turn, ensures that teachers are prepared to successfully adopt new technologies and pedagogies. Students will use a laptop to access their online self-directed content, track progress toward their goals, and take assessments to demonstrate mastery of concepts. This system will increase the transparency of student progress. Progress is tracked automatically, and teachers, students, and families can log in to access student progress anywhere with an internet connection. The digital platform will also help the school communicate with parents and families. Effective face-to-face engaging teaching practices will continue to be critical, to provide opportunities for students to learn to participate in small group learning opportunities, facilitating their growth of school-appropriate social-skills in the learning environment.

4. **Instructional Infrastructure: Innovative Scheduling:** Support the design and implementation of innovative schedules and collaborative structures that increase academic learning time and measurable outcomes for students. The leadership team will have the autonomy to develop a flexible schedule that will better match the instructional time and format to the learning needs and the social-and-emotional support of students. An analysis of how schools utilize the instructional day indicates that "neither increased days <per> year nor hours <per> day have been shown to increase student learning, except in special circumstances. With a major theme across many of the studies reviewed is that the amount of instructional time is not so important as how that time is spent." (SEDL, 2012)

Careful consideration was taken in compacting instruction into one hour classes while maintaining the opportunity for eight credits per year. An informal analysis of discipline referrals for the last two semesters indicates a higher ratio occurs in the last 30 minutes of each class period, regardless of the period of the day. Silva (2007), Kareweit & Slavin (1981) provide valuable operational definitions supporting these scheduling recommendations.
- Allocated School Time -- Total time in school
- Allocated/Scheduled Class Time -- Total time in class
- Instructional Time -- Time devoted to Instruction, minus time lost to intrusion, procedures, and inattention
- Academic Learning Time -- Time students are engage, gaining and retaining subject knowledge

A meta-analysis of the relationship of time-in-school and outcomes (Cotton 1989) did not find a statistically significant relationship between allocated time and student achievement. However, the analysis found a strong positive relationship between academic learning time and student achievement.

By improving our school-wide behavior approaches, we will be maximizing the instructional time. By utilizing the blending-learning approaches, our student engagement time will also be increasing, to support academic and behavioral improvements. By removing the increased discipline-risk factor of the last 30-minutes of class, we intend to improve the opportunity for the students to remain in class for the next class period and next instructional day.

Two options are currently under consideration, where both options are intended to maximize:
- student access to instructional staff,
- opportunities for small group learning
- increased instructional time and reduced behavioral infractions,
- collaborative staff planning time,
- differentiated coaching and professional development,
- growth opportunities based on teacher's skills and experiences;
- flexibility in student enrollment;
- staff dedication and commitment to our students.

Instructional Infrastructure: Innovative Schedule v.1

Arrival & Check-In 7:45 to 8:15	Security Check-In & Mental-Health Check-In Red -- need help before going to first class. Yellow -- need support before the end of the day; Green -- ready to learn, Physical/Body Health; Food/Shelter; Family Members; Feeling Safe at Home; Peers at School; Other
Breakfast & Advisory 8:15 to 8:55	Advisory Content lessons outlined with SEL/Edgenuity determined by student needs
1st Period 9:00 to 9:50	All staff engaged with all students; no teachers in planning
2nd Period 9:55 to 10:55	All staff engaged with all students; no teachers in planning
3rd Period + lunch 11:00 to 12:30	All staff engaged with all students; no teachers in planning
4th Period 12:35 to 1:35	All staff engaged with all students; no teachers in planning
Dismissal 1:35 to 2:00	All staff on duty
COMMON PLANNING 5th Period 2:00 to 3:30	Extended Day Students and Common Planning for Data, Content, Professional Development, Review of new student information

Instructional Infrastructure: Innovative Scheduling v.2
Using this second proposal, students would be grouped according to their "bus route" and other factors to be determined, such as specialized transportation or parent drop off/pick up, for their instructional day. By using this proposal, buses could deliver and return students across all grade levels in a timely fashion while fulfilling other afternoon route obligations. Instructional teacher assistants' time would be staggered to keep them within their 37 ½ hours per week. They would also be more available to monitor buses as needed. All certified staff would be on site the entire time; their schedule would reflect an individual planning period as well as common time.

Instructional Infrastructure: Innovative Schedule v.2

Morning Schedule for Staff and Students (Group 1)		
7:30 - 8:10	Arrival	Security Check-In & Mental-Health Check-In Breakfast & Advisory
8:10 - 9:00	1st Block	Instructional and SEL Small Group time
9:00 - 9:50	2nd Block	Instructional and SEL Small Group time
9:50-10:40	3rd Block	Instructional and SEL Small Group time
10:40 - 12:00	4th Block	Instructional and SEL Small Group time & Lunch
12:00		Departure
Afternoon Schedule for Staff and Students (Group 2)		
11:30-12:15	Arrival	Security Check-In & Mental-Health Check-In Lunch, & Advisory
12:15 - 1:05	1st Block	Instructional and SEL Small Group time
1:05 - 1:55	2nd Block	Instructional and SEL Small Group time
1:55 - 2:45	3rd Block	Instructional and SEL Small Group time
2:45 - 3:35	4th Block	Instructional and SEL Small Group time
3:35		Departure

5. Strong Leadership: Provide high quality leadership support and training for school leaders. Transformation efforts will not be successful if they are only school focused and are not complemented by systems change. The Darden/UVA Partnership for Leaders in Education focuses on systemic change and will provide training and support for the school principal, the district, and the school-level leadership teams. The program includes executive education residential programs held at UVA's Darden School of Business; on-site retreats held in the participating district; peer coaching; an online portal; teleconferences; and, a senior project director dedicated to providing support to participants. The partnership support focuses on four key areas: leadership; talent management; support and accountability; and instructional infrastructure. A key component of the leadership support is working with leaders at all system levels to use data to determine what needs to be done differently to achieve the organization's goals.

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

(a) Response: The district's Title I Director will provide oversight and support of funding and collaborative support. The director will update the district curriculum department at regularly scheduled meetings. Data will be provided, and the curriculum department will provide feedback and support as needed. The Director of Federal Programs will work collaboratively with the proposed partner, school leadership team, School Improvement Team, and the principal to support the implementation of the research-based school improvement strategies. A memorandum of understanding will be developed to outline the scope of expected work, payment schedule, documentation and accountability required to measure the partner's implementation of services and achievement of outcomes.

(b) Response: A Gaston County Schools Support team will meet monthly with the Instructional Lead Team at the school. Members will consist of the Principal, School Coach, and representatives of the Middle and High School Curriculum Teams, Student Support Services, Title 1, Exceptional Children Services, and Accountability. These meetings will include sharing multiple data sources to track student performance with district officials and will ensure on-going district support and dialogue on the grant implementation.

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):

Timeline	2020-2021 Full Implementation Year 1 Actions	Owner
July August September 2020	• 1 week of summer executive education for selected leadership • Staff leadership retreat with preparation for plan implementation. • Multiple sessions with external partner to develop vision and scope of work • Hire IPG Coach • Hire and place needed staff • Develop Flexible school schedule • Rebrand Parent Resource Center	Darden/UVA District & School Leadership
	• Plan and Implement Whole Staff Professional Development: PBIS & Trauma-Informed Schools; Online Blended Learning and Technology Platform • Committee Development (SIT, PBIS, Administrative Team) • Complete Core Assessment • Evaluation and revision of 90-day plan • Notification of revised school schedule • Staff Incentive Assurances and Implementation	District PBIS Leadership, District Trauma Social Workers Darden/UVA School Leadership & UVA School Leadership & Finance
	• Develop and sustain Student Triage process • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership Counselors Mental Health Clinicians
October November December 2020	• Systems design coursework at UVA • Leadership Interviews (district leaders, principals, other personnel) • On-site support visit • 3 days of executive leadership education • 2 on-site support visits	Darden/UVA District & School Leadership
	• Review and sustain Student Triage process • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership, Counselors & Mental Health Clinicians

January February March 2021	• 2 on-site support visits • Evaluation and revision of 90-day plan • 1st Semester data overview	Darden/UVA District & School Leadership
	• Review and sustain Student Triage • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership, Counselors & Mental Health Clinicians
April Mary June 2021	• Principal Supervision Summit • Consultation and year-two planning • Data focus and review • Plan Summer Work days • Staff Incentive Assurances and Implementation	Darden/UVA District & School Leadership
	• Review and Sustain Student Triage • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership, Counselors & Mental Health Clinicians

2021–2022 (Full Implementation Year):

Timeline	2021-2022 Full Implementation Year 2 Actions	Owner
July August September 2021	• 3 days of summer executive education • Review and revise 90-day plan • Plan and Implement Whole Staff Professional Development Booster Sessions: PBIS, Trauma-Informed Schools, Blended Learning • Staff Incentive Assurances and Implementation	Darden/UVA District & School Leadership District PBIS & Trauma Social Workers
	• Review and sustain Student Triage process • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership, Counselors & Mental Health Clinicians
October November December 2021	• 3 days of winter executive leadership education • On-site support visit • Review and sustain Student Triage process • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	Darden/UVA District & School Leadership School Counselors & Mental Health Clinicians
January February March 2022	• On-site support visit • Development of updated 90-day plan • 1st Semester data overview • Review and sustain Student Triage process • Social Emotional Learning Connections -Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	Darden/UVA District & School Leadership School Counselors & Mental Health Clinicians

| April May June 2022 | • On-site support visit
• Principal Supervision Summit
• Consultation and year-three planning
• Staff Incentive Assurances and Implementation | Darden/UVA-School Leadership School Leadership & Finance |
| | • Review and Sustain Student Triage
• Social Emotional Learning Connections- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing | School Leadership, Counselors & Mental Health Clinicians |

2022–2023 (Full Implementation Year):

Response: The proposed partner will continue to provide support throughout the school year; however, the support will be minimal as sustainability is achieved. The proposed partner will continue the face-to-face support days and the virtual meetings with the administration. The proposed partner will continue to work with administrators in executive coaching sessions, provide staff-wide professional development, and facilitate growth during teacher PLC meetings and work directly with facilities staff leadership throughout the course of the school year. In addition to the virtual meetings with administration, coaches provided by the proposed partner will be available anytime throughout the year if the school leadership team or staff members need to call or email for support or to role-play solutions to challenges. This support will increase the fidelity of the initiative and provide sustainability. In Early 2023, the proposed partner will meet with school and district leadership to begin a Comprehensive Needs Assessment to be able to sustain the positive changes as the partner transitions out. This will allow district leaders to engage in active communication and planning for the financial and human capital needed for the 2023-24 school year.

Timeline	2022-2023 Full Implementation Year 3 Actions	Owner
July August September 2022	• Staff leadership retreat with preparation for plan implementation. • Summer executive education for selected leadership • Review and revise 90-day plan • Plan and Implement Whole Staff Professional Development Booster Sessions: PBIS, Trauma-Informed Schools, Blended Learning • Staff Incentive Assurances and Implementation	District and School Leadership Darden/UVA-District Leadership School PBIS and TIS Leaders, with District & UVA-Support
	• Review and sustain Student Triage process • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership, Counselors & Mental Health Clinicians
October November December 2022	• System design coursework at UVA • Leadership Interviews (district leaders, principals, other personnel) • 3 days of executive leadership education • 2 on-site support visits	Darden/UVA District & School Leadership
	• Review and sustain Student Triage process • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	School Leadership, Counselors & Mental Health Clinicians

January February March 2023	• 2 on-site support visits • Development of updated 90-day plan • 1st Semester data overview • Review and sustain Student Triage process • Social Emotional Learning Connections – Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	Darden/UVA District & School Leadership School Counselors & Mental Health Clinicians
April May June 2023	• Principal Supervision Summit • Consultation and year-two planning • Staff Incentive Assurances and Implementation • Social Emotional Learning Connections -- Daily Advisory Lessons, Classroom Guidance Lessons, 1:1 and small group counseling; ongoing	Darden/UVA District & School Leadership School Counselors and Mental Health Clinicians

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:

Response:
Because Warlick is an alternative school, student assignment is fluid, and not all students are physically instructed on campus. The team will carefully review the data to ensure that reduction in disciplinary incidents are reflective of the students participating on campus. Similarly, significant improvements in behavior often result in students successfully transitioning to their home school (by address) so behavioral growth over time per student is challenging to calculate. Care and diligence will be taken by the school and district staff to look at individual student progress as well as overall school improvement. With multiple high-stress factors impacting the alternative school students, such as free and reduced lunch populations, limited parent involvement, increased discipline referrals, and limited financial resources available to families, a continuum of wrap-around services for the students at Warlick Academy is essential in order to improve student achievement and to address the other leading indicators that contribute to performance.

Warlick Academy will create a system of supports that aims to foster the mental, emotional and physical health of students while creating lasting relationships with families that can be sustained for years to come through the creation of a Personalized Planning Team. Team members will consist of the principal, school coach, school nurse, school social worker, behavior specialist, school guidance counselors, parent-engagement specialist, remediation-MTSS teachers, EC Lead Teacher, Mental Health Liaison, and the Gaston County Schools Directors. The Personalized Planning Team will ensure collaborative services through regular home visits, coordinating medical care services for students, conducting mental health referrals for outside agencies, access to the Parent Resource Center, and assisting parents with accessing reference materials and other community agency supports.

The new flexible schedule will ensure that this team has dedicated time for weekly meetings to share relevant information to address a student's mental, emotional, and physical health along with any needed academic and behavioral support.   By examining at-risk demographics including academic performance, retention, past performance on End of Grade and EOC tests, attendance, number of office referrals and suspensions, the Personalized Planning Team will ensure support services are reviewed, recommended, and implemented promptly. Weekly meetings will also allow the staff and district officials to not just become cognizant of the needs of individual students, but to truly ensure interventions are initiated and progress monitored for success, and referred for additional services as necessary. Specific methodology for each target is identified in more detail below.

(a) Establishment of, and monitor progress towards, annual goals for Reading and Mathematics Achievement: The school has established annual goals in reading and mathematics that are in alignment with the School Improvement Plan and NCSTAR indicators. Usage of NCSTAR will allow for cyclical assessment of selected interventions in order to create new goals and continue monitoring implementation efforts. Due to consistently low-performance on standardized North Carolina End of Grade and EOC tests, the following goals were established to be SMART (specific, measurable, attainable, realistic, and timely). School Improvement Goals are monitored monthly by the site-based school improvement team and quarterly through collaborative monitoring visits from the district level directors. The IPG Coach will train and guide staff on utilizing and analyzing the formative assessments available through the online grade-level and remediation curriculum when implemented with fidelity. The IPG Coach, Leadership team and school administrators will lead, guide, and monitor staff PLC sessions to grow staff capacity in understanding alignment of instructional goals with measurable outcomes. Achievement indicators will be reviewed, presented to the team and revised as necessary to improve student achievement. The Title I Coordinator and/or Director will visit the school on a monthly basis to offer support in implementing the ten components of a Title I school to ensure that funds are not being inadvertently supplanted**.**

Middle School	Pre-Baseline 2018-2019	2020-2021	2021-2022	2022-2023
Reading Composite GLP/CCR	9.7/5.6	10.7/6.2	11.8/6.8	12.9/7.5
Math Composite GLP/CCR	6.9/1.4	7/6/1.5	8.4/1.7	9.2/1.9
High School	**Pre-Baseline 2018-2019**	**2020-2021**	**2021-2022**	**2022-2023**
English II Composite GLP/CCR	3.4/0	4.11/2	4.52/2.2	4.97/2.64
Math I Composite GLP/CCR	0.0	3/1	3.3/1.1	3.63/1.21

(b) Response: Measure and monitor progress on leading indicators:

The Personalized Planning Team will develop at-risk rankings for all students. These rankings will include multiple factors: attendance; number of discipline referrals; performance on previous standardized tests; letter grades in academic coursework; and former grade level retention. At-risk rankings will allow both the school team and instructional lead team to identify students who are most at-risk and initiate interventions.

Warlick and the district currently utilize Educator's Handbook to collect and analyze discipline data. This tool provides ease of use in determining students with a high number of incidents, teachers with

high rates of referrals, patterns in school locations or times, in addition to tracking consequence outcomes.

The student attendance rate for the last several years has been below the district goals. The school social worker, guidance counselor and administrative team members will review student attendance data provided by the Data Manager, to ensure alignment and accuracy for students participating in homebound services, day-treatment, or other atypical locations. Appropriate interventions could include conducting home visits, parent calls, attendance contracts, collaboration with any community agencies working with the family, and truancy referrals to the Department of Social Services, if necessary.

The school dropout rate will be carefully monitored by the data-manager for student withdrawals, transfers, and drops, with assistance from district level personnel. If a student does drop out, the Personalized Planning Team will reach out to the student to encourage re-enrollment and attempt to address any barriers to reenrollment.

The 4-year graduation rate has had high variability due to the small number/denominator of senior candidates each year which is unpredictable in the fall. Similarly, the 5-year graduation recoupment is often dependent on a small number of students. Informal review indicates more than half of the high school students assigned or enrolled from out-of-district schools found to be "repeaters," behind in their graduation cohort requirements due to failed classes, poor attendance, mid-semester drop-outs, hospitalizations or detention centers where grades and records were not aligned upon re-enrollment. Prior to Year 1, the school counselors, data manager, and administrators will review and revise the enrollment packet and record request process to enable all available high school records are on-site and available for review, ensuring appropriate credit is assigned as expected. Thorough documentation review and opportunities for credit recovery will be in place, to maintain appropriate pace for cohort graduation.   Status of passing high school courses will be reviewed at the end of each six weeks, to determine needs for interventions or course realignment. Schedules and awarded credit will be revisited for each student at the semester change to ensure accurate graduation plans are in place and communicated with students and families.

Upon grant approval all staff will be notified of incentives including staff attendance, and its use in data collection. Certified staff attendance will be monitored with monthly updates to administrators, and queried as needed.

Middle/High School	Pre-Baseline 2018-2019	2020-2021	2021-2022	2022-2023
ISS	14	10	8	5
OSS	272	250	225	200
Student Attendance	85.98	85.25	87.75	90.38
Drop Out %	15.89	10.62	9.55	8.60
Graduation 4-Year Rate	27.1	29.81	32.79	36.07
Graduation 5-Year Rate	35.6	39.16	43.07	47.38
Certified Staff Attendance	91.44	93.3	95	97

J: SUSTAINABILITY: As part of the planning process the Entity should consider how to sustain reforms put into place at the end of the funding period. Maximum point value for this section is 8.

J-I. The Entity must describe how it will sustain the reforms after the funding period ends (beginning with the 2023-2024 school year):

Response: The entity will continue to sustain the reforms after the funding period in order to continue the school improvement initiatives while reducing dependency on the IPG partner and growing leadership capacity within the school. Title I, II, IV and CSI funds will be reviewed and aligned each spring, to continue to support interventions that have been shown to increase student outcomes. The alternative school remains a funding priority for the district and district leadership will continue to seek the necessary additional financial and human resources needed to maintain improvements. Since the goal of the partner is to build leadership capacity, the practices and methods of building strong leadership capabilities should be institutionalized. With district support, the school will sustain the instructional reforms. The school will have the data analysis, communication, and feedback skills that foster individualized, effective instruction to ensure students meet or exceed growth targets. Additional training will be provided through a combination of Title I and II funds. The district will continue to seek grants to support and expand this important work. The current Instructional Coach will work closely with the IPG Coach to assume these duties at the conclusion of the grant. The additional school staff assistants may be funded through Title I funds that would be reverted from other professional development opportunities that will sunset. Technology/software (Edgenuity) is a district initiative and will be updated using local funds. These items will be given top priority during the winter pre-budgeting sessions.

(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 The budget will need to be revised since the prior one included 3.5 years and this one is only for 3 years.

SCHOOL (SAMPLE) BUDGET			
Year 1 **2020-2021**	**Year 2** **2021-2022**	**Year 3** **2022-2023**	**Three - Year** **Total**
$475,000	$480,000	$480,000	$1,435,000
SCHOOL (PROPOSED) BUDGET			
Year 1 **2020-2021**	**Year 2** **2021-2022**	**Year 3** **2022-2023**	**Three - Year** **Total**
$500,000	**$500,000**	**$500,000**	**$1,500,000**

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:

WARLICK ACADEMY (PROPOSED) BUDGET					
Item	**Description**	**2020-21**	**2021-22**	**2022-23**	**Three Year Total**
Partnership Contract	Comprehensive school assessment, progress monitoring and professional development	$55,000	$50,000	$45,000	$150,000
School Coach Salary	12 months of salary and benefits	$100,000	$100,000	$100,000	$300,000
School Leadership Training and Travel Expenses to Darden	Professional Learning travel expenses and materials for leadership development	$15,000	$15,000	$15,000	$45,000
Assistant Principal	1- month/20 days Summer Employment	$8,000	$8,000	$8,000	$24,000
Leadership Team Summer Employment	Leadership retreat with professional development, data disaggregation, planning and scheduling	$10,000	$7,000	$10,000	$27,000
Certified Staff Summer Employment	Summer employment for teacher PLC planning with GCS Instructional Coaches, Principal Leadership & Darden	$10,000	$10,000	$15,000	$35,000

Certified Staff Summer Employment	Summer training with Modern Teacher to develop learning paths for increased student proficiency and growth; aligning teaching with recommended digital learning content	$25,000	$18,000	$20,000	$63,000
Staff Professional Development during the School Year	Ongoing professional development with Darden partners & designees to address five areas of IPG grant implementation; includes estimates for presenters, materials, substitutes, and curriculum implementation.	$25,000	$50,000	$38,000	$113,000
Classified Staff Professional Development Summer Stipends	Trauma and Social Emotional Learning Professional Development (~21 Instructional Assistants)	$15,000	$12,000	$14,000	$41,000
Bus Drivers' Professional Development	Understanding children of poverty and trauma resilience training; two summer refreshers	$4,000	$2,000	$2,000	$8,000
Parent Resource Center	Including but not limited to loaner electronic devices and hotspots, contractor fees for parent forums, publications and printing	$10,000	$15,000	$15,000	$40,000
Family Engagement Events	Establish and maintain family tradition engagement and giving events	$8,000	$8,000	$8,000	$24,000
Supplies & Materials	Materials for building student capacity and engagement, including online curriculum	$40,000	$30,000	$30,000	$100,000
Transportation	Cost for additional routes and extended day programs	$20,000	$20,000	$20,000	$60,000
Conference Fees & Registration for Off-Site PD	Supplemental funding for off-site PD expenses to recognize teacher excellence and improvement	$5,000	$5,000	$10,000	$20,000
Staff Incentives	Incentives to promote and reward staff retention and performance outcomes; detail rubric below	$150,000	$150,000	$150,000	$450,000
Total		$500,000	$500,000	$500,000	$1,500,000

Justification for 2020-2021 budget:
(a) Response: The Year 1 Budget allocates $170,000 for IPG expectations of partnership expenses, coach salary, and Administrative travel to Darden/UVA Academy to initiate programming and leadership change. Summer stipends provide $72,000 for planning and implementation of professional development in Positive Behavior Interventions & Supports, Trauma-Informed Schools, Blended Learning Curriculum Platform and Alignment for all certified and classified staff. The Parent Resource Center and Family Engagement activities share $18,000 to grow and rebrand our existing resources, increase parent involvement, and ease access to school and community resources. An additional $85,000 is anticipated throughout the school year to continue to provide professional development expenses, substitute coverage, supplies and materials for curriculum and behavioral intervention implementation, and additional transportation expenses as a result of the innovative master schedule. Finally, $155,000 is reserved for staff incentives (demonstrated in the rubric below, including retention, academic performance, indicator growth, staff attendance, and difficult-to-staff positions) and offering conference registration fees for teachers of excellence and those in specialized instructional areas.

Justification for 2021-2022 budget:
(b)Response: The Year 2 Budget allocates $165,000 for IPG expectations of partnership expenses, coach salary, and Administrative travel to Darden/UVA Academy. Summer stipends provide $57,000 for planning and implementation of professional development booster sessions in Positive Behavior Interventions & Supports, Trauma-Informed Schools, Blended Learning Curriculum Platform and Alignment, delving deeper for returning staff and ensuring all new staff are prepared to meet the needs of our students and families. The Parent Resource Center and Family Engagement funds increase to $23,000. Feedback from Year 1 will be used to determine updated needs and funds directed to the appropriate focused need to grow parent involvement and access to resources. Curriculum and instructional expenses for the school-year are increased to $100,000. The online curriculum and behavior analysis platform costs are expected to be renewed during this contact year, in addition to maintaining professional development expenses, substitute coverage, supplies and materials for curriculum and behavioral intervention implementation, and additional transportation expenses. Staff incentives are sustained at $155,000 (demonstrated in the rubric below, including retention, academic performance, indicator growth, staff attendance, and difficult-to-staff positions) and supplementing conference registration fees for teachers of excellence or those in specialized instructional areas.

Justification for 2022-2023 budget:
(c) Response: The Year 3 Budget allocates $160,000 for IPG expectations of partnership expenses, coach salary, and Administrative travel to Darden/UVA Academy. Summer stipends provide $69,000 for planning and implementation of professional development booster sessions in Positive Behavior Interventions & Supports, Trauma-Informed Schools, Blended Learning Curriculum Platform and Alignment. This is a significant increase to allow for booster sessions in the summer prior to 2022-23, and in the summer prior to 2023-24 before the end of the allocation. The Parent Resource Center and Family Engagement funds continue with $23,000 to provide updated materials and supplies to encourage parent involvement and access to resources. Year-long expenses for continued professional development, substitute coverage curriculum and behavioral intervention implementation supplies, and additional transportation expenses are estimated to be $88,000. Finally, staff incentives are slightly increased to $160,000, to end the grant partnership maintaining performance expectations (demonstrated in the rubric below, including retention, academic performance, indicator growth, staff attendance, and difficult-to-staff positions) and supplementing conference registration fees for teachers of excellence and those in specialized instructional areas.

Rubric for Staff Incentives

IPG Incentive Indicators	Definition	Incentive Range	
		Minimum	**Maximum**
Performance	Achieving specific targets in performance of individual proficiency goals on state and local assessments. Range of Meet to Exceed.	$500	$1000
Growth	Meet or exceed "growth" expectations as measured by student performance criteria in EVAAS and other relevant measurable data. Range of Meet to Exceed.	$500	$1000
Hard to Staff	An incentive that promotes attraction of staff members to this hard to staff alternative school setting	$300	$5,000
Attendance	Meeting or exceeding attendance expectations. Attending all required Professional Development sessions. Professional development days will not be counted against the teacher. Compensatory days for nonsalaried - one day per pay period is waived as it is previously worked time.	$500	$1,000
Retention	Returning each year, contingent upon a rating of 'Proficient' or above on all standards within the evaluation process. Ratings are based upon observable evidence of classroom environments that are conducive to student learning. Classified must meet standards on yearly evaluations (two per year).	$400	$1,000

(L) DATA TRACKING LOGS: The following pages include the Data Tracking Logs that need to be completed for the grade span(s) of the school to be served in this application. Complete the areas shaded in yellow for the applicable grade span(s). For schools serving more than one grade span, complete the applicable Tracking Log for each. Delete Tracking Logs not needed for grade span(s) not served.
NOTE: All highlighted fields must be completed for this section for the appropriate grade levels in order for this section to be considered complete. If incomplete, this section will receive a zero (0) score. Maximum point value for this section is 8.

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	6	6	1	0	0	0	0	0	0	14
	2019 – 20	6	2	5	0	1	0				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	9	21	20	28	36	41	59	46	12	272
	2019 – 20	9	16	22	31	36	38				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	93.3	84.61	85.96	89.55	85.51	88.22	79.83	80.22	86.97	85.98
	2019 – 20	90.11	87.88	83.66	78.42	82.76	76.03				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	92.1	90.6	93	88.6	93.2	89.5	86.8	92.1	97.1	91.44
	2019 – 20	96	90.5	92	95.8	95.5	92.8				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 6 (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math 7 (GLP / CCR %)

Year	Value
2018 – 19	11.1/3.7
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math 8 (GLP / CCR %)

Year	Value
2018 – 19	5.4/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

NC Math I (GLP / CCR %)

Year	Value
2018 – 19	No Data
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Math Composite (GLP / CCR %)

Year	Value
2018 – 19	6.9/1.4
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 6 (GLP / CCR %)

Year	Value
2018 – 19	25/25
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading 7 (GLP / CCR %)

Year	Value
2018 – 19	11.1/3.7
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

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

Reading 8 (GLP / CCR %)

Year	Value
2018 – 19	5.4/2.7
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Reading Composite (GLP / CCR %)

Year	Value
2018 – 19	9.7/5.6
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Science 8 (GLP / CCR %)

Year	Value
2018 – 19	11.4/8.6
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Total Composite (GLP / CCR %)

Year	Value
2018 – 19	8.9/4.5
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Data Point Goals	2020-21	2021-22	2022-23	+ / -
ISS Incident #	10	8	5	
OSS Incident #	250	225	200	
Student Attendance %	85.25	87.75	90.38	
Certified Attendance %	93.3	95	97	
Math GLP / CCR %	7.6/1.5	8.4/1.7	9.2/1.9	
NC Math I GLP / CCR %	N/A	N/A	N/A	
Reading GLP / CCR %	10.7/6.2	11.8/6.8	12.9/7.5	
Science GLP / CCR %	12.5/9/8	13.8/10.4	15.2/11.4	
Total Composite GLP / CCR %	9.79/4.95	10.76/5.44	11.84/5.98	

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
Drop Outs (Number)	2018 – 19	2	2	2	2	2	0	0	14	4	28
	2019 – 20	1	3	5	8	0	5				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
ISS (Incident Count)	2018 – 19	6	6	1	0	1	0	0	0	0	14
	2019 – 20	3	3	7	2	0	0				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	9	21	20	28	36	41	59	46	12	272
	2019 – 20	12	28	29	29	25	29				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	75.2	74.22	85.66	80.29	84.95	83.56	82.6	85.48	92.94	82.77
	2019 – 20	74.97	70.46	74.74	71.07	75.69	67.61				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	92.1	90.6	93	88.6	93.2	89.5	86.8	92.1	97.1	91.44
	2019 – 20	96	90.5	92	95.8	95.5	92.8				
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

Graduation Rate (4-Year %)

Year	Value
2018 – 19	27.1
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

English II (GLP / CCR %)

Year	Value
2018 – 19	3.4/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Graduation Rate (5-Year %)

Year	Value
2018 – 19	35.6
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

NC Math I (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Biology (GLP / CCR %)

Year	Value
2018 – 19	0/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Composite (GLP / CCR %)

Year	Value
2018 – 19	1.3/0
2019 – 20	
Average	
2020 – 21	
2021 – 22	
2022 – 23	

Data Point Goals	2020-21	2021-22	2022-23	+ / -
Drop Outs %	10.62	9.55	8.60	
ISS Incident #	10	8	5	
OSS Incident #	250	225	200	
Student Attendance %	85.25	87.75	90.38	
Certified Attendance %	93.3	95	97	
Graduation Rate 4-Year %	29.81	32.79	36.07	
Graduation Rate 5-Year %	39/16	43.07	47.38	
Biology GLP / CCR %	3/1	3.3/1.1	3.63/1.21	
English II GLP / CCR %	4.11/2	4.52/2.2	4.97/2.64	
NC Math I GLP / CCR %	3/1	3.3/1.1	3.63/1.21	
Composite GLP / CCR %	1.43/1	1.57/1.2	1.72/1.21	

2018 – 19 = Pre -Baseline Year

2019 – 20 = Baseline Year / Planning

2020 – 21 = Year 1 – Full Implementation Year

2021 – 22 = Year 2 – Full Implementation Year

2022 – 23 = Year 3 –Sustainability Year