IPG Application:

2019 NC Innovative Partnership Grant (IPG) Competition
Cohort I - (January 2020 – September 2023)

ENTITY: <u>NC Innovative School District</u>   **ENTITY Code: 295**

SCHOOL: <u>Southside Ashpole Elementary School</u>   **NCDPI SCHOOL #: 295300**

IPG Entity Contact Name: Dr. DeShawna Gooch

IPG Entity Contact Title: Chief Operating Officer

IPG Entity Contact Phone: (919) 807-4006

IPG Entity Contact Email: deshawna.gooch@dpi.nc.gov

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

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

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

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

November 15, 2019 – Innovative Partnership Grant Applications due date to NCDPI:
Two (2) applications are due to chris.vecchione@dpi.nc.gov (copied to IPG_application@serve.org) by 5:00 p.m. One (1) final PDF version of the IPG application with all identifiers noted, and one (1) PDF version of the IPG application that removes ALL identifiers of the specific Entity and replaces the LEA name with "Entity", or the Charter Entity name with "Charter", and the School name with "School". Both copies of the application should be sent in the same email. The second version (without identifiers) will be used by the external partner as a blind copy during the actual application review and Level I scoring. <u>To be equitable and transparent – no application received after 5:00 p.m. on November 15, 2019 will be reviewed or considered for this competition</u>. The application should be no longer than 40 pages total*, single-spaced with one-inch (1") margins on all sides, and using a 12pt font in Times New Roman. (*Note: Applicant may use up to four (4) additional pages to respond to Question II-B(7) ONLY, if applicable.)

All IPG questions / correspondence should be directed to:

Dr. Chris Vecchione, Assistant Director, Federal Programs @ NCDPI   Email: chris.vecchione@dpi.nc.gov

---

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

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

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

(**By checking each box**) the Entity is making the following Assurances if awarded an Innovative Partnership Grant (no point value awarded; 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):

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.) Chronic Absenteeism Rates;
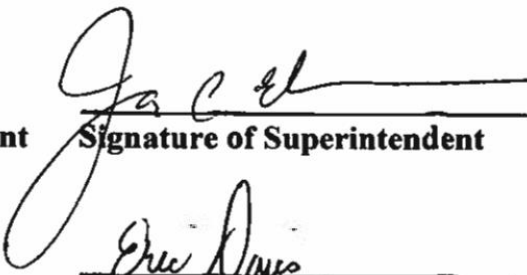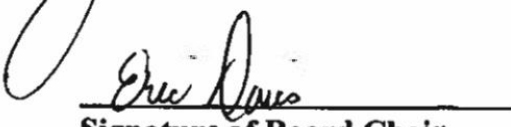   6.) Certified Staff attendance rate;

    (others as determined by NCDPI)

✓ Ensure that each 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. *This assurance may be met by contracting with an external provider - 40 hours per week / 12 months.*

✔ Not reassign the IPG Principal during the 2 years of "full 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 I 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. James C. Ellerbe
Name of Superintendent   **Signature of Superintendent**   **11/4/2019**

Date Signed

Mr. Eric Davis
Name of Board Chair   **Signature of Board Chair**   **11/7/2019**

Date Signed

For State Use Only

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

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

APPLICATION NARRATIVE:

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

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

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

School Name:	Grade Level(s):	Type:	NCDPI ID#:	Proposed Partner*:
Southside Ashpole Elementary School	K-5	ISD	295300	UPD Consulting

*Entities may propose a partner of their choice (not on the list); however, the applicant Entity must provide justification for the selection of the proposed partner, which will then be vetted in a process similar to 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) DESCRIPTIVE INFORMATION: 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"):

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:

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

a) Instructional Programs:

Response:
The Innovative School District (ISD) was created by the General Assembly to transform the five lowest-performing elementary schools in the state and therefore is a low-performing district by design. Southside Ashpole Elementary School (SAES) is a traditional school located in a rural portion of the Sandhills region. SAES was formerly a part of the Public Schools of Robeson County (PSRC) until it was recommended for transfer into the North Carolina Innovative School District in 2018 by the State Board of Education based on its historically low academic performance. SAES is the first and only school in the ISD at this time however, additional schools may be selected in December 2019.

Southside Ashpole seeks to meet the social, emotional and academic needs of the whole child. As these needs extends beyond the classroom, it is important to also understand the context of the community. The 2019 Roadmap of Need, a whole child needs assessment produced by the Public School Forum of North Carolina's Center for Afterschool Programs provides insight on the overall wellbeing of the community. The roadmap provides 20 indicators of wellness which encompass the four domains of health, youth behavior and safety, education and economic development. Robeson County ranked 96th in health, 93rd in youth behavior and safety, 91st in education and 96th in economic development out of the 100 counties in North Carolina. Only Edgecombe and Washington County ranked lower than Robeson County in the overall ranking for all four domains. Robeson County's ranking demonstrates a critical need for increased investment in SAES based on the impact of the external community factors coupled with the school's history of underperformance.

According to the 2018-19 Average Daily Membership (ADM) report, SAES had an average of 230 students in kindergarten through fifth grade. The school population is comprised of 44% African American, 36% American Indian, 11% two or more races, 4% Hispanic and 4% White students. Southside Ashpole is a Title I school that participates in the federal Community Eligibility Provision (CEP), based on its high percentage of students requiring free or reduced meals. Last year, almost 20% of the student population received Exceptional Children services. The 2017-18 NC School Report Card reported 41.4% of teachers did not meet expected growth. In July 2019, the district was able to recruit a proven turnaround school leader however, this is the third principal hired since the 2017-18 school year.

All North Carolina schools receive accountability results in the areas of proficiency, growth, school performance and designations based on the End-of-Grade assessments. Table 1 outlines the accountability data for Southside Ashpole over the past five years. Note that the school was transferred under state control during the 2018-19 school year.

Table 1
Five Year Accountability Trend Data: Southside Ashpole Elementary School

	% Grade Level Proficient	% College & Career Ready	NC School Performance Grade/ Score	Growth Status	State/ Federal Designation
2014-15	29.4	19.9	36/F	Not Met -3.88	LP/Title I
2015-16	23.6	16.0	35/F	Met 0.64	LP/ Title I
2016-17	18.4	9.8	27/F	Not Met -4.63	LP/Title I
2017-18	20.2	11.3	29/F	Not Met -2.67	LP/Title I CSI
2018-19	19.8	6.6	30/F	Not Met -2.29	LP/Title I CSI

According to the 2018-19 accountability results, more than 80 percent of SAES students are non-proficient on grade-level standards. Grade-level proficiency (GLP) has dropped from 29.4% to 19.8% and college and career ready (CCR) has dipped from 19.9% to 6.6% over the past five years. In this same time period, school performance score has remained at an "F" while students only met "expected growth" once during the 2015-16 school year. The school has also been designated as Low-Performing (LP) School by the state and has retained a federal designation of a Title I Priority or CSI school. The accountability data demonstrates a negative, downward trend.

Table 2
End-of-Grade Assessment Comparison: 2017-18 to 2018-19

	2017-18 % GLP	2018-19 % GLP	Difference
Reading All	26.2	19.8	-6.4
Reading Grade 3	28.6	20.5	8.1
Reading Grade 4	33.3	22.2	-11.1
Reading Grade 5	15.8	16.7	0.9
Math All*	12.3	21.6	9.3
Math Grade 3*	16.7	43.6	26.9
Math Grade 4*	7.1	<5	-2.1
Math Grade 5*	13.2	16.7	3.5
Science 5	26.3	13.9	-12.9

Math assessment changed in 2018-19.

The disaggregated subject matter data displayed in Table 2 indicates that while there were increases in math achievement, science and reading scores lagged. Southside recently instituted two new curricula: Core Knowledge Language Arts (CKLA) and Eureka Math. In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparisons to previous years' data are limited. While teachers felt the CKLA curriculum was useful, implementing two new curricula within one year proved challenging. The Science curriculum was spiraled in through CKLA lessons and supported with portions of the Fusion Science curriculum. The 2018-19 data indicates a need to

provide more direct instruction on the fifth grade Science standards and intensify both the teacher's understanding of the CKLA curriculum and literacy strategies.

Table 3
2018-19 State and School Grade Level Proficiency (GLP) Comparison

2018-19 GLP Comparison
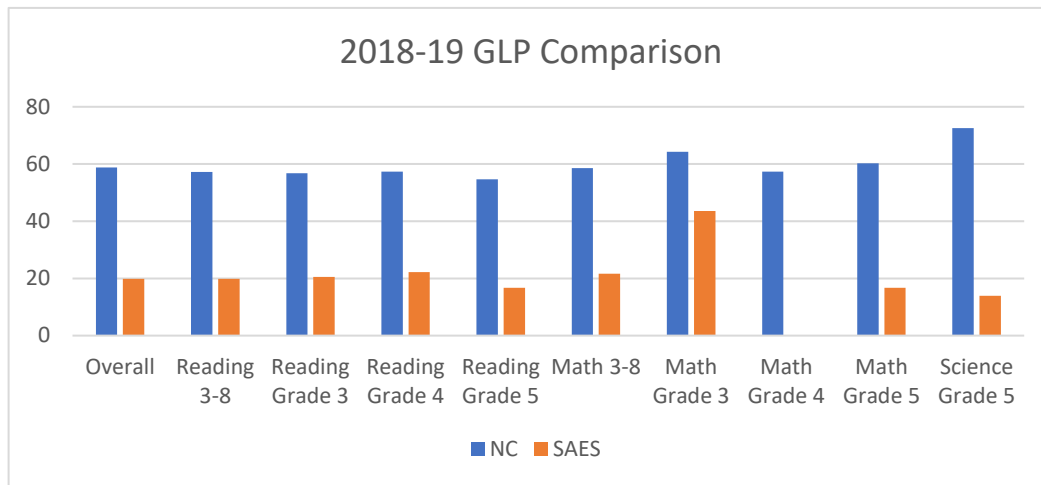
Legend: ■ NC ■ SAES

Table 3 provides a comparison of the state and school grade level proficiencies. Grade level proficiency or GLP is a measure of students that score a level III, IV or V on the End-of-Grade assessments. GLP indicates that students understand the content for each grade level and subject matter. Southside Ashpole's proficiency levels were lower than the state average in each subject area and at every grade level. The differences in achievement were greatest in fourth grade math (53.3 percentage points), fifth grade math (43.5 percentage points) and fifth grade science (58.7 percentage points). This data indicates that the school's performance is dramatically below the state overall but more specifically in math and science.

Students are not receiving access and exposure to all grade level standards. It is imperative to develop instructional capacity around the standards and curriculum, utilize data to provide an effective instructional approach and provide coaching and feedback through walkthroughs, evaluations and a school-base coach. A partnership with an entity that focuses on capacity building and instructional supports while building adult growth mindsets is recommended. The school-based coach can partner with the selected partner as well as a vendor that specializes in observations, evaluations, portfolios and ensuring teachers' growth. The Teacher Advancement Program (TAP), created by NIET Chairman and Founder, Lowell Milken is a comprehensive approach to establish sustained structures for building educator excellence and increasing achievement and growth

A viable science curriculum must be fully implemented. Students should be fully engaged in hands-on science, technology, engineering and mathematics integrated activities, provided experiential learning opportunities that connect to the real word and instructed in motivating and innovative learning environments. This may be accomplished through an extension of an existing partnership with the OutTeach program. OutTeach offers a Big Dig opportunity that engages community volunteers, businesses, parents and staff in the building of school gardens, science centers and outdoor classroom spaces. The school may also establish a STEM Lab classroom with a focus on robotics, 3D printer, and maker space essentials and state-of-the art technology.

While the focus on assessments is on the upper grades, it is important to provide teachers in grades Kindergarten through second grade with the necessary resources and support to ensure students are

developing grade level literacy and numeracy skills. Currently, teacher's assistants are assigned to each of the classes in kindergarten. First and second grade teachers share a teacher's assistant. To ensure students receive individualized instruction, funding for two additional teacher's assistants is needed. The Innovative Learning Commons, a space for reading and small groups with updated leveled readers and technology will support the school's literacy program.

While student performance data is an important school improvement data set, it is critical to include the perceptions of staff, parents and students. The NC Teacher's Working Conditions survey is used to provide insight on the school staff concerns. The Friday Institute's surveys and focus group data provides a final layer of input from parents, students and other stakeholders. The remainder of the analysis focuses on what the stakeholders see as needs for SAES.

The NC Teacher's Working Conditions Survey (NCTWC) is a biennial perceptional tool for collecting feedback on teaching and learning conditions in eight domains. These domains include: time, facilities/resources, professional development, student conduct, teacher leadership, school leadership, professional development, instructional practices/support and community support/involvement. Table 4 provides a comparison for several of the key domain questions.

Table 4
SAES North Carolina Teacher's Working Condition Survey Comparison for Selected Questions

Domain	Question	% Agree 2016	% Agree 2014	Diff.
Facilities & Resources	Teachers have access to digital content and resources.	95.7	89.5	-6.2
Facilities & Resources	Teachers have access to a broad range of professional support personnel.	63.2	87.0	-32.8
Community Support	Parents/guardians are influential decision makers in this school.	31.6	72.7	-41.4
Teacher Leadership	Teachers are recognized as educational experts.	63.2	91.3	-28.1
School Leadership	The school leadership facilitates using data to improve student learning	88.9	95.5	-6.6
School Leadership	Teachers receive feedback that can help them improve teaching.	84.2	86.4	-2.2
Professional Development (PD)	PD enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	84.2	87.0	-2.8
Instructional Practices	Local assessment data are available in time to impact instructional practices.	89.5	100.0	-11.5
Overall	My school is a good place to work and learn.	78.9	95.9	-16.6

The 2016 New Teacher NCTWC: Student and Teacher Retention Analysis "suggests that Community Support & Involvement is a significant contributor to student achievement and teacher retention across grade levels." The report also indicated that Instructional Practices and Support are aligned with student outcomes. Southside Ashpole's 2016 NCTWC results indicate a need for additional digital resources and support staff; increasing parental engagement; usage of data and feedback and increased professional development.

Southside Ashpole could benefit from

In the 2017-18 school year, the North Carolina Department of Public Instruction conducted a Comprehensive Needs Assessment (CNA) for Southside Ashpole Elementary. A CNA is a statewide strategy for identifying roadblocks to student achievement in the dimensions of Instructional Excellence and Alignment of Teaching and Learning, Instructional Excellence and Alignment Support for Student Achievement, Leadership Capacity, Professional Capacity, Planning and Operational Effectiveness and Families and Communities. The school received the lowest rating of "Lacking" for each dimension.

The reviewers noted several positive characteristics:

- Principal visibility which fostered open lines of communication
- Procedures for student movement during instruction
- School is in the initial implementation of Positive Behavior Intervention and Support (PBIS)
- Facility is well-maintained and safe

However, the report included the following areas of improvement:

- Establish and implement and instructional monitoring plan
- Ensure the alignment of lesson plans to the North Carolina Standard Course of Study
- Utilize data to meet the individual needs of all students for remediation and extension in small groups
- Provide timely, descriptive, and relevant feedback to enhance instruction
- Maximize available resources, including time and personnel, to effectively leverage available instructional minutes, ensuring student access to the full curriculum
- Design and carry out a professional development plan, including administrative follow up, that builds capacity in instructional best practices to foster student growth and achievement
- Develop a comprehensive plan for family and community engagement to maximize human and financial support leading to student success

More specifically the 2017-18 CNA indicated a need to align instruction, individualize instruction based on data, provide teacher feedback on lesson plans and provide an instructional monitoring system. The report also indicated the presence of technology yet a lack in the teachers' ability to appropriately leverage it to "enhance student engagement and build higher-order thinking."

In October 2019, the Friday Institute for Educational Innovation at North Carolina State University was been contracted to evaluate the school's turnaround efforts. The Friday Institute conducted focus groups, parent, student and practitioner surveys, and achievement data. The report reconfirmed findings established through the achievement data, NC TWC and NCDPI Comprehensive Needs Assessment:

- Few gains were made in academic growth and achievement. Teachers noted some of the standards were not covered.
- Teachers and students "struggled to adjust to changes" particularly as it related to disciplinary practices

- Strides were made in increasing family and community engagement yet about half of the parents reported that they were not provided with clear information about what their child was learning in school.

Table 5
Friday Institute Parent/Student Survey Results

Question	Respondent	n	% A+SA
1. My child/I feel safe at school	Parent	17	65%
	Child	46	59%
2. If my child/I feel threatened at school, adults will help	Parent	17	53%
	Child	46	67%
3. If my child/ I am bullied outside of school, adults will help	Parent	17	59%
	Child	46	54%

*A+SA refers to Agree and Strongly Agree

Table 5 highlights a portion of the student and parent survey questions that focused on school safety. A little over half of the students indicated they felt safe at school (59%) or had an adult to help them if they felt bullied outside of school (54%). Two-thirds agreed they had an adult to help them if they felt threatened in school. The parent responses were closely aligned to students.

The Friday Institute team made the following recommendations for the 2019-20 school year:
- Pursue bolder and more comprehensive academic changes
- Align curriculum with assessments
- Identify partners with credible connections in the community

The variety of analyses demonstrate a strong need to rapidly improve student achievement and growth overall but most importantly in the areas of science and math. The school proposes to accomplish this through the implementation of four major improvement levers as displayed n Table 6.

Table 6
IPG Improvement Levers and Impact

IDENTIFIED NEEDS	INTERVENTIONS
Increased achievement and growth in math, reading and science	- UPD Consulting - IPG Coach - OutTeach program - STEM Lab - Innovative Learning Commons and technology - Teacher Assistants
Teacher support: instructional feedback, data analysis, unpacking and aligning curriculum, professional development plan	- UPD Consulting - IPG Coach - Teacher Advancement Program contract
Technology resources and aligned professional development	- Innovative Learning Commons, technology and supplies - Teacher technology - Software - Server

Increased family engagement	• Parent Volunteer Center and supplies
Additional support staff to support student instruction and interventions	• IPG Coach • Teacher Assistants

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 I, is it the Entity's intention to "replace" or "retain" the current Principal?

*Response***:** The current principal will be retained

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***:** Click or tap here to enter text.

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

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

*Response***:** The principal began serving during the 2019-20 school year.

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

*Response***:** The school leader has six years of experience as a principal.

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

*Response***:**
Dr. Kenneth Bowen was hired as the current Southside Ashpole Elementary School principal in August 2019. Dr. Bowen has served as an educational leader in both North and South Carolina for the past 17 years. He is licensed as a teacher, curriculum specialist, principal and superintendent. He was most recently employed as a university administrator for the University of North Carolina at Pembroke but also has experience as an elementary school Assistant Principal, High school Principal, Assistant Superintendent in Washington County and a Chief Academic Officer at Pender County.

Dr. Bowen has received the following honors and awards during his tenure:

• East Carolina University, 40 Under 40 Leadership Award – 2016

- U.S. Department of Education, Every Student Succeeds Act (ESSA) Rule Negotiating Committee – 2016
- The University of North Carolina at Pembroke, Young Alumnus of the Year – 2012
- Palmetto Silver Awards, Academic Achievement and Closing the Achievement Gap
- National Character Education Citizens of Character Award
- National Promising Practices Award for Character Education

Dr. Bowen is an accomplished instructional leader with an established record of improved student outcomes in both North and South Carolina. During his tenure at Marlboro County High School, Dr. Bowen raised the End-of-Course proficiency on the following assessments:

- Algebra I: 41.1% to 64.2% (+23.2)
- English I: 34.2% to 48.4 (+14.2)
- Physical Science from 26.1 to 64.5% (38.4)
- US History from 8.2% to 29% (+20.8)

In addition to the double-digits gains in student proficiency, the dropout rate decreased from 5.3% to 1.8% and student attendance increased from 92.8% to 96.3%.
Dr. Bowen continued to improve student achievement through his leadership at Eugene Ashley High School where he increased the graduation rate from 71.7% to 78.7%. He also raised Biology scores from 82.2% to 85.5% and Algebra I from 69.4% to 69.8%.

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 awarded flexibility in the areas of scheduling, staffing, curriculum and budget. The principal may prepare a calendar and school schedule that best meets the instructional needs of students and professional development requirements for staff. The principal may elect to convert positions within the federal, state or local funding streams. All staff are on a one-year contract which provides additional staffing flexibilities if needed. The principal along with the School Improvement Team (SIT) may elect to adopt new or supplemental curriculum to ensures students have access to the instructional lessons, activities and assessments needed to reach their students. The school leadership will work from a zero-based budgeting perspective and have the freedom to convert or develop new positions.

In addition to the aforementioned areas, the principal will be granted teacher evaluation and accountability flexibility. The principal, in conjunction with the school stakeholders, will have the ability to propose an evidence-based evaluation system that meets the professional growth and monitoring needs of the staff. The school must complete all required End-of-Grade (EOG) and Beginning-of-Grade three (BOG3) assessments. The school will be granted flexibility to utilize additional formative assessment and/or benchmarking tools. The schools will also be able to select from the state-approved early literacy monitoring and assessment tools.

c) School Infrastructure:

Response: The school's infrastructure was recently upgraded to increase wireless access, internet speed, broadband and connectivity by the district. Increased safety filters to comply with the Child Internet Protection Switches, cabling and wireless access points for each classroom have been

upgraded using federal Erate funds. These upgrades will ensure that a secure and consistent connectivity. In alignment with the NC Department Public Instruction's transportation and internet access plan, one of the school's buses will be placed to the community for the general public. The bus will be outfitted with a wi-fi access point to provide connectivity to the community as there are limited free access points such as coffee shops, fast food restaurants and public service buildings due to the rural nature of the town.

A full-time Innovative Technology Facilitator (ITF) position was created at Southside Ashpole for the 2019-20 school year. This position will assist both students and staff with obtaining the necessary skills to access and utilize technology and will be stationed within the Innovative Learning Commons. The ITF will assist with the ordering of technology to ensure competitive pricing and compatibility. This role will also inventory and facilitate support for all new technology.

II-A. The Entity/School must use its Innovative Partnership Grant, <u>in collaboration with a Partner</u>, to implement fully and effectively research-based school improvement strategies. 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 II-B)

II-B. If the Entity/School selected "other" in Element II-A; please indicate the entity that you propose to partner with (will have to be "vetted" and not guaranteed to be "approved" (if applicable):

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

Response

(2) Name of the proposed Entity's contact:

Response: Click or tap here to enter text.

(3) Position of contact:

Response: Click or tap here to enter text.

(4) Telephone number of contact:

Response:
(5)Email address of contact:

Response: Click or tap here to enter text.

(6)Detailed rationale for not selecting one (1) of the nine (9) identified vetted and approved Partners:

Response: Click or tap here to enter text.

(7)Provide detailed rationale for selection of external partner not on the pre-vetted list, including: a) type of service provider (i.e., comprehensive or intervention model); b) approach to serving as a CSI Service Partner in supporting LEAs/Schools (i.e., assessing need and developing action plan, working with staff); c) formative evaluative approach to ensure quality of services, and effectiveness of action plan and implementation, and d) evidence of past success reflecting how services led to improved student achievement. (Note: applicant may take up to an additional four (4) pages to respond to this requirement only (if applicable).

(a) Response: Click or tap here to enter text.

(b) Response: Click or tap here to enter text.

(c) Response: Click or tap here to enter text.

(d) Response: Click or tap here to enter text.

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).

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

Response: Families and the surrounding community are critical partners in all major school reform, therefore the district has consulted with the school community through the use of surveys and school improvement team meetings. School leadership presented the nine partnership options and stakeholders provided feedback. The feedback provided insight that the outside company needed to show results and be very flexible in their approach to the community and culture. Family and community stakeholder feedback will continue to be valued and collected throughout the duration of the grant.

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

Response: District leadership made the principal aware of the Innovative Partnership Grant and reviewed the requirements at a meeting held in September 2019. The principal expressed interest and began developing a school-based team. School level staff were consulted by the principal through various meetings. The principal reviewed the grant requirements and potential partners to gain feedback from the School Improvement Team (SIP). The SIP team along with the principal reviewed the school's qualitative and quantitative data sets and selected providers to interview. He team completed interviews and selected UPD Consulting. The SIP team also worked to compose the grant narrative.

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

(a) Response: The school improvement team reviewed each of the vendor's profiles provided by the NCDPI Federal Programs division. The school narrowed down the selections and set up conference calls. Each of the three final vendors were able to discuss their approaches to school reform with the school leadership team. The school reviewed the proposal and quotes and decided upon UPD Consulting based on their school improvement focused on integrating instructional improvement with explicit change management strategies, effective data use practices and ability to build adult growth mindsets. UPD Consulting has shown evidence of improving student outcomes through their partnership with the Virginia Department of Education as well as their other contracts across the nation. UPD supported schools in Virginia experienced twice as much improvement as their non-supported counterparts on state assessments. UPD focuses on building capacity so that at the end of the grant, the school will be able to sustain the improvements and continue to increase school proficiency and growth.

(b) Response: The quality of the vendor will be ensured through communication, collaboration and oversight. The district and school have the ultimate responsibility for ensuring the quality of services received. In order to establish an environment for success, the district will establish multiple planning sessions with the vendor and school to review the implementation plan, identify and roadblocks and provide clarity in the change management process. The district will ensure clear roles are defined, Points of contact for the school, district and vendor will established. During the contract development phase, benchmarks for success will be mutually established by the school, district and partner. Legal counsel will be utilized to review and finalize the contract. Weekly or bi-weekly, formal communication with documentation is expected. Monitoring procedures are further outlined below (c). Issues and concerns should be communicated and escalated if needed in order to address them in a timely manner.

(c) Response: The district will establish quarterly meetings with the vendor and school leadership to review the implementation plan and monitor progress towards the articulated goals. The district leadership will also visit the school regularly (at least twice a month) to ensure implementation and provide timely feedback. A district staff member will be partnered with the IPG coach to assess and monitor the vendor's contractual obligations. This district-school team will provide a report at the quarterly meetings. The UPD partnership is planned as an annual contract. Therefore, if the vendor does not provide the services outlined and/or does not support the school in increasing outcomes, the contract may not be continued.

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

Response: Click or tap here to enter text.

Through the comprehensive review if the school's instructional program, the school determined the need to select a partner to support school improvement process. UPD Consulting embraces and evidence-based approach to school-level continuous improvement and embeds instructional support within a flexible framework for using data to ensure leadership can trust, manage through challenges, and build upon successes. The UPD model has been applied with success in priority schools in Virginia, Kansas, Maryland, DC, Delaware, New Jersey, New York, and in North Carolina.

Southside Ashpole has collaborated with UPD to tailor the model to the specific needs of the school. Over several weeks this fall, the district leadership, school leadership team and UPD's project team met to understand the efforts the school has taken thus far, identify priority professional development goals and objects, and coordinate UPD's model with other planned activities over the next several years. This tailored plan is heavily informed by the needs assessment conducted by the Friday Institute this past summer and other data contained within the school needs assessment.

7.) The Entity must describe the actions it has taken, or will take, to determine its (the Entity's) capacity to provide adequate resources and related support to each CSI School, as identified in the Entity's application in order to implement, fully and effectively, the necessary research-based school improvement strategies and interventions of the Partner it has selected on the first day of the first school year of full implementation (2020-21):

Response: Click or tap here to enter text.
Prior to the completion of this grant, 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 district staff has district and school turnaround experience and is well equipped to support the vendor's outlined continuous improvement process. The district will work in collaboration with the vendor to build awareness, knowledge and capacity at the school level to improve instructional strategies and utilize data to drive decision-making. In addition to the federal, state and local funds provided to the school, **t**he district has worked to procure additional financial and human resources.

8.)   The Entity/School must describe actions it 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. Federal funds (CSI, Title I, Title II and Title IV) will be reviewed and realigned in March 2020 to support this turnaround effort. Currently federal funds are being used to provide professional development in Eureka Math, fund the instructional coach position, and purchase supplies. Federal funds are used to purchase assessment tools and the professional development to support this. Thus far this year, the district has provided the following supports:

- Provided 100% federal and state funds – no set asides or district initiative funding was used. School was also given the funding for the district staff allotment.
- Received a $10,000 donation towards the Parent Volunteer Center. Maintenance requests for electrical and plumbing work to support the washer and dryer are currently in progress. A local church has agreed to stock the non-perishable pantry to support a Backpack Buddy program.
- Funding was provided to replace the media center furniture damaged by the hurricane with flexible seating. A new roof, ceiling, flooring and HVAC unit was installed last year.
- The district provided additional funding to hire an Innovative Technology Facilitator to serve as the digital learning leader of the building and to be housed in the Innovative Learning Commons.

- The district has secured a $30,000 OutTeach grant which is currently providing experiential and outdoor learning activities for students
- Federal funds were used to provide introductory NWEA Measures of Academic Progress (MAP) testing data analysis training.
- Silverback Learning is partnering with the district at no cost for a pilot year to provide online individualized learning plans
- The school is partnered with the University of North Carolina at Pembroke to provide support for beginning teachers. The program is funded by Title II funds and provides coaching, professional development and teacher feedback.
- The UNC-P school counseling department has established a play therapy room at the school site. A professor volunteers one day a week to provide students with additional social emotional services.
- New Google Chromebooks were purchased for grades 2-5 through a partnership with Robeson County Parks and Recreation and state funds.

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

Response: The school district will assign the Federal Grants Director to provide oversight and support for the implementation of research-based strategies. The grants 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 UPD Consulting. The district lead will ensure the braiding of funds for school by ensuring the 2020-21 Title I, II, IV and CSI grant applications are also providing support for the intervention strategies. The district will review the following as evidence of progress: visitation logs, PLC meeting notes, formative assessment data, professional development sign-in sheets, select lesson plans, budget expenditures, walkthrough data, evaluations and pacing guides.

10.) The Entity/School must describe how it 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 district and school will work to continuously engage families in the implementation of the school improvement approach. The Parent Volunteer Center will not only house computers, a washer and dryer, and food, it will serve as the parent/family hub of our school. Parents will be invited to come in on a special night to explore the resources available to them. Resources will include the improvement strategies, information on what their child is currently learning and content on parenting. Families will be provided with updates in the school newsletter. A brochure will be created and provided in the front office. Information will be posted on the website. Updates will be provided by the school leader at Literacy, Math, Title I and report card nights. The application, implementation plan and budget will be regularly reviewed at the school improvement plan team meetings. The school leadership team will conduct surveys to assess parent engagement and awareness throughout the grant.

(b) Response:
The district and school will continue to work to engage the community on the implementation of the Innovative Partnership Grant. The district currently facilitates a Rowland Partnership Committee which includes the mayor, town clerk, several clergyman and nonprofit directors. This group will be provided with updates on the grants and we will seek their guidance on other ways to engage the community in our efforts.

Community members will be encouraged to volunteer at the school. They may register at the Parent Volunteer Center. A brochure will be created and provided in the front office. Information will be posted on the website.

11.) The Entity must describe how it will sustain the reforms after the funding period ends (beginning with the 2023-24 school year):

Response: The ISD will continue to sustain the reforms after the funding period in order to continue the school improvement initiatives. 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. Southside Ashpole remains a funding priority for the ISD and we will continue to seek the necessary additional financial and human resources needed to maintain improvements.

The school will sustain the reforms as the goal of the selected vendor is build capacity. UPD Consulting specializes in instructional leadership coaching and teacher support. UPD will also provide the change management professional development needed to embrace aggressive instructional reform. The school will have the data analysis and feedback skills necessary for providing individualized, effective instruction that ensures students meet or exceed growth targets. Additional training will be provided through a combination of Title I and II funds.

The Parent Volunteer Center and Innovative Commons will be sustained through the use of CSI and local 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 teacher assistants may be funded through Title I funds that will be reverted from other professional development opportunities that will be sunset.

Technology and software will be updated using Erate and local funds. These items will be given top priority during the winter pre-budgeting sessions. We will work with IT to track the lifetime of the technology and ensure we are providing yearly savings to refresh and replenish the needed technology.

12.) The School must describe how it will implement, to the extent practicable, in accordance with its selected IPG Partner, one or more research-based school improvement strategies:

Response: Southside Ashpole's leadership team and UPD will work together to co-design a professional development plan for teacher teams based on UPD's evidence-based continuous improvement feedback model. The plan will leverage scheduled PD days, common planning periods, and internal and external PD resources to build teachers' knowledge and competencies about the TAP instructional framework and research-based instructional practices. UPD will support the leadership team in designing, planning and facilitating quarterly PLC sessions during which short-cycle classroom observation and other data will inform areas of focus for session discussion, intersession tasks and activities, and ongoing focus of PD supports for teachers. UPD will also actively work with the leadership team to increase the school's internal capacity to facilitate continuous improvement sessions and related PD activities without the help of outside consultants.

During the planning phase, UPD will review available data, feedback, and lessons learned with leadership team to prioritize specific PD needs for teachers over the next three years. We will conduct a high-level resource review of curricular materials, scope and sequence, sample lesson plans, etc., to understand what teachers are using/following and where they may need additional support. We will develop a year-by-year "learning arc" for teachers (including PD goals, competencies, progress, and success metrics. And we will map content to specific PD sessions (pull-out days/PLC time) for SY 20/21. This planning will allow us to

gauge where the teachers currently are in terms of their PD needs, and to establish clear expectations about the goals, objectives and measures of performance that we will be applying during implementation. The process is intended to create buy-in and ownership of the work and should help ensure the work starts without delays.

UPD will provide a monthly review of Southside Ashpole's data (i.e., observation data, assessments, attendance, behavior, etc.) in partnership with the Assistant Director (PLC Lead). Throughout the year, UPD will work with the Assistant Director in between PLCs to reflect on what instructional strategies seem to be working or not working and identify what PD strategies or adjustments are needed for next cycle of PLCs to deepen teacher knowledge and improve teacher capacity around specific practices. UPD will support the Assistant Director in the creation of PD content, tools and facilitation methods, to be introduced to and used with teachers during PLCs (i.e., lesson planning, formative assessment, goal-setting, student work analysis protocols, video resources, etc.).

UPD will also design and co-facilitate quarterly teacher collaboration sessions (grouped by grade-level teams) which will be used to reflect about what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach.

At the end of the first implementation year, we will reflect on learning from SY 20/21 with a heavy emphasis on the performance data tracked throughout the year. We will modify the "learning arc" for teachers (PD goals and competencies) including progress and success metrics based on this review. And we will map content to specific PD sessions (pull-out days/PLC time) for SY 21/22.

The process for SY 20/21 will be repeated in SY 21/22. At the end of the second implementation year, we will again recalibrate, based on the year's performance, and set the stage for SY 22/23. Particular attention will be paid to planning for the complete transfer of ownership and responsibility for the implementation components UPD has been responsible for (i.e., monthly data reviews, facilitation of the quarterly PLCs, and application of the framework tools to course correction and PD planning).

During the sustainability year, UPD will hold monthly virtual work sessions with the Southside Ashpole leadership team to build and manage a sustainability plan, support the leadership team in planning for ongoing PLCs and PD sessions (by providing feedback on content, delivery, and data), and provide feedback and support on creation or refinement of PD plans, tools, content, and delivery structures

13.) 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 of this application:

(a) Response: The district will select a partner to engage in rapid, innovative and evidence-based school improvement practices. In order to provide oversight of the partnership and communicate progress towards the services outlined, the district will utilize a progress monitoring process called AIIM: Accelerated Instruction and Intervention Monitoring. AIIM is a two-pronged, district-developed tool composed of the data analysis and instructional review which involves the district and school leadership teams reviewing data sets and problem-solving in order to ensure continued student success and school support. This process will

be embedded in the quarterly monitoring meetings with UPD Consulting with the data aggregated by quarters. As part of the planning process, the school leadership team, district and partner have established the following goals in Table 7 below.

Table 7
Southside Ashpole Elementary School Data Point Goals 2018-19 to 2022-23

Data Point Goals	2020–21	2021–22	2022–23
ISS Incident #	15	12	10
OSS Incident #	10	8	6
Student Attendance %	93.6	96.9	99.6
Certified Attendance %	94.6	97.6	99.9
Math GLP / CCR %	26.6/10.4	31.6/15.4	36.6/20.4
Reading GLP / CCR %	24.8/13.0	29.8/18.0	35.8/23.0
Science GLP / CCR %	18.9/6.0	23.9/11.0	28.9/16.0
Total Composite GLP / CCR %	24.8/11.6	29.8/16.6	34.8/21.6

The district and school have agreed upon the goals in Table 7. The math, reading, science and total composite GLP goals were established using the 2018-19 data points and adding 5 points per year. While some on the team suggested a 10% increase, this would only provide less than 2 percentage points in most cases, Goals need to be realistic and achievable. More importantly, these goals need to be sustainable, not just a boost in year one but continued improvement overall and in each subject area.

Please note, the current data does show in-school or out-of-school data. As the Friday Institute report and the Teacher's Working Conditions survey indicated, there were no suspensions, but it may have resulted in students and staff. While we want to students in school in absorb every minute of instruction, we must maintain the safety of the school building and reduce classroom disruptions so other students may learn.

(b) Response: Click or tap here to enter text.
In addition to annual goals, we will also develop shorter-cycle implementation and interim outcome metrics to provide ongoing indicators of success toward the annual goals. This goal-setting process (long and short term) will be facilitated by tools and materials developed by UPD to align goals, theories of action, and action planning tasks. Review of these short-cycle progress goals will be a part of each scheduled PLC session as well as the weekly teacher team meetings throughout the school year.

The school IPG coach and Principal will be charged with the collection, accuracy and submission of this data each month. Software will be purchased to ensure the accuracy and efficiency of data collection: Frontline and Educator's Handbook. The district IPG contact will ensure these reports are submitted to DPI in a timely and prompt manner using the attached Data Tracking Log. These data points will be shared with the school staff and the school improvement team. The SIT will incorporate the goals and progress into the NC STAR school improvement plans.

14.) January 2020 – June 30, 2020 is considered "Planning" for purposes of this Grant. Please provide a description of the planning activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation and start of the first year of "full Implementation" on July 1, 2020:

January – June 2020 (Planning Year):

Response:

Timeline	2020 Planning Actions	Owner
January – February 2020	• Meet with principal, staff, school improvement team, community groups and school board to communicate grant approval and next steps	Superintendent, District IPG Grant Director and Principal
	• Post IPG coach position, review resumes and develop interview process and products	District IPG Grant Director and Principal
	• Meet with finance to discuss grant budget and priorities	Superintendent and District IPG Grant Director
	• Establish UPD Consulting and TAP evaluation system contract draft	District IPG Grant Director and Principal
	• Review contract drafts with legal team	District IPG Grant Director
	• Collect bids for technology	Principal
	• Obtain sole source documents for software	Principal
	• Identify and prepare locations for IPG coach, Innovative Learning Commons, STEM Lab and Parent Volunteer Center	Principal
March – April 2020	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Interview IPG candidates and submit final selection to board	Superintendent, District IPG Grant Director and Principal
	• Onboard new IPG coach to district and school	District IPG Grant Director and Principal
	• Submit contracts to board if necessary	District IPG Grant Director
	• Onboard UPD and TAP vendors and establish PD dates and times for the remainder of 2019-20 and 2020-21	Superintendent, District IPG Grant Director and Principal
	• UPD will conduct a high-level resource review of curricular materials, scope and sequence, sample lesson plans, etc., to understand what teachers are using/following and where they may need additional support. UPD will develop a year-by-year "learning arc" for teachers (including PD goals, competencies, progress, and success metrics) and they will map content to specific PD sessions	UPD Consulting
	• Place orders for technology	
May – June 2020	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal

	• Quarterly UPD Monitoring meeting	UPD and District/School contacts
	• Collect IPG coaches' summer work plan	District IPG Grant Director and Principal
	• Post the Teachers Assistant positions, collect resumes and interview; provide contract for board	Principal
	• Align grant strategies to federal, state and local funding projection budgets for 2020-21	Superintendent and District IPG Grant Director

15.) The School must include a timeline delineating the steps it will take to implement the selected research-based school improvement strategies identified in this school's application:

2020–2021 (Full Implementation Year):

Response: Click or tap here to enter text.

Timeline	2020-21 Full Implementation – Year 1 Actions	Owner
July – September 2020	• Meet with principal, staff, school improvement team, community groups and school board to communicate updates and data release	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: identify PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD designs and co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach
	• Provide TAP evaluation training and complete teacher self-assessments and began observation	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Onboard new Teacher's Assistants coach to district and school	Principal and IPG Coach

	• Establish date and develop separate implementation plan for Big Dig spring event with OutTeach	OutTeach, Principal and IPG Coach
	• Order supplies and materials for Parent Volunteer center, Innovative Commons lab, technology and software	IPG Coach and Teachers
	• Prepare Innovative Learning Commons, STEM Lab and Parent Volunteer Center	IPG Coach and Teachers
October – December 2020	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: implement PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach
	• Provide TAP evaluation support, complete observations and analyze data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Provide OutTeach PD for new staff using existing resources and discuss Big Dig for next year	OutTeach, Principal and IPG Coach
	• Receive, inventory and utilize new technology	IPG Coach and Teachers
	• Promote and monitor usage of Innovative Learning Commons, STEM Lab and Parent Volunteer Center	Principal and IPG Coach
	• Provide mid-year data analysis (student growth, staff/student usage, observations and progress towards establish data goals)	Principal and other stakeholders with District Staff
January – March 2021	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal

	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: implement PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach District IPG Grant Director and Principal
	• Provide TAP evaluation support, complete observations and analyze data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Continue to utilize OutTeach support	OutTeach, Principal and IPG Coach School and District staff
	• Evaluate UPD Consulting and TAP evaluation system contract draft	
	• Schedule PD and monitoring meetings for 2021-22	School and District staff
April – June 2021	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: implement PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach District IPG Grant Director and Principal
		TAP, Principal, Instructional Coach and IPG Coach

	• Provide TAP evaluation support, complete observations, analyze and make staffing decisions for next year	Superintendent and District IPG Grant Director
	• Meet with finance to monitor grant budget and priorities	
		OutTeach, Principal and IPG Coach
	• Continue OutTeach program and prepare for 2021-22 Big Dig program	
		School and District staff
	• Evaluate UPD Consulting and TAP evaluation system contract draft	
		Partners and School/District Staff
	• Schedule PD and monitoring meetings for 2021-22	District IPG Grant Director and Principal
	• Collect IPG coaches' summer work plan	Superintendent and IPG Grant Director
	• Align grant strategies to federal, state and local funding projection budgets for 2021-22	

2021–2022 (Full Implementation Year):

Response: Click or tap here to enter text.

Timeline	2021-22 Full Implementation – Year 2 Actions	Owner
July – September 2021	• Meet with principal, staff, school improvement team, community groups and school board to communicate grant approval and next steps	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: identify PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD designs and co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach
	• Provide TAP evaluation training and complete teacher self-assessments and began observation	TAP, Principal, Instructional Coach and IPG Coach

	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Finalize date and implementation plan for Big Dig spring event with OutTeach. Submit to Superintendent	OutTeach, Principal and IPG Coach
	• Order supplies and materials for Parent Volunteer center, Innovative Commons lab, technology and software	Principal and IPG Coach
	• Prepare Innovative Learning Commons, STEM Lab and Parent Volunteer Center	PG Coach and Teachers
	• Schedule and register counselor for SEL: Play Therapy certification	Principal, IPG Coach and Counselor
October – December 2021	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: implement PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach
	• Provide TAP evaluation support, complete observations and analyze data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Publicize OutTeach Big Dig date, purchase supplies and materials, recruit volunteers, assign faculty lead	OutTeach, Principal and IPG Coach
	• Receive, inventory and utilize new technology	IPG Coach and Teachers
		Principal and IPG Coach

	• Promote and monitor usage of Innovative Learning Commons, STEM Lab and Parent Volunteer Center • Provide mid-year data analysis (student growth, staff/student usage, observations and progress towards establish data goals)	Principal and other stakeholders with District Staff
January – March 2022	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: implement PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	UPD, Principal and IPG coach
	• UPD co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach District IPG Grant Director and Principal
	• Provide TAP evaluation support, complete observations and analyze data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Finalize OutTeach Big Dig preparations and provide overview and final budget to Superintendent	OutTeach, Principal and IPG Coach
	• Evaluate UPD Consulting and TAP evaluation system contract draft	School and District staff
	• Schedule PD and monitoring meetings for 2022-23	School and District staff
April – June 2022	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides monthly (3) data review and support PLCs in conjunction with IPG coach: implement	UPD, Principal and IPG coach

PD strategies/adjustments needed to deepen teacher knowledge and improve teacher capacity around specific practices	
• UPD co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks. The sessions will be designed to leverage available TAP resources to support an integrated PD approach	UPD and IPG coach District IPG Grant Director and Principal
• Provide TAP evaluation support, complete observations, analyze and make staffing decisions for next year	TAP, Principal, Instructional Coach and IPG Coach
• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
• Conduct OutTeach Big Dig and utilize newly created outdoor gardens and classrooms	OutTeach, Principal and IPG Coach
• Evaluate UPD Consulting and TAP evaluation system contract draft	School and District staff
• Schedule PD and monitoring meetings for 2022-23	Partners and School/District Staff District IPG Grant Director and Principal
• Collect IPG coaches' summer work plan	Superintendent and IPG Grant Director
• Align grant strategies to federal, state and local funding projection budgets for 2022-23	

2022–2023 (Sustainability Year):

Response: Click or tap here to enter text.

Timeline	2022-23 Sustainability Actions	Owner
July – September 2022	• Communicate grant updates, data and sustainability plan	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides virtual data reviews and support with an emphasis on transference of knowledge and skills for sustainability	UPD, Principal and IPG coach
	• UPD designs co-facilitates quarterly teacher collaboration sessions to reflect on what's	UPD and IPG coach

	working/not working, learn new content, and collaboratively plan for the coming weeks	
	• Provide TAP evaluation training and complete teacher self-assessments and began observation	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
October – December 2022	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides virtual data reviews and support with an emphasis on transference of knowledge and skills for sustainability	UPD, Principal and IPG coach
	• UPD designs co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks	UPD and IPG coach
	• Provide TAP evaluation support, complete observations and analyze data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
	• Promote and monitor usage of Innovative Learning Commons, STEM Lab and Parent Volunteer Center	Principal and IPG Coach
	• Provide mid-year data analysis (student growth, staff/student usage, observations and progress towards establish data goals)	Principal and other stakeholders with District Staff
January – March 2023	• Continue to communicate updates to school community	Superintendent, District IPG Grant Director and Principal
	• Quarterly UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides virtual data reviews and support with an emphasis on transference of knowledge and skills for sustainability	UPD, Principal and IPG coach
	• UPD designs co-facilitates quarterly teacher collaboration sessions to reflect on what's	UPD and IPG coach District IPG Grant Director and Principal

	working/not working, learn new content, and collaboratively plan for the coming weeks	
	• Provide TAP evaluation support, complete observations and analyze data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to monitor grant budget and priorities	Superintendent and District IPG Grant Director
April – June 2023	• Continue to communicate updates to school community and grant impact	Superintendent, District IPG Grant Director and Principal
	• Final UPD Monitoring Meeting (implementation, performance tracking, formative assessment, attendance and other data sets)	UPD and District/School contacts
	• UPD provides virtual data reviews and support with an emphasis on transference of knowledge and skills for sustainability	UPD, Principal and IPG coach
	• UPD designs co-facilitates quarterly teacher collaboration sessions to reflect on what's working/not working, learn new content, and collaboratively plan for the coming weeks	UPD and IPG coach District IPG Grant Director and Principal
	• Final TAP Meeting to discuss transference of evaluation data	TAP, Principal, Instructional Coach and IPG Coach
	• Meet with finance to finalize grant budget and encumber final purchases	Superintendent and District IPG Grant Director
	• Offboard IPG staff or locate additional funding	School and District staff
	• Align grant strategies to federal, state and local funding projection budgets for 2023-24	Partners and School/District Staff District IPG Grant Director and Principal Superintendent and IPG Grant Director

(D) 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:

Note: An Entity's budget should cover all of the years of implementation (4) and be of sufficient size and scope to implement the selected Partnership in the CSI School, plus the salary and benefits of the IPG School Coach, plus any additional funding the applicant school will require to carry out the research-based school improvement strategies found in this application.

Note: An Entity's budget should not exceed:

2019 – 2020 (Planning): $200,000
2020 – 2021 (Full Implementation): $500,000
2021 – 2022 (Full Implementation): $500,000
2022 – 2023 (Sustainability): $300,000

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

Note: Indicating 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 (3.5) Years

SCHOOL (<u>SAMPLE</u>) BUDGET

Year 1 2019-20 (Planning)	Year 2 2020-21 (Full Implementation)	Year 3 2021-2022 (Full Implementation)	Year 4 2022-2023 (Sustainability)	Four - Year Total
$146,000	$475,000	$480,000	$295,000	**$1,396,000**

SCHOOL (<u>PROPOSED</u>) BUDGET

Year 1 2019-20 (Planning)	Year 2 2020-21 (Full Implementation)	Year 3 2021-2022 (Full Implementation)	Year 4 2022-2023 (Sustainability)	Four - Year Total
$197, 365.10	$498,266.84	$495,316.71	279,885.59	**$1,470,834.24**

Please provide a justification for each year of the budget that was entered above. This justification should include estimated costs for each initiative included in the application which should total annual proposed costs (include estimate partnership costs, IPG School Coach salary, supplies, additional contracts, recruitment and retention pay (if applicable), etc. This is just an ESTIMATE; those that are awarded with the IPG will have the opportunity to revise with "actuals" once awarded:

Justification for 2019-20 (Planning) budget:

Response: The purpose of the planning year funding is to ensure that the school's evidence-based strategies are up and running before the 2020-21 school year begins. In the planning year, the school will recruit and hire the IPG Coach, develop and enter the IPG Partner contract. Summer training will be provided for the staff on the TAP evaluation system in preparation for the next school year. All materials for the STEM Lab will be ordered and in place when students arrive in August 2020. Half of the materials for the Innovative

Learning Commons will be ordered: Chromebooks and cart, printer/copier and Padcaster mobile video studio. The remaining items will be ordered in July within the 2020-21 budget.

Budget Alignment	Budget Justification	Amount
IPG Partner	UPD Consulting PD and pre-planning in the areas of capacity-building, data-centered collaboration and change leadership coaching	$37,478.44
IPG Coach	Full-time salary (6 months) Salary $35,000; Benefits $11,386.66	$46, 386.66
Evaluation System	Teacher Advancement Program (TAP) – evaluation system training (summer 2020) and contract	$33,500.00
Innovative Learning Commons	Ideation stations, power towers, Chromebooks and cart, printer/copier, virtual reality stations, wobble stools, mobile magnetic glass board, adjustable height stools, Padcaster mobile video studio	$42,000.00
STEM Lab	Software: Stem IT curriculum; 3D printer; Robotic pathway materials: cubulets, Ozobots, Photon and Makey; and makerspace essentials: mobile, magnetic glass boards, flat panel TV cart, Padcaster mobile video studio	$40,000.00
TOTAL		$197,365.10

Justification for 2020-21 (Full Implementation) budget:

Response: During the first full implementation year, the team will have met with the partner to monitor and negotiate the following year's contract as well as adjust the implementation plan as needed. Additional staff (IPG coach and teacher assistants) will continue to be included in the budget. The remaining half of the materials for the Innovative Learning Commons will be ordered. The Parent Center will be outfitted with the remaining supplies and materials and software and technology will be ordered.

Budget Alignment	Budget Justification	Amount
IPG Partner	UPD Consulting PD, teacher quarterly sessions and planning	$118,782.50
IPG Coach	Full-time salary (12 months) Salary $70,000; Benefits $22,773.32	$92,773.32
Teacher's Assistants	Assigned to 1st and 2nd grade to support reading skills Salary $23,000; Benefits $11,155.51 Total salary and benefits = $34,155.51	$68,311.02
Evaluation System	Teacher Advancement Program (TAP) – evaluation system training and support	$23,500.00
Innovative Learning Commons	Ideation stations, power towers, Chromebooks and cart, printer/copier, virtual reality stations, wobble stools, mobile magnetic glass board, adjustable height stools, Padcaster mobile video studio	$33,000.00
Parent Volunteer Center	Computers, printer, new door for security, refrigerator for food and storage furniture for food pantry	$7,200.00
Assessment Tool	NWEA Measures of Academic Progress assessments for benchmarking and approximating growth: software and PD	$31,200.00
Technology	Google Chrome tablets for grades K-1: 4 classroom sets - $25,000	$79,500.00

	4 carts - $4,000 Google tablets to support MAP testing and Edgenuity in K-1 (currently teacher share outdated iPads) and housed in the STEM Lab for use when not testing- $8,000 35 staff laptops (currently out of service warranty) - $35,000 Technology support (installation, warranty, HelpDesk support) - $2,000 Headphones with microphones for ELL learners, Guided Reading (fluency and hearing reading voice) as well as MAP testing $5,500	
Software	Personalized Learning and Intervention Tools: Mileposts – Personalized learning paths and progress monitoring Teacher Vitae – Evaluation and Observation Tool aligned with TAP program, also contains teacher portfolios Edify Assess – District and Classroom assessments Educator's Handbook – tracks discipline infractions and behavior management tool Frontline Education – tracks teacher attendance for reporting purposes *Will negotiate pilots and reduced first year rates to meet budget*	$44,000.00
TOTAL		$498,266.84

Justification for 2021-22 (Full Implementation) budget:

Response: Partner contract, additional positions and other aforementioned strategies will be maintained in the second full year of implementation. The school will engage in a "Big Dig" as a partnership and supplement to the $30,000 OutTeach program. The Big Dig will be a family and community event that brings out volunteers and the community to build a school garden, outdoor experiential classroom spaces and overall exterior beautification. The cost covers supplies, materials needed. The counselor will attend Play Therapy in response to our students' mental health needs and to supplement UNCP's weekly six-hour volunteer efforts.

Budget Alignment	Budget Justification	Amount
IPG Partner	UPD Consulting PD, teacher quarterly sessions and planning	$90,032.50
IPG Coach	Full-time salary (12 months) Salary $70,000; Benefits $22,773.32	$92,773.32
Teacher's Assistants	Assigned to 1st and 2nd grade to support reading skills Salary $23,000; Benefits $11,155.51 Total salary and benefits = $34,155.51	$68,311.02
Evaluation System	Teacher Advancement Program (TAP) – evaluation system training and support	$23,500.00
Innovative Learning Commons	Replenish instructional materials and purchase leveled readers and books (see year 2)	$4,000.00
STEM Lab	Replenish instructional materials (see year 2)	$63,000.00

	Fund "Big Dig" Event to build outdoor gardens and outdoor classroom spaces to further experiential learning and engage families and the community	
Parent Volunteer Center	Replenish materials and supplies	$2,000.00
Assessment Tool	NWEA Measures of Academic Progress assessments for benchmarking and approximating growth: software and PD	$31,200.00
Technology	Technology support (installation, warranty, HelpDesk support) - $2,000 Server – to support new technology - $25,000 Front Row technology – allows students to hear over the loud air conditioners, 20% of student body is EC – most qualify for speech/language services - $19,000	$50,500.00
Software	Personalized Learning and Intervention Tools: Mileposts – Personalized learning paths and progress monitoring Teacher Vitae – Evaluation and Observation Tool aligned with TAP program, also contains teacher portfolios Edify Assess – District and Classroom assessments Educator's Handbook – tracks discipline infractions and behavior management tool Frontline Education – tracks teacher attendance for reporting purposes *Price increase due to promotions and pilots expiring*	$65,000.00
SEL Support	Play therapy certification for counselor	$4,999.87
TOTAL		$495,315.84

Justification for 2022-23 (Sustainability) budget:

Response: Partner contract, additional positions and other aforementioned strategies will be maintained in the sustainability year. Other contracts will be reduced by PD based the capacity built by the partner and the previous investments in PD.

Budget Alignment	Budget Justification	Amount
IPG Partner	UPD Consulting PD, teacher quarterly sessions and planning	$36,161.25
IPG Coach	Full-time salary (12 months) Salary $70,000; Benefits $22,773.32	$92,773.32
Teacher's Assistants	Assigned to 1st and 2nd grade to support reading skills Salary $23,000; Benefits $11,155.51 Total salary and benefits = $34,155.51	$68,311.02
Evaluation System	Teacher Advancement Program (TAP) – evaluation system *PD reduced based on built capacity*	$13,500.00
Innovative Learning Commons	Replenish instructional materials and purchase leveled readers and books (see year 2)	$500.00
STEM Lab	Replenish instructional materials (see year 2) and "Big Dig" outdoor gardens and outdoor classroom supplies	$4,000.00

Parent Volunteer Center	Replenish materials and supplies	$500.00
Assessment Tool	NWEA Measures of Academic Progress assessments for benchmarking and approximating growth *PD reduced based on built capacity*	$17,140.00
Technology	Technology support (installation, warranty, HelpDesk support) - $2,000	$2,000.00
Software	Personalized Learning and Intervention Tools: Mileposts Teacher Vitae Edify Assess Educator's Handbook Frontline Education *$20,000 will be supplemented by state and CSI funds*	$45,000.00
TOTAL		$279,885.59

(E) 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.

Data Point	Year	20th Day	40th Day	60th Day	80th Day	100th Day	120th Day	140th Day	160th Day	180th Day	Final
ISS (Incident Count)	2018 – 19	0	0	0	0	0	0	0	0	0	0
	2019 – 20	0	0								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	0	0	0	0	0	0	0	0	0	0
	2019 – 20	0	0								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	97.4	94.2	93.6	91.5	91.8	90.5	91.3	92.7	93.0	92.9
	2019 – 20	95.0	94.8								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	93.4	93.8	91.0	92.9	92.9	88.1	85.8	87.7	89.9	91.6
	2019 – 20	99.5	96.0								
	Average										
	2020 – 21										
	2021 – 22										
	2022 – 23										

Math 3 (GLP / CCR %)		Math 4 (GLP / CCR %)		Math 5 (GLP / CCR %)		Math Composite (GLP / CCR %)	
2018 – 19	43.6/12.8	2018 – 19	<5/<5	2018 – 19	16.7/<5	2018 – 19	21.6/5.4
2019 – 20		2019 – 20		2019 – 20		2019 – 20	
Average		Average		Average		Average	
2020 – 21		2020 – 21		2020 – 21		2020 – 21	
2021 – 22		2021 – 22		2021 – 22		2021 – 22	
2022 – 23		2022 – 23		2022 – 23		2022 – 23	

Reading 3 (GLP / CCR %)		Reading 4 (GLP / CCR %)	
2018 – 19	20.5/7.7	2018 – 19	22.2/11.1
2019 – 20		2019 – 20	
Average		Average	
2020 – 21		2020 – 21	
2021 – 22		2021 – 22	
2022 – 23		2022 – 23	

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

Reading 5 (GLP / CCR %)		Reading Composite (GLP / CCR %)	
2018 – 19	16.7/8.3	2018 – 19	19.8/9.0
2019 – 20		2019 – 20	
Average		Average	
2020 – 21		2020 – 21	
2021 – 22		2021 – 22	
2022 – 23		2022 – 23	

Science 5 (GLP / CCR %)		Total Composite (GLP / CCR %)	
2018 – 19	13.9/<5	2018 – 19	19.8/6.6
2019 – 20		2019 – 20	
Average		Average	
2020 – 21		2020 – 21	
2021 – 22		2021 – 22	
2022 – 23		2022 – 23	

Data Point Goals	2020–21	2021–22	2022–23	+ / -
ISS Incident #	15	12	10	
OSS Incident #	10	8	6	
Student Attendance %	93.6	96.9	99.6	
Certified Attendance %	94.6	97.6	99.9	
Math GLP / CCR %	26.6/10.4	31.6/15.4	36.6/20.4	
Reading GLP / CCR %	24.8/13.0	29.8/18.0	35.8/23.0	
Science GLP / CCR %	18.9/6.0	23.9/11.0	28.9/16.0	
Total Composite GLP / CCR %	24.8/11.6	29.8/16.6	34.8/21.6	