

IPG Application:

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

ENTITY: Richmond County Schools

ENTITY Code: 770

SCHOOL: Ashley Chapel Educational Center

NCDPI SCHOOL #: 770-342

IPG Entity Contact Name: Pam Patterson

IPG Entity Contact Title: Director of Federal Programs

IPG Entity Contact Phone: 910-582-5860

IPG Entity Contact Email: pampatterson@richmond.k12.nc.us

Purpose of the Program:

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

Eligibility:

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

Special Provisions:

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

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

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. 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. 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.

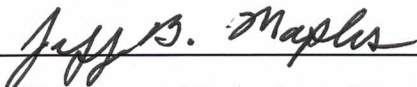
- ✓ Employ a twelve (12) month IPG School Coach in each of its IPG awarded schools to assist the school leadership with implementation of the research-based school improvement strategies, 100% of the employed

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. Jeffrey Maples



Signature of Superintendent

11/7/2019

Name of Superintendent

Date Signed

Mr. Wiley Mabe



Signature of Board Chair

11/7/2019

Name of Board Chair

Date Signed

For State Use Only

Date Received: Click or tap to enter a date.

Received by: Click or tap here to enter text.

Grant Awarded: Click or tap here to enter text.

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

APPLICATION NARRATIVE:

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

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*:
Ashley Chapel Educational Center	7-12	alternative	770-342	DRIVE

*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: Students who are chronically absent are at serious risk of failing academically and are more likely to drop out of school. During the 2018-2019 school year, over 70% of students at Ashley Chapel Educational Center (ACEC) missed more than 20 days of school. The average daily attendance in the middle and high school was 81.9% and 74.1%, respectively. Attendance rates have a significant impact on dropouts. In a study provided by the United States Department of Education (2012), it was determined that absenteeism is a better predictor for students who drop out when compared to standardized test scores. Incidents resulting in out-of-school suspensions (OSS) have an impact on the attendance rates. The middle school had an average daily membership of 12 with 148 incidents that resulted in OSS. The high school had an average daily membership of 48 students with 395 incidents resulting in OSS. During the 2018-2019 school year, 14 students dropped out. Ashley Chapel Educational Center is identified as a Comprehensive Support and Improvement (CSI) school due to the four-year cohort graduation rate. At the time of identification (2017-2018), the 3-year graduation rate average was 57.9% and it decreased to 49.1% for the 2018-2019 school year. The significance of the drop is based partly on the change in how the graduation rate has been calculated for the last two years, as a 3-year average, understanding that this will be a more accurate measurement due to the low enrollment at the school. The rate was calculated using the current year data and the previous 2 years. For 2017-2018, the average was 57.9%. The previous two years, 2015-2016 and 2016-2017 each was calculated using one year of data, 75.0% and 43.5%, respectively. For the 2018-2019 school year, the average did not include the 75.0% (2015-2016) but did include the one-year data of 43.5% (2016-2017) along with 2017-2018 and 2018-2019 data. The change in calculating the data is important to note due to the significant drop; however, improving the graduation rate is a priority need for ACEC. With regard to academic assessment data in the middle school, no students were proficient in reading or math in seventh or eighth grade. On the science 8 end-of-grade test, 2 out of the 10 students tested were proficient with one student scoring a level 4. Although there is a crucial need to improve academic achievement, it is important to note the low enrollment in the middle school and the effect on how the data can fluctuate with a small denominator. The total enrollment in seventh and eighth grade was 16 with 6 students in the seventh and 10 students in the eighth. The overall composite for the middle school was 9.1% for both grade level proficiency (GLP) and college and career readiness (CCR). The denominator included a total of 44 test scores. In the high school, 2 out of 12 students were proficient on the biology end-of-course test, both students scored a level 4. In English II, none of the 16 students tested were proficient on the end-of-course test. In Math I, 16 students were tested and 2 of those students scored a level 4. It should be noted that due to small enrollment numbers, some of the data is not reported in the accountability model. The reasons for this exclusion include the validity of data and possible identification of students. Ashley Chapel Educational Center operates under the alternative school accountability model (option B). For the 2018-2019 school year, the school was identified as “declining” which is determined by the cohort graduation rate, reading and math assessment data, and persistence, the percent of students enrolled in the school throughout the year and remain enrolled in any North Carolina public school through the end of the school year. Based on the needs analysis that includes the attendance rate, drop-out data, graduation rate, state assessments, and discipline data, there is clearly an area of opportunity to improve the culture and climate of ACEC. As part of improving the culture and climate of the school, students need interventions and resources to improve their mental health. The school staff is currently involved in training that will make ACEC a trauma-informed and trauma-invested school. The need to expand this focus is critical for students at ACEC

to have a chance at a positive and successful future, both while in school and beyond. The need for intense interventions is glaring. This can be accomplished through multiple facets. The staff needs to be well-versed with the trauma informed/invested practices using a common language consistently. There is a need to get this language and strategies to the student level with the intent of improving self-regulation. There is a crucial need for a parent and family component. ACEC has difficulty getting parents and family members involved with their child’s educational experience in a positive capacity. Providing information and training can assist parent and family members in the home. The need for building positive relationships is another avenue for improving overall mental health. While many staff members naturally build relationships with certain students and provide mentoring, there is a need to have a more structured mentor program (i.e. Champions, Check in-Check out, Mentor-Mentee). To make this effective, the school will need additional volunteers to ensure that every student has an adult they can go to for support. Another avenue that could improve mental health is incorporating a rescue and/or therapy animal as part of the social and emotional well-being of students. The National Center for Biotechnology Information (2017) published a review of animal-assisted interventions used in the classroom setting. Although more research is needed based on the increase in using animals for this purpose, the review expressed “promising findings and emerging evidence suggestive of potential benefits related to animals in school settings” (Brelsford, Meints & Pfeffer). ACEC has been exposed to the Muttigrees Social and Emotional curriculum, has visited a site, and is currently considering making an animal part of the regular school day. The feedback from various stakeholders including the administration of ACEC, members of the staff and the students at ACEC, and district personnel has been positive. Although, the district provided additional social worker support and an agreement with a mental health provider for the 2019-2020 school year, this support is a work in progress and needs to be expanded. In addition to improving mental health, ACEC has a need for more relevant and skill-based education to improve attendance that in turn will increase the graduation rate and decrease the drop-out rate. As part of the IPG, the school will partner with the local community college to provide continuing education courses, newly approved by the General Assembly, that will give high school credits and credentials for students. As part of discussions with the college, 4 areas were considered; electrical, automotive, culinary, and horticulture. Surveys from students show the highest interest in electrical and automotive courses. The college has agreed to partner with ACEC to provide courses. Electrical courses will be provided during the first year of the grant with automotive being added for the second year. Within a 50-mile radius of our area, there are 156 annual job openings for electrical helpers and 604 annual openings for automotive specialists. To meet the needs of students who selected the other areas, the school would need a greenhouse and chicken coop that would be part of the science classes that would allow students to grow and care for plants and animals. Lastly, the need for high quality teachers and staff is critical to the success of students. In an article published by ASCD (2008) addressing rewarding educators, the challenge of staffing high poverty, low-performing schools reduces the chances of the cycle of poor achievement to be broken (Fuller, Fitzgerald, & Allen). Currently, the staff at ACEC has a low-turnover rate. The need to provide training and promote transformation is evident by the data. The attendance rate for teachers and staff is high as a result of attendance incentives currently in place. The staff can receive incentive pay at the end of each semester (twice a year) based on an attendance policy but at differentiated rates for certified versus classified staff members. Based on this success, the need to provide incentives for school improvement is evident. Faculty and staff must take complete ownership in the improvement process. This process takes a commitment of time, energy, and a change in mind-set. Providing incentives can provide the extrinsic motivation needed to get the staff enthusiastic and to help them maintain that enthusiasm through the ups and downs of change. Certified staff will receive a higher incentive pay than classified staff. The difference in incentive pay is based on the increased responsibility for students and school accountability expected of certified staff. Incentive pay will be determined by the degree of school improvement based on two levels. The first level will allow staff members to receive incentive pay for overall school

improvement based on the *alternative school accountability model* (option B): improvement in the cohort graduation rate, persistence, and identified as “progressing”. The second level will allow staff members to receive a higher incentive pay for meeting all annual goals on the data tracking logs for middle and high school. Staff members can only receive incentive pay for one of the two levels as identified above. There will be no incentive pay if neither of the levels of improvement are met.

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: Retain

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: Not applicable

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

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

Response: 2017-18SY

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

Response: 2

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

Response: The principal at Ashley Chapel Educational Center (ACEC) is in his third year at the school. The 4-year graduation rate increased from 43.5% to 57.5% during his first year (2017-2018). It decreased to 49.1% for the 2018-2019 school year; however, it is still up when compared to the year before he became the principal. Ashley Chapel Educational Center was identified as a “progressing” school for 2017-2018 based on the alternative school accountability model (option B) but dropped to declining for the 2018-2019 school year due to the significant decrease in the 4-year cohort graduation rate to 49.1%. Due to the small enrollment numbers, for both 2017-2018 and 2018-2019, the reading and math scores were combined to allow for an adequate number of test scores (>30) in order for the data to be reported as part of the accountability model. For both school years, the grade level proficiency was <5%. The achievement score included the grade level proficiency

(<5%) and the 4-year graduation cohort. In the alternative school model (option B), the overall accountability score for the school includes: 20% achievement, 60% growth, and 20% persistence. For the students who tested for the 2017-2018 and 2018-2019, there was not enough data for growth to be generated as part of the model. This results in the achievement score (reading/math proficiency and 4-year graduation rate) to become 50% of the accountability model with the other 50% as persistence, the percent of students enrolled in the school throughout the year and remain enrolled in any North Carolina public school through the end of the school year. Ashley Chapel Educational Center met expected growth for 2017-2018 and 2018-2019; although, it was not part of the accountability model because the number of available scores was <30. The number of out-of-school suspension days decreased by 20% from 2017-2018 to 2018-2019. To combat the discipline issues and the flat achievement scores for the district, a focus towards trauma-informed schools began in the 2018-2019 school year. The principal at ACEC has welcomed professional development and support for his staff and students. The principal selected a team to be trained by the district on brain-based architecture, ACEs, trauma, and strategies to promote resiliency among staff and students. The principal also requested additional training for his entire staff, including teachers, teacher assistants, custodians, bus drivers, and other relevant staff members on the first staff development day of the 2019-2020 school year. His staff has welcomed the support to become a more trauma-informed school. Training will continue throughout the school year with the goal of getting it to the student level in addition to parent and family trainings. For the 2018-2019 school year, the certified attendance rate was 97.7%, a rate that has trended high for the past several years as a result of an attendance incentive approved by the principal and the School Improvement Team. The principal, along with the School Improvement Team, continuously update, review, and respond to data on the data board in the PLC room to improve student success. Based on qualitative data provided by on-going and consistent school visits, it is evident that the principal has positive relationships with both his students and staff. He is respected and has a special way with his staff, students, and parents.

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 have the flexibility to operate the school to meet the specific needs of the students at ACEC. He will have the flexibility with the delivery of the curriculum and the daily schedule as opposed to other schools in the district where there are non-negotiables. He is encouraged to provide more skill-based education which he has been working on to increase the available opportunities with the help of the local community college to better ensure that students have options when they graduate. Now that continuing education courses have been approved by the state, conversations are occurring with the college to provide short courses that will give students at ACEC the skills they need to increase opportunities for future employment and improve overall well-being. Because of the challenges that the students at ACEC experience, the principal believes that students will be more successful with short continuing education courses as opposed to full semester courses. In addition, students will be exposed to more skills because they will be able to participate in more courses. The district does not plan to provide continuing education courses at other schools in the district. The principal is considering participating in a program such as Muttigrees, a social and emotional program that involves rescue and/or service animals as part of the school day. Although this has not been approved by the local board, there have been conversations that support this program at ACEC. Students at ACEC have experienced a wide-range of trauma events in their life and struggle with mental health issues. Research supports the benefits of animals in teaching empathy and overall well-being. ACEC is the only school currently being considered for this program. Beginning this school year, the district has provided additional social worker support as

opposed to other schools. They are also included in an agreement with a mental health provider, a new service beginning this school year.

c) School Infrastructure:

Response: In order to provide the relevant, skill-based education, space within the school would need to be converted to an electrical training room during the first year of the grant. During the second year of the grant, a space would need to be converted for automotive courses. Beyond these two programs, the school will continue to expand opportunities which may include improving infrastructure to support additional courses that will be based on student interests and the likelihood of those interests providing a path of stability and prosperity for their future.

II-A. The Entity/School must use its Innovative Partnership Grant, in collaboration with a Partner, 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: not applicable

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

Response: not applicable

(3) Position of contact:

Response: not applicable

(4) Telephone number of contact:

Response: not applicable
 (5) Email address of contact:

Response: not applicable

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

Response: not applicable

(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:** not applicable

(b) **Response:** not applicable

(c) **Response:** not applicable

(d) **Response:** not applicable

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: In conversations with the local community college, the college provided feedback on the need to change the culture and climate at Ashley Chapel Educational Center (ACEC) by working with the proposed partner. In a formal meeting on 9/24/2019 and multiple conversations by phone and email, the proposed partner’s commitment to work with the staff, students, and families received positive feedback from the community college. By including the community college in these conversations, ultimately the outcome is to increase the number of qualified applicants to the workforce and develop productive citizens for the county. The college has agreed to support the students and parents of ACEC by providing opportunities that may improve their quality of life. The principal of ACEC solicited feedback from parents by meeting with them and/or speaking with them by phone. The feedback reflected the need for changing the culture and climate to benefit students by providing strategies and interventions to improve attendance, drop-out rate, mental health, and academics in addition to more skill-based education.

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: At the initial meeting on 9/9/2019 to discuss the grant and proposed partnership, district level leadership was present in addition to the principal, counselor, School Improvement Team chair, and social worker of Ashley Chapel Educational Center (ACEC). On 9/11/2019, the grant and the proposed partner was discussed at the School Improvement Team meeting. Those in attendance were the behavior intervention specialist, homeless coordinator, social worker, academic coach, assistant principal, principal, School Improvement Team chair who is also a classroom teacher, Director of Federal Programs, Director of Student Services in addition to a teacher assistant and classroom teacher. On 10/16/2019 at the School Improvement Team meeting, the discussion about the grant and proposed partner continued. The feedback from all meetings and discussions was positive and all agreed that the proposed partner was the best fit for ACEC to improve the culture and climate. The information was shared with the faculty and staff on 10/17/2019 during staff development on trauma-informed schools. They were provided an opportunity to provide feedback. A wide variety of feedback was provided to include promoting learning through skill-based education and providing students with strategies and interventions to assist with mental health. No specific feedback about the proposed partner was provided from the group; however, based on qualitative information when information was shared, the reactions from the staff were positive. This staff is always appreciative when anyone provides them assistance in making their school a better place. They take ownership of all students on the campus of ACEC.

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 district and school reviewed the information provided by the nine partners in addition to researching other information via the internet and websites to select the partner that would best fit the needs for Ashley Chapel Educational Center (ACEC) which was determined through much discussion, the primary need being culture and climate. The district met with the proposed partner and their services aligned closely with our focus at ACEC to include the social and emotional learning component the district began in the 2018-2019 school year. The district and school reviewed the proposal from the partner. The partner was selected based on feedback from stakeholders and the quality and alignment of their proposal to the needs of ACEC that supports the school and district mission and vision.

(b) Response: The proposed partner was vetted and on the approved list from the NC Department of Public Instruction.

(c) Response: The district will ensure that the proposed partner understands the annual goals for the state assessments in math, reading, and science along with the annual goals for the other data points. The school and district will regularly collect both quantitative and qualitative data to be analyzed in collaboration with the partner throughout the school year to determine effectiveness of the program and make changes, as necessary. More specifically, the data will be reviewed monthly by the administration, the School Improvement Team and district support personnel. Feedback will be provided to the partner. The partner will be expected to respond to feedback and work collaboratively with the school and district to ensure the success of the partnership. The Director of Federal Programs will attend the School Improvement Team

meetings and consistently provide support for Ashley Chapel Educational Center. The director will work collaboratively with the partner, attend trainings and other sessions alongside of the administration and staff to ensure the proposal is being implemented with fidelity.

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

Response: The school will align the school improvement plan to the research-based improvement strategies and interventions proposed by the proposed partner. If the grant is awarded, this process will begin immediately upon approval in the spring semester of 2020. Using NCStar as the platform, the School Improvement Team will assess indicators, create new indicators, if needed, and add appropriate action steps. The plan, including the indicators and action steps, will be monitored twice a month at School Improvement Team school leadership team meetings. As additional data, both quantitative and qualitative, is reviewed, additional action steps will be added. Documentation that supports the progress of implementation will be uploaded to NCStar with the goal of full implementation within the timeline determined in collaboration with the partner. The proposed partner will design an introductory session to be presented to school leadership and staff in the spring of 2020. This will occur on one of the two staff development days built into the calendar, February 17th or March 18th of 2020. During this interactive workshop, the proposed partner will share scientific research that lays the foundation for understanding intrinsic motivation, basic human behavior and the importance of recognizing and accepting that all human beings have an internal locus of control. During the introductory meeting, the proposed partner will begin building a positive, trusting relationship with staff and leadership, review the importance of school climate and the direct correlation to student achievement, teacher morale, family engagement, student behavior and overall motivation, and introduce the Alliance for the Study of School Climate Audit and explain the purpose of the Climate Assessment Survey to ensure accurate collection of perceptual data. The proposed partner will administer and facilitate the audit. Following the audit, the proposed partner will present a report to the school leadership team of Ashley Chapel Educational Center. This report will be explained in a way such that school leadership will have an accurate understanding of where their climate is verses where they intend for it to be and what steps need to be taken for continued improvement. Based on this information, the school improvement plan will be updated and aligned to maximize effectiveness.

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: In the spring of 2020, the School Improvement Team will meet to align the school improvement plan with the research-based school improvement strategies and interventions provided by the partner. The partner will complete a needs assessment using a School Climate Assessment Instrument (SCAI) that is research-based and federally accredited. Based on the data from the SCAI, the School Improvement Team in collaboration with the proposed partner will update the school improvement plan to include assessing key indicators, adding action steps, and a timeline that ensures implementation on the first day of the school year (2020-2021). During the summer of 2020, the School Improvement Team will participate in a two-day professional development workshop by the proposed partner. The workshop will present transformational research and resources in a highly engaging and interactive format. It will explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment. Successful schools must have these relationships in place, but they do not happen by themselves. These relationships are only built with intentionality and must be fostered daily. Ashley

Chapel Educational Center leadership will leave the workshop familiar with the proposed partner’s core principles, equipping them with tools and information necessary to maximize success during the school year. The intended outcomes will be that the school leadership team will be more connected, recognize each other’s unique skill sets, formulate a strategy to engage in more fluid interaction and understand the greater purpose which unites them as educators and school leaders. Followed by the summer professional development, all staff will participate in two full-day professional development workshops at Ashley Chapel Educational Center provided by the proposed partner to take place before the 2020-2021 school year begins. Based on the tentative calendar for the 2020-2021 school year, the professional development will take place on two required workdays prior to the beginning of the school year. It is designed to enhance the training received by the School Improvement Team earlier in the summer. The workshops will explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment. The latest research shows that the most successful schools have trusting, positive relationships among staff. Teachers will leave the workshop familiar with the proposed partner’s core principles, equipping them with tools and information necessary to maximize success beginning the first day of school and throughout the year.

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: Based on the district comprehensive needs assessment and the ACEC’s comprehensive needs assessment in the spring of 2020, additional Title I funding and CSI funding will be allotted for resources needed but not foreseen and/or included in the grant. This might include additional funds for professional development (substitutes), stipends for staff outside of the regular year or school day to participate in planning for interventions and strategies to complement and enhance the curriculum, attendance incentives for staff, social and emotional learning support, other resources as needed. The district will provide the textbooks and/or codes required for courses offered by the community college. The district makes a concerted effort to braid funds to maximize funding. For ACEC, that could include Title I, II, III, IV, CSI, and TSI funding sources.

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 Director of Federal Programs will provide oversight and support at the district level. The director will update the district curriculum department at regularly scheduled meetings. Data will be provided and the curriculum department will provide feedback and support as needed. The Director of Federal Programs will work collaboratively with the proposed partner, school leadership team, School Improvement Team, and the principal to ensure fidelity of the implementation of the research-based school improvement strategies.

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 proposed partner will collaborate with the faculty and staff of Ashley Chapel Educational Center (ACEC) to develop and provide structured educational opportunities for parents/caretakers of students enrolled in an alternative education setting. The goals of these parent sessions are to: Ensure that the parents/caretakers understand the operational policies, procedures, expectations, and opportunities for their children at ACEC; provide a vehicle for improving communication and trusting relationships between home and school; help the teacher get to know the student better and, as a result, better help the student achieve

desired goals; extend an opportunity to help the parents/caretakers support their children as they work to achieve success at ACEC; strengthen the relationship of the parents/caretakers of ACEC students with the faculty and staff; improve communication between the parents/caretakers and children; guide the parents/caretakers and their children as they work collaboratively to create a “This Is US” covenant that will identify how they will work together to ensure the student achieves success while attending ACEC; facilitate the development of a “My Job/Your Job/Our Job” document that details the roles of the parents/caretakers, student, and school staff as they work together to maximize the success a student achieves while attending ACEC. The parent/caretakers will gain an understanding of Perceptual Control Theory, the scientific explanation of behavior that is based on internal control and how that impacts their role as a support system for their child in addition to the basic needs of all human beings and how to create a home that supports each member of the family meeting their needs in a healthy way. The school will evaluate each opportunity for parents and family members by requesting feedback and reviewing the input to ensure effectiveness. The School Improvement Team, school leadership team, and administration will work collaboratively with the proposed partner to make changes as needed.

(b) Response: The school will work in partnership with the local community college to provide courses for high school credit on the campus of ACEC. The Director of Federal Programs is also the Career and College Promise Coordinator who currently works continuously in collaboration with the community college. The CCP Coordinator has extensive experience with dual enrollment at the high school level and will facilitate meaningful, on-going engagement with the college, ACEC, and proposed partner. The community college provides current and future needs for the economic state of the county and workforce development. Continuing Education courses are a new area of opportunity that it is believed can provide new opportunities for students at ACEC by improving their future outcomes. In addition to the courses, the community college and the school have discussed student internships/pre-apprenticeships with local industries that would provide another avenue for meaningful feedback. The School Improvement Team has discussed forming additional partnerships with various other community organizations (i.e. Human Society and faith-based organizations). Preliminary conversations have occurred with Habitat for Humanity and Place of Grace. Once additional partnerships are in place, the school will develop a structured format for obtaining on-going feedback.

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

Response: During the process of discussions concerning the intent to apply and developing the proposal for the Innovative Partnership Grant, the question of sustainability has been considered. Each budget item has been evaluated for its importance to continuing the plan once the grant ends. Some budget items will not be needed. The courses associated with the community college will have mostly up front cost for infrastructure and will only need to be maintained with little to no cost to the school. The community college and the district have agreed to work collaboratively to provide any funding needed to maintain the programs. In addition, the community college receives FTE funding from the state that will provide resources. The project director will not be sustained; however, as part of the long-term plan, responsibilities that need to be continued will be released to administration and staff members to build capacity for leadership at the school level. The professional development provided by the proposed partner of the research-based interventions and strategies will be used to continue the project. The staff will implement the plan with fidelity to ensure that it becomes part of the culture of the school utilizing common language, strategies, and interventions. This will assist with newly hired staff members as veteran staff members mentor and support them. Sustaining incentive pay for staff will not be part of the long-term plan following the end of the grant period. The rationale is that if the grant initiative improves the school culture and climate as planned, intrinsic motivation will provide the sustainability needed to retain a high quality staff. If a needs assessment identifies this is an issue that might compromise sustainability, the district will determine a funding source

that could include CSI, Title I, and Title II funds. Sustainability will be considered throughout the grant period as all practices will be continuously evaluated in terms of importance and what it will take to continue those deemed crucial to the success of the school. The district office will be part of the on-going plan during the grant period and will provide oversight to ensure a quality program continues after the grant period ends.

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: One of the research-based school improvement strategies is to develop leadership within the student body at Ashley Chapel Educational Center (ACEC). Beginning in the fall of 2020, students who are dedicated to serving as a student leader, role model, team player, volunteer, communicator, motivator, culture builder, peacekeeper and peer mediator will be given the opportunity to participate in a leadership course facilitated by the proposed partner. Their voice is an essential component of Ashley Chapel Educational Center and they will assist in building community within the school. The program will create a platform for the students to represent and share the ACEC story in the community promoting additional opportunities for community engagement. The student leaders will be an integral part of developing and implementing strategies to ensure all students know that they belong, feel safe physically and emotionally and know they are important to the Ashley Chapel Educational Center community. They will assist in building a positive, trusting, engaged school community by helping with events like New Student Orientation, Open House, Parent Events, Community Outreach, serving as mentors to new students, and serving as peer mediators. The school will work with the proposed partner to provide 3 days of initial training to prepare the student leaders with the knowledge and skills needed to experience success. Throughout the school year, students will have eight additional days of coaching and training for individuals and/or small groups to assist with problem-solving, troubleshooting, and to ensure they continue to excel. Ashley Chapel administration will select a staff member to participate in all trainings in order to have a representative that can oversee the program when the proposed partner coaches are not on site. This will allow for continuity in future years. The proposed partner will accommodate up to 18 students per coach during the 2020-2021 school year with a plan to have 2 coaches in place. If the school elects to continue with the proposed partner, additional students will be trained during the next two years and the teacher leader will assume the responsibilities of the program.

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: ACEC will establish annual math, reading/language arts, and science goals in collaboration with district leadership for the middle school and the high school. The School Improvement Team, school leadership team, and the principal will review data monthly in collaboration with the proposed partner and the Director of Federal Programs, district support person for ACEC. The Director of Federal Programs will share the data analysis and feedback in relation to the effectiveness of the proposed partner with the district curriculum team who will provide additional support as needed. At the end of the school year, the administrative team for ACEC along with the proposed partner, if possible, will present the data for reading, math, and science to district office staff in June comparing the actual data to the annual goals. The administrative team will provide an in-depth analysis of the data to include sub-group data and any gaps in achievement. In addition, the team will discuss next steps to include goals for the next school year to ensure continuous improvement.

(b) Response: ACEC will establish annual goals for the leading indicators including drop-out rate, out-of-school suspensions, student attendance rate, chronic absenteeism rate, and certified staff attendance rate. The data for the leading indicators will be collected every 20 days, recorded on the data wall in the PLC room and on the electronic document required by the grant. The School Improvement Team, school leadership team, and the principal will review data monthly in collaboration with the proposed partner and the Director of Federal Programs, district support person for ACEC. The Director of Federal Programs will share the data analysis and feedback in relation to the effectiveness of the proposed partner with the district curriculum team who will provide additional support as needed. At the end of the school year, the administrative team for ACEC along with the proposed partner, if possible, will present the data for the leading indicators to district office staff in June comparing the actual data to the annual goals. The administrative team in collaboration with the proposed partner will provide an in-depth analysis of the data to include sub-group data and any gaps in achievement. In addition, the team will discuss next steps to include goals for the next school year to ensure continuous improvement.

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: Upon approval, planning will begin immediately. A school leadership team including the principal, assistant principal, SIT Chair, counselors, academic coach, district office personnel and any other pertinent staff will meet with the proposed partner to finalize dates for implementing spring activities. The School Improvement Team will meet to assess the school improvement plan and add indicators/action steps, as needed, to begin the process of incorporating the grant activities. The principal and district office staff will use the IPG School Coach job description as a guide to hire a school coach as quickly as possible to allow this individual to be part of the planning process. The school leadership team will meet with the community college to develop a plan for the spring semester and summer to ensure that continuing education courses can begin the first day of school for the upcoming school year. This will include infrastructure enhancements to design a space with adequate equipment to implement the electrical program, advising and registering students, developing policies and procedures to ensure the success of students, and explore possible internships/pre-apprenticeships that align to the electrical program and other career areas of interests for students. The proposed partner will design an introductory session to be presented to school leadership and staff in the spring of 2020. This will occur on one of the two staff development days built into the calendar, February 17th or March 18th of 2020. During this interactive workshop, the proposed partner will share scientific research that lays the foundation for understanding intrinsic motivation, basic human behavior and the importance of recognizing and accepting that all human beings have an internal locus of control. During the introductory meeting, the proposed partner will begin building a positive, trusting relationship with staff and leadership, review the importance of school climate and the direct correlation to student achievement, teacher morale, family engagement, student behavior and overall motivation, and introduce the Alliance for the Study of School Climate Audit and explain the purpose of the Climate Assessment Survey to ensure accurate collection of perception data. The proposed partner will complete the comprehensive school climate audit following the professional development day, either after February 17th or March 18th that will include surveys for students, staff, parents, and community members. Two coaches from the proposed partner will spend two full days at Ashley Chapel Educational Center to complete classroom walkthroughs, building walkthroughs, and focus group discussions. Students, parents, teachers and community stakeholders will be selected and interviewed in separate focus groups. The information gathered will serve as the baseline for the school’s culture as it exists today as we hear the story that students, teachers, administration and community members are telling about their learning community. The time-line for completion of the audit is tentatively by the end of April 2020. Following the audit, the proposed partner will present a report to the school

leadership team of Ashley Chapel Educational Center. This report will be explained in a way such that school leadership will have an accurate understanding of where their climate is versus where they intend for it to be and what steps need to be taken for continued improvement. Based on the information, the school improvement plan (SIP) will be updated during the month of May 2020. The School Improvement Team will work collaboratively with the partner to align the SIP to reflect the outcome(s) identified in the audit report provided by the proposed partner that will include interventions and strategies to maximize effectiveness of the grant.

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: During the summer of 2020 (early August), the proposed partner will provide a two-day professional development workshop on the campus of Ashley Chapel Educational Center (ACEC) for the school leadership team and any other pertinent district and/or school staff with a focus on the School Climate Audit Report from the spring of 2020. The intended outcomes will be that the school leadership team will be more connected, recognize each other’s unique skill sets, formulate a strategy to engage in more fluid interaction and understand the greater purpose which unites them as educators and school leaders. All staff members at ACEC will participate in a two-day professional development on the required workdays prior to the beginning of school. The professional development is designed to enhance the training received by the School leadership team earlier in the summer. The proposed partner intends to help Ashley Chapel Educational Center kick off the year with enthusiasm. The workshops will explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment. The latest research shows that the most successful schools have trusting, positive relationships among staff. These relationships are only built with intentionality and must be fostered daily. Teachers will leave the workshop familiar with core principles, equipping them with tools and information necessary to maximize success during the year. When students return to ACEC after summer break, the proposed partner will provide 3 days of initial training to prepare the Ashley Chapel Educational Center student leaders with the knowledge and skills needed to experience success. A staff member will be identified to work alongside of the coach(s) from the proposed partner with the goal of taking on the responsibility for the student leadership group once the grant ends to maintain sustainability. Eight additional days of coaching and training throughout the school year are recommended for individuals and small groups to assist with problem-solving, troubleshooting, and to ensure the student leaders continue to excel. The exact number of follow up days will be determined based on the specific needs of the students. The local community college will work with the school and proposed partner to offer electrical continuing education courses as well as any other courses that do not require a startup cost. In addition, the school will work collaboratively with the community college to place students in appropriate internships and/or pre-apprenticeships. Throughout the school year, ACEC will work collaboratively with the college to evaluate and modify the dual credit program implemented in the 2020-2021 school year in addition to planning for the next continuing education program to be implemented in the 2021-2022 school year. The planning will include addition of continuing education courses for automotive, an interest identified by students. Beginning in the fall of 2020, the proposed partner will collaborate with the faculty and staff of Ashley Chapel Educational Center to develop and provide structured educational opportunities for parents/caretakers of students enrolled in an alternative education setting. The partner will provide 4 two-hour workshops throughout the school year. Parent/caretaker feedback will be solicited to determine the best time and day to offer this support to maximize effectiveness. In addition, the partnership with the local community college may provide an avenue for parents to further their education and/or obtain skills to help them with jobs and other opportunities. The proposed partner will provide on-going coaching through face-to-face support days for staff and students (20-25 days) and weekly virtual meetings with administration. The proposed partner

will work with administrators in executive coaching sessions, provide staff wide professional development, facilitate growth during teacher PLC meetings and work directly with student leaders throughout the course of the school year. In addition to the weekly virtual zoom meetings with Ashley Chapel Educational Center administration, coaches provided by the proposed partner will be available anytime throughout the year if the school leadership team or staff members need to call or email for support or to role play solutions to challenges. This support will increase fidelity of the initiative and provide sustainability. During the month of June 2021, the proposed partner will work with the administration and district staff to determine the needs based on quantitative and qualitative data that will determine the focus for the staff development workshop in August of 2021.

2021–2022 (Full Implementation Year):

Response: During the summer of 2021 (early August), the proposed partner will provide a two-day professional development workshop for the school leadership team and any other pertinent district and/or school staff. As part of this workshop, the participants will engage in a planning session to review and revise the plan for the 2021-2022 school year. All staff members at ACEC will participate in a two-day professional development on the required workdays prior to the beginning of school. The workshop will be an enhanced version of the training for the school leadership team and again kick off the second year with enthusiasm. The proposed partner will continue to provide support throughout the school year. As the climate and culture improve, adult mindsets are shifted, and student outcomes are elevated, the number of on-site support days will decrease as sustainability is achieved. The proposed partner will continue the face-to-face support days (15-18) and the weekly virtual meetings with the administration. The proposed partner will continue to work with administrators in executive coaching sessions, provide staff wide professional development, facilitate growth during teacher PLC meetings and work directly with student leaders throughout the course of the school year. In addition to the weekly virtual zoom meetings with Ashley Chapel Educational Center administration, coaches provided by the proposed partner will be available anytime throughout the year if the school leadership team or staff members need to call or email for support or to role play solutions to challenges. This support will increase fidelity of the initiative and provide sustainability. An additional group of student leaders will be selected. The staff member identified during the first year will take on more responsibility of this group as the coach from the proposed partner facilitates the program. The parent/family/caretaker focus will continue with the proposed partner collaborating with the faculty and staff to provide structured educational opportunities for parents/family members/caretakers of students enrolled in ACEC. Again, the partner will provide 4 two-hour workshops throughout the school year. The faculty and staff will assume more responsibility for parent and family engagement opportunities to ensure sustainability. The community college will continue offering the electrical continuing education courses. Any additional cost related to this program will be minimal as the program is reviewed and tweaked based on information from the first year (2020-2121). The additional automotive courses will begin at the beginning of the 2121-2122 school year. Infrastructure to support this program will occur in the summer of 2121. In late spring of 2122, the proposed partner will complete the Comprehensive School Climate Audit. Following the audit, the proposed partner will present a report to the school leadership team of ACEC. During the month of June 2022, the proposed partner will work with the administration and district staff to determine the needs based on the School Climate Audit Report and all other data relating to the annual goals to determine the focus for the final school leadership team workshop in August of 2022. This focus will be full sustainability by the end of the 2022-2023 school year.

2022–2023 (Sustainability Year):

Response: During the summer of 2022 (early August), the proposed partner will provide a two-day professional development workshop for the school leadership team and any other pertinent district and/or school staff. As part of this workshop, the participants will engage in a planning session to review and revise the plan for the 2022-2023 school year to ensure full sustainability by the end of the school year. All staff members at ACEC will participate in a two-day professional development on the required workdays prior to the beginning of school. The workshop will be an enhanced version of the training for the school leadership team and again kick off the third year with enthusiasm. The proposed partner will continue to provide support throughout the school year; however, the support will be minimal as sustainability is achieved. The proposed partner will continue the face-to-face support days (9-12) and the weekly virtual meetings with the administration. The proposed partner will continue to work with administrators in executive coaching sessions, provide staff wide professional development, facilitate growth during teacher PLC meetings and work directly with student leaders throughout the course of the school year. In addition to the weekly virtual zoom meetings with Ashley Chapel Educational Center administration, coaches provided by the proposed partner will be available anytime throughout the year if the school leadership team or staff members need to call or email for support or to role play solutions to challenges. This support will increase fidelity of the initiative and provide sustainability. An additional group of student leaders will be selected. The staff member will assume full responsibility of this group. The faculty and staff will assume full responsibility for parent and family engagement opportunities as sustainability is reached. The community college will continue offering the electrical and automotive continuing education courses. Any additional cost related to this program will be minimal as the programs are reviewed and revised based on information from the first two years (2020-2122). The school will work collaboratively with the community college to sustain the opportunities afforded to students and parents of ACEC. The partnership will continue as the school and college continue to seek additional opportunities based on the needs of the community.

(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
\$106,500	\$289,500	\$278,500	\$199,500	\$858,500

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 proposed budget for the planning phased in the 2019-2020 school year is \$106,500. The initial cost for the proposed partner during the planning phase is \$18,000. This includes the Comprehensive School Climate Audit and strategic planning based on the report from the audit and leadership training in the summer of 2020. Infrastructure to start-up and equip the electrical continuing education program is \$25,000. The school coach salary for half-year including benefits is \$47,500. The cost of a greenhouse and chicken coop is \$4,000 and \$3,000, respectively. Technology to support continuing education courses and any other enhancements to the school based on need is estimated at \$7,000. Supplies and materials are estimated at \$2,000.

Justification for 2020-21 (Full Implementation) budget:

Response: The proposed budget for the 2020-2021 school year is \$289,500. The cost of the proposed partner is \$105,000. This includes the full staff professional development workshop, student leadership program, family education initiative, 25 face-to-face support days with 2 coaches and weekly virtual meetings. Infrastructure to start-up and equip an automotive continuing education program is estimated at \$40,000. The cost is uncertain due to preliminary discussions at the college with external partners to add this new program at the college campus. The final decision for this program at the college will determine what opportunities can be afforded to students on the campus of ACEC. If this program does not come to

fruition, the school and the community college will work to find additional continuing education courses based on the interests of the students. This estimate may include costs associated with providing opportunities for parents. The school coach salary for 12 months with benefits is \$95,000. Supplies and any technology needs is estimated at \$5,000 and \$10,000, respectively. Costs associated with parent and family engagement is included in this estimate. Technology funds will be used for technology needs for the automotive program and any other enhancements to the school based on need. Incentive pay for staff is estimated at \$23,000 for overall improvement based on the school accountability model; improvement in the cohort graduation rate, persistence and identified as “progressing” or at a cost of \$34,500 for meeting all annual goals based on the data tracking logs. The estimates include both certified and classified staff because ACEC strongly believes that every staff member contributes to the success of the students and the school. Incentive pay will be determined by the degree of school improvement based on two levels. The first level will allow staff members to receive incentive pay for overall school improvement based on the *alternative school accountability model* (option B): improvement in the cohort graduation rate, persistence, and identified as “progressing”. If level one is achieved, certified and classified staff will receive \$1,000 and \$500, respectively. The second level will allow staff members to receive a higher incentive pay for meeting all annual goals on the data tracking logs for middle and high school. If the second level is achieved, certified staff would receive \$1,500 and classified staff would receive \$750. Staff members can only receive incentive pay for one of the two levels as identified. There will be no incentive pay if neither of the levels of improvement are met.

Justification for 2021-22 (Full Implementation) budget:

Response: The proposed budget for the 2021-2122 is \$278,500. The cost of the proposed partner is \$94,000. This includes the full staff professional development workshop, student leadership program, family education initiative, 18 face-to-face support days with 2 coaches and weekly virtual meetings. Infrastructure and/or resources to implement additional continuing education courses is estimated at \$40,000 and will be based on student interests. Continuing education programs might include HVAC, culinary, and horticulture. This estimate may include costs associated with providing opportunities for parents. The school coach salary for 12 months with benefits is \$95,000. Supplies and any technology needs is estimated at \$15,000. Costs associated with parent and family engagement included in this estimate. Incentive pay for staff is estimated at \$ 23,000 for overall improvement of school accountability and at \$34,500 for meeting annual goals. The estimates include both certified and classified staff because ACEC strongly believes that every staff member contributes to the success of the students and the school. Incentive pay will be determined by the degree of school improvement based on two levels. The first level will allow staff members to receive incentive pay for overall school improvement based on the *alternative school accountability model* (option B): improvement in the cohort graduation rate, persistence, and identified as “progressing”. If level one is achieved, certified and classified staff will receive \$1,000 and \$500, respectively. The second level will allow staff members to receive a higher incentive pay for meeting all annual goals on the data tracking logs for middle and high school. If the second level is achieved, certified staff would receive \$1,500 and classified staff would receive \$750. Staff members can only receive incentive pay for one of the two levels as identified. There will be no incentive pay if neither of the levels of improvement are met.

Justification for 2022-23 (Sustainability) budget:

Response: The proposed budget for the 2022-2023 school year is \$199,500. The cost of the proposed partner is \$57,000. This includes the full staff professional development workshop, 12 face-to-face support days with 1 coach and weekly virtual meetings. Infrastructure and/or resources to continue additional education courses is estimated at \$10,000 and will be based on student interests and offerings at the

community college. This estimate may include costs associated with providing opportunities for parents. The school coach salary for 12 months with benefits is \$95,000. Supplies and any technology needs is estimated at \$3,000. Costs associated with parent and family engagement included in this estimate. Incentive pay for staff is estimated at \$23,000 for overall improvement of school accountability and at \$34,500 for meeting annual goals. The estimates include both certified and classified staff because ACEC strongly believes that every staff member contributes to the success of the students and the school. Incentive pay will be determined by the degree of school improvement based on two levels. The first level will allow staff members to receive incentive pay for overall school improvement based on the *alternative school accountability model* (option B): improvement in the cohort graduation rate, persistence, and identified as “progressing”. If level one is achieved, certified and classified staff will receive \$1,000 and \$500, respectively. The second level will allow staff members to receive a higher incentive pay for meeting all annual goals on the data tracking logs for middle and high school. If the second level is achieved, certified staff would receive \$1,500 and classified staff would receive \$750. Staff members can only receive incentive pay for one of the two levels as identified. There will be no incentive pay if neither of the levels of improvement are met.

(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	20 th Day	40 th Day	60 th Day	80 th Day	100 th Day	120 th Day	140 th Day	160 th Day	180 th Day	Final
ISS (Incident Count)	2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019 – 20	N/A	N/A								
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
	2022 – 23										
OSS (Incident Count)	2018 – 19	24	20	17	20	14	13	19	14	7	148
	2019 – 20	12	9								
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Student Attendance %	2018 – 19	91.7	90.9	81.9	83.4	58.4	81.9	81.9	83.4	84.7	81.9
	2019 – 20	89	78								
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Certified Attendance %	2018 – 19	100	96	96.8	98.2	98.5	95.7	96.3	97.8	99.7	97.7
	2019 – 20	99	98								
	<i>Average</i>										
	2020 – 21										
	2021 – 22										
	2022 – 23										
Math 6 (GLP / CCR %)	2018 – 19	N/A	Math 7 (GLP / CCR %)	2018 – 19	0/0	Math 8 (GLP / CCR %)	2018 – 19	0/0	NC Math I (GLP / CCR %)	2018 – 19	N/A
	2019 – 20			2019 – 20			2019 – 20			2019 – 20	
	<i>Average</i>			<i>Average</i>			<i>Average</i>			<i>Average</i>	
	2020 – 21			2020 – 21			2020 – 21			2020 – 21	
	2021 – 22			2021 – 22			2021 – 22			2021 – 22	
	2022 – 23			2022 – 23			2022 – 23			2022 – 23	
Math Composite (GLP / CCR %)	2018 – 19	0/0	Reading 6 (GLP / CCR %)	2018 – 19	0/0	Reading 7 (GLP / CCR %)	2018 – 19	0/0	2018 – 19 = Pre-Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1 - Full Implementation Year 2021 – 22 = Year 2 – Full Implementation Year 2022 – 23 = Year 3 – Sustainability Year		
	2019 – 20			2019 – 20			2019 – 20				
	<i>Average</i>			<i>Average</i>			<i>Average</i>				
	2020 – 21			2020 – 21			2020 – 21				
	2021 – 22			2021 – 22			2021 – 22				
	2022 – 23			2022 – 23			2022 – 23				
Reading 8 (GLP / CCR %)	2018 – 19	0/0	Reading Composite (GLP / CCR %)	2018 – 19	0/0	Data Point Goals		2020-21	2021-22	2022-23	+ / -
	2019 – 20			2019 – 20		ISS Incident #		N/A	N/A	N/A	
	<i>Average</i>			<i>Average</i>		OSS Incident #		118	94	75	
	2020 – 21			2020 – 21		Student Attendance %		89.9	95	95	
	2021 – 22			2021 – 22		Certified Attendance %		98	98	98	
	2022 – 23			2022 – 23		Math GLP / CCR %		16.7/16.7	33.3/33.3	50/50	
Science 8 (GLP / CCR %)	2018 – 19	20/10	Total Composite (GLP / CCR %)	2018 – 19	4.8/2.4	NC Math I GLP / CCR %		N/A	N/A	N/A	
	2019 – 20			2019 – 20		Reading GLP / CCR %		16.7/16.7	33.3/33.3	50/50	
	<i>Average</i>			<i>Average</i>		Science GLP / CCR %		16.7/16.7	33.3/33.3	50/50	
	2020 – 21			2020 – 21		Total Composite GLP / CCR %		16.7/16.7	33.3/33.3	50/50	
	2021 – 22			2021 – 22							
	2022 – 23			2022 – 23							

Data Point	Year	20 th Day	40 th Day	60 th Day	80 th Day	100 th Day	120 th Day	140 th Day	160 th Day	180 th Day	Final		
Drop Outs (Number)	2018 – 19	1	3	1	3	1	2	1	0	2	14/25%		
	2019 – 20	0	0										
	<i>Average</i>												
	2020 – 21												
	2021 – 22												
ISS (Incident Count)	2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	2019 – 20	N/A	N/A										
	<i>Average</i>												
	2020 – 21												
	2021 – 22												
OSS (Incident Count)	2018 – 19	70	54	43	59	42	41	37	19	28	395		
	2019 – 20	18	10										
	<i>Average</i>												
	2020 – 21												
	2021 – 22												
Student Attendance %	2018 – 19	81.2	74.5	72.6	68.8	71.2	71.2	74.4	75	78.4	74.1		
	2019 – 20	73	79										
	<i>Average</i>												
	2020 – 21												
	2021 – 22												
Certified Attendance %	2018 – 19	100	96	96.8	98.2	98.5	95.7	96.3	97.8	99.7	97.7		
	2019 – 20	99	98										
	<i>Average</i>												
	2020 – 21												
	2021 – 22												
Graduation Rate (4-Year %)	2018 – 19	49.4	English II (GLP / CCR %)			2018 – 19	0/0	Data Point Goals		2020-21	2021-22	2022-23	+ / -
	2019 – 20					2019 – 20	Drop Outs %	20	15	10			
	<i>Average</i>					<i>Average</i>	ISS Incident #	N/A	N/A	N/A			
	2020 – 21					2020 – 21	OSS Incident #	315	221	132			
	2021 – 22					2021 – 22	Student Attendance %	81.5	90	95			
	2022 – 23					2022 – 23	Certified Attendance %	98	98	98			
Graduation Rate (5-Year %)	2018 – 19	53.6	NC Math I (GLP / CCR %)			2018 – 19	12.5/12.5	Graduation Rate 4-Year %	56.1	63.1	70		
	2019 – 20					2019 – 20	Graduation Rate 5-Year %	46.6	39.6	32.6			
	<i>Average</i>					<i>Average</i>	Biology GLP / CCR %	27.8/27.8	38.9/38.9	50/50			
	2020 – 21					2020 – 21	English II GLP / CCR %	16.7/16.7	33.3/33.3	50/50			
	2021 – 22					2021 – 22	NC Math I GLP / CCR %	25/25	37.5/37.5	50/50			
	2022 – 23					2022 – 23	Composite GLP / CCR %	22.7/22.7	36.4/36.4	50/50			
Biology (GLP / CCR %)	2018 – 19	16.7/16.7	Composite (GLP / CCR %)			2018 – 19	9.1/9.1	2018 – 19 = Pre -Baseline Year 2019 – 20 = Baseline Year / Planning 2020 – 21 = Year 1 – Full Implementation Year 2021 – 22 = Year 2 – Full Implementation Year 2022 – 23 = Year 3 –Sustainability Year					
	2019 – 20					2019 – 20							
	<i>Average</i>					<i>Average</i>							
	2020 – 21					2020 – 21							
	2021 – 22					2021 – 22							
	2022 – 23					2022 – 23							