Iredell-Statesville Schools, Statesville, NC

IMPACT: Innovative Methods for Personalizing Academics, Complemented by Technology

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IX. SELECTION CRITERIA

A. Vision (40 total points)

(A)(1) Articulating a comprehensive and coherent reform vision *(10 points)*

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

(A)(2) Applicant's approach to implementation *(10 points)*

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

(A)(3) LEA-wide reform & change *(10 points)*

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

(A)(4) LEA-wide goals for improved student outcomes *(10 points)*

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth).
(b) Decreasing achievement gaps (as defined in this notice).
(c) Graduation rates (as defined in this notice).
(d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

(e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

(A)(1) Articulating a comprehensive and coherent reform vision. Iredell-Statesville Schools (I-SS), one of the largest districts in North Carolina, is just north of the Charlotte metro area with a mix of rural and suburban communities serving over 21,100 students in 36 schools. Our reform vision is *to ignite a passion for lifelong learning by creating personalized flexible pathways for students to learn anytime, anywhere*. Our proposed project, ***IMPACT: Innovative Methods for Personalizing Academics, Complemented by Technology***, addresses Absolute Priority One and will support bold innovations in learning and teaching that will directly improve student achievement and educator effectiveness. To develop a comprehensive and coherent reform vision, our Design Team identified core guiding principles based on research and the culmination of our thriving experiences. These include: (1) To be successful, our reform must fit the needs of our district as there are many models and few of them are a "pure" or one-size-fits all approach. (2) To achieve bold reform, we must move from the mindset of "improve the system we have" to "innovate the system we need."[1] (3) Instead of focusing on small, school-wide change, our innovation will come from broadening our mindset to the role and functionality of our district and the future of learning.[2] Rather than overseeing a set of similar one-size-fits all schools, we will develop a flexible portfolio of different types of schools that "*IMPACT*" and transform teaching and learning.[3] (4) To personalize learning in I-SS, changes in structures and systems are critical. This includes bold transformations in platforms, class structure, instructional time, teacher roles, and competency-based learning.

►***Building on our Work*:** Our vision for future practices to be tested and scaled up through the Race to the Top District Grant comes from our successful implementation record and educational reforms that have dramatically improved student outcomes. These accomplishments have earned our district national recognition as a leader and innovator in educational reform as evidenced by our receipt of a 2008 Malcolm Baldrige National Quality Award and a 2010 US Department of Education Investing in Innovation (i3) grant. To achieve this success, our superintendent, school board, and staff realized that we needed to fundamentally change the way our district operated, our teachers taught, and our students learned. We began our reform efforts in 2003 by implementing the core components of our Model of Performance Excellence (*see Figure A, below)*. Based on nationally and internationally-recognized best practices, this model utilizes a systems-based, continuous improvement approach to advance teaching and learning and increase the

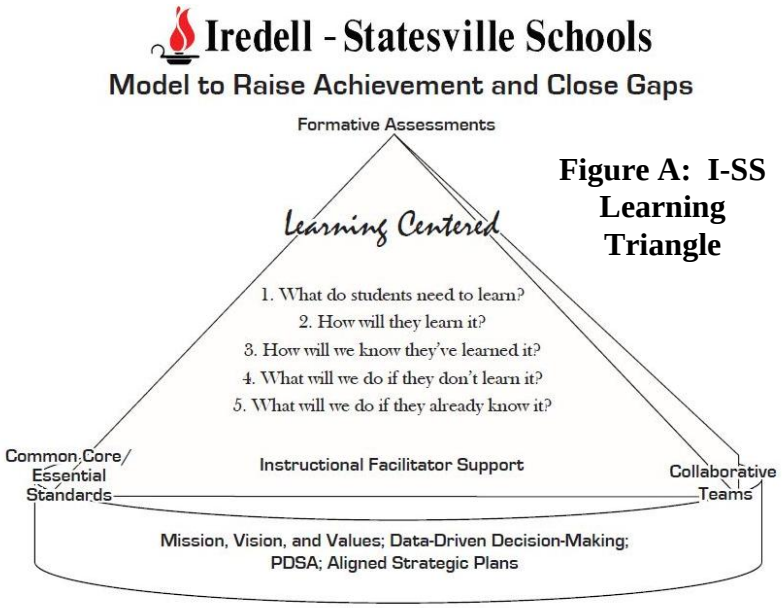


Figure A: I-SS Learning Triangle

students with the skills required by post-secondary educational programs and 21st Century employers,[6] we currently successfully implement a teaching-centered model (we label *I-SS 2.0)*. Our best practices under *I-SS 2.0* include Professional Learning Communities (PLCs), aligned professional development including coaching and support through instructional facilitators, creation of essential curricula to support new instructional models, and innovative components such as implementation of a rigorous college and career curriculum including Career Academies, Early Colleges, College Readiness Institute, and distance-learning. Since 2003, when our Learning and efficiency and effectiveness of district operations to support teacher effectiveness and student instruction.[4] Our Operational Triangle (*see Figure B, below*) ensures alignment of administrative and operational practices to support implementation of our Learning Triangle. These comprehensive reforms at the instructional and operational levels have allowed us to move beyond the traditional "assembly-line" educational model (we label *I-SS 1.0*) used in our nation's schools since the 19th Century, which have not kept pace with the knowledge-based economy of the 21st Century thus failing to produce graduates who are college- and career-ready.[5] To equip

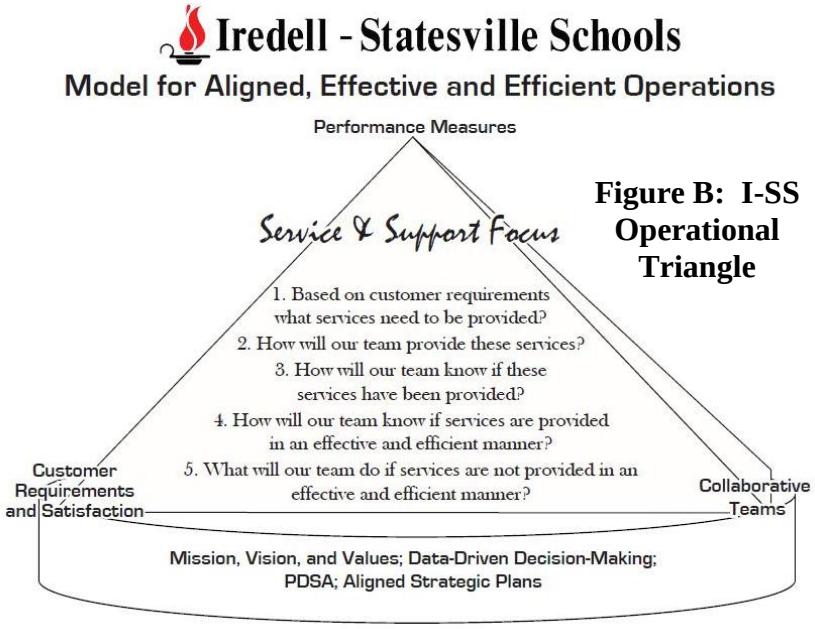
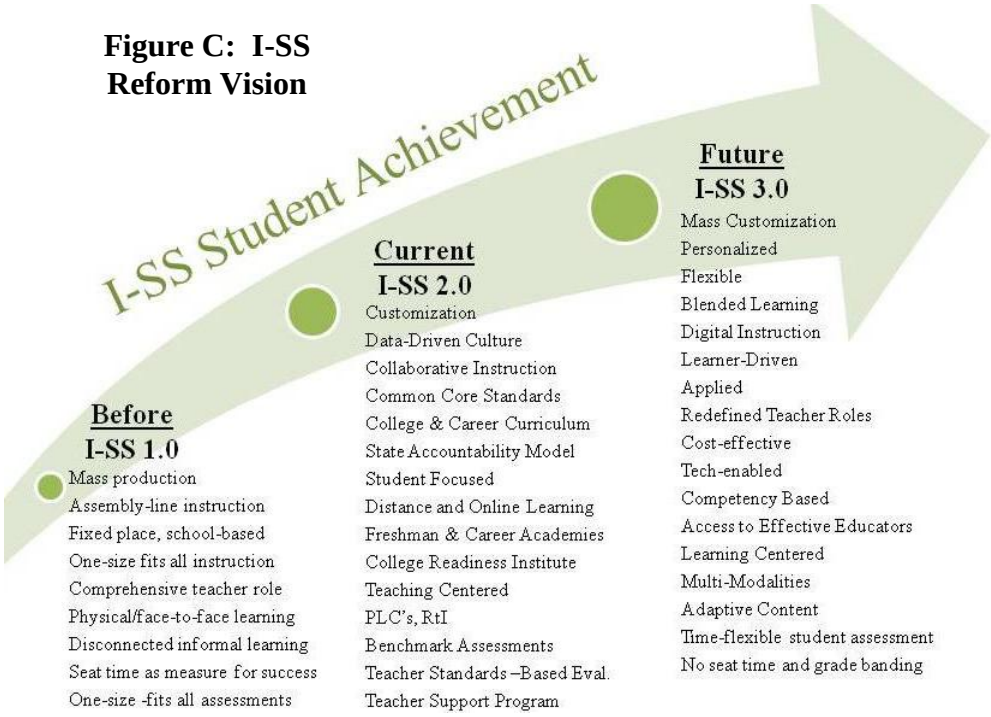


Figure B: I-SS Operational Triangle

Operational Triangles were initially implemented, our graduation rate has improved to 87% (up from 61% in 2002), and our dropout rate has decreased to 2.27%--the lowest in our district's history. Our students have also made significant gains in academic achievement including closing the gap between academic subgroups (detailed in *Section B1*). These reforms have been achieved in an economic climate that limits per-pupil spending in our district (ranking 113th lowest out of 115 LEAs in NC) indicating that our reform approaches are not only effective, but also cost-effective.

►***I-SS 3.0:*** Impressive as these gains are, we must move from the mindset of "improve the system we have" to "innovate the system we need" to enable our students to take on the challenges necessary for success in the dynamic workplace of the 21st Century's global, knowledge-based economy.[7] This is particularly true for our economically disadvantaged students who are less likely to experience academic success, more likely to drop out of school, and often fail to pursue post-secondary education or training. This is why I-SS galvanized a diverse team of teachers, students, parents, employers, post-secondary educators, community-leaders, and national education and economic experts to identify the skills essential for post-secondary education and employment success using a learner-centered model. *I-SS 3.0* is a learner-centered, cutting-edge, next-generation blended learning model with multiple modalities that include: (1) individualized content (adaptive, engaging, diverse content, embedded assessments); (2) project and group learning experiences (critical thinking, evaluating concepts, communication, teamwork); and (3) teacher instruction (higher order thinking skills,

Figure C: I-SS Reform Vision

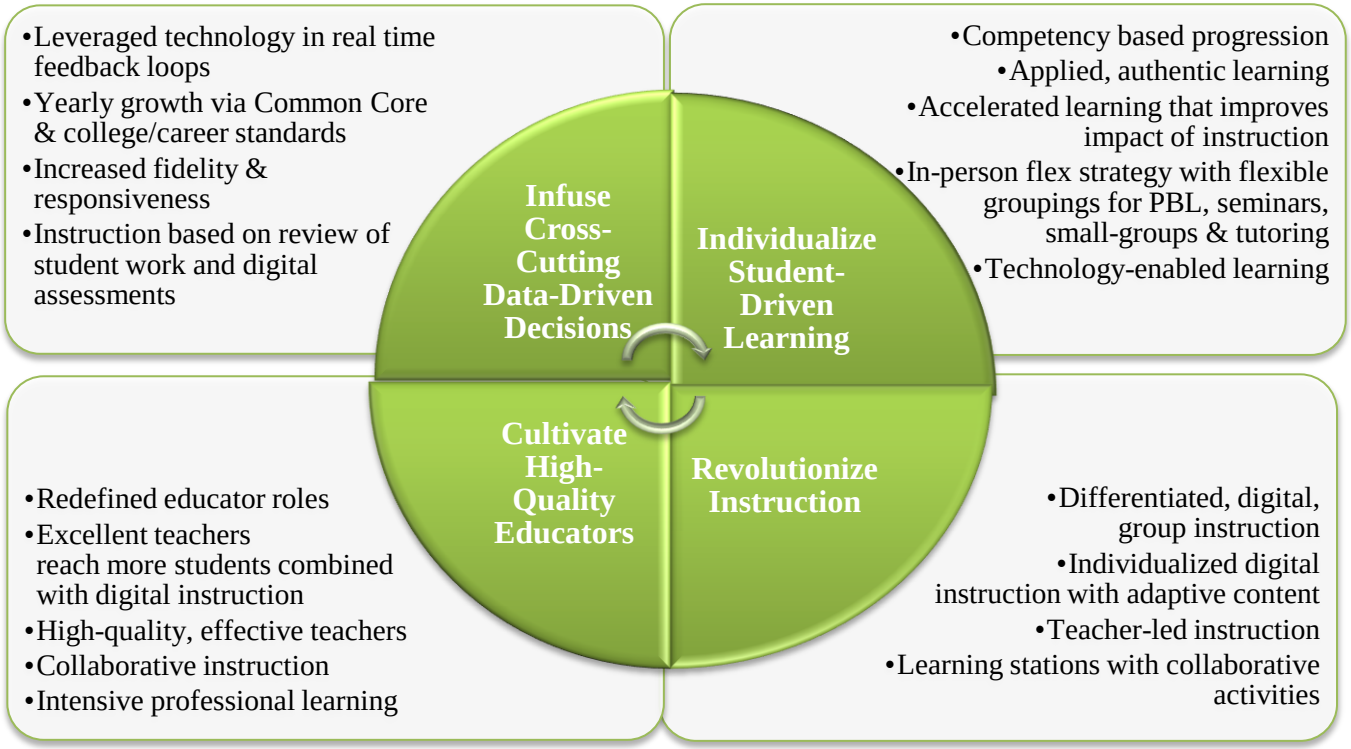


differentiated mini lessons)[8]. Our resulting plan will move our district beyond the typical mass-production model of *I-SS 1.0*, advancing our current teacher-focused best practices model (*I-SS 2.0*), to implement version *I-SS 3.0*, learner-driven approaches based on the latest education research on 21st Century learning, school reform, teacher professional learning, information and communication technology, education leadership, and technology integration.[9] *Appendix I* outlines "A Day in the Life" of I-SS 3.0. Our proposed RTT-D project, *IMPACT: Innovative Methods for Personalizing Academics, Complemented by Technology* will center on four pillars of work: (1) increasing teacher and principal effectiveness; (2) supporting student learning with relevant and rigorous internationally benchmarked curriculum standards and assessments; (3) establishing and using robust data systems that measure student success and inform educators about how they can improve delivery of services and activities targeted to students' individual needs; and (4) turning around schools that have persistent student achievement gaps. By serving students at critical junctures of their academic career as they transition from elementary to middle to high school to college and careers, *IMPACT* will provide our students with high-quality, cutting-edge educational experiences to equip them with skills necessary to thrive in the 21st Century economy.

Our learner-centered model allows for increased customization of instruction with an emphasis on the development of college- and career- readiness skills and is designed to address the diversity of students' individual backgrounds—meeting them where they are—so each student can achieve their learning goals using a variety of personalized resources customized for their own unique learning styles, abilities, and interests. This includes the use of "smart" learning systems which leverage technology to dynamically track and manage student learning needs while providing a platform for engaging content, resources, and learning opportunities that can be accessed anywhere, at anytime, beyond the walls of our school buildings. *IMPACT* will enable our district to create a portfolio of different schools using blended learning environments, reform strategies that extend the impact of highly effective teachers, personalized student learning experiences, and real-time data-based decision-making to track individual student growth and levels of proficiency towards college- and career-readiness. Critical to the development of 21st Century competencies, these reforms will personalize learning experiences for each student, increase the relevance of their academic content, and improve their ability to problem-solve and apply knowledge. Students who master a concept will no longer have to wait until the rest of their class acquires

these skills to move on to the next lesson. Similarly, a struggling student who needs additional reinforcement will no longer be forced to progress to the next unit without acquiring essential concepts first. Students will experience technology-infused blended learning environments with teachers serving in the roles of learning facilitator, coach, mentor, and tutor instead of that of a lecturer. Our teachers will receive comprehensive, job-embedded professional development to support them in acquiring the skills necessary to serve in this new role and implement learner-driven strategies that empower students to assert ownership of their learning process and trajectory. Our approach will leverage the use of paraprofessionals and other more cost-effective staffing arrangements. *IMPACT*, illustrated in *Figure D,* outlines the four core components of our learner-centered program model and will provide the means to ignite a passion for lifelong learning by creating personalized flexible pathways for students to learn anytime, anywhere.

Figure D: *IMPACT* Program Model



(A)(2) Applicant's approach to implementation. *IMPACT* aligns with North Carolina's ambitious *Career and College Ready: Ready, Set, Go!* initiative launched in 2010 which earned our State *Race to the Top* funding (Absolute Priority 2), one of only 12 states recognized for excellence in a plan for statewide career- and college-readiness educational improvements. NC began implementation of its new Standard Course of Study which incorporates the Common Core Standards, with the 2012-13 school year, and has revised the educator evaluation system for both teachers and principals so that they are now, in part, based on student academic growth and the use of technology in the classroom. I-SS will capitalize on NC's Race to the Top initiative by implementing bold reforms at the district level to ensure students are college- and career-ready. **(a) School Selection Process.** Smooth, supportive transitions from middle to high school and high school to college are associated with improved achievement and college readiness.[10] This is especially true for economically disadvantaged students, English Language Learners (ELL), and students with disabilities. These students are far more likely to fall behind in school and drop out, much less likely to graduate from high school, acquire a college or advanced degree, or earn a living wage.[11] Even when these students do manage to successfully graduate high school and enroll in post-secondary educational programs, they are far less likely to persist and earn a degree, in part because they are not adequately prepared to tackle college-level coursework or have little guidance in navigating the college enrollment process.[12] This is why our Design Team decided to focus our efforts on our middle and high schools with the highest poverty rates (collectively meeting the eligibility requirements) and lowest achievement rates. We also looked for schools with qualities indicating readiness for reform including teacher and leader buy-in, and success implementing other reform strategies. **(b) Participating Schools.** In all, 15 of our 36 schools were chosen to be *IMPACT* schools, including four high schools: Statesville, West Iredell, North Iredell, and South Iredell; and their 9 feeder middle schools: Statesville, East Iredell, West Iredell, Troutman, North Iredell, Northview, Lakeshore, Brawley, and Mount Mourne. We also included two non-traditional middle-high schools Pressly and Monticello. **(c) Participating Students.** These 15 schools serve a total of 9,321 students, with 4,136 students (44.37%) identified as low-income. These students represent 44% of our total student enrollment and 81% of our middle and high school population. Our program will also target the 788 educators at these 15 schools. Additional information is located in Table A.2 below.

Table A.2. Applicant's Approach to Implementation										
		School Demographics								
		Raw Data						Percentages		
		Actual numbers or estimates								
		(Please note where estimates are used)								
		A	B	C	D	E	F	G	H	I
Participating Schools	**Grades/ Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA	Total # of Students in the School	% of Participating Students in the School (B/F) *100	% of Participating students from low-income (D/B) *100	% of Total LEA low-income population (D/E) *100
Brawley Middle	6-8	53	701	311	103	9,235	701	100%	14.69%	1.12%
East Iredell Middle	6-8	47	534	706	362	9,235	534	100%	67.79%	3.92%
Lakeshore Middle	6-8	47	573	349	136	9,235	573	100%	23.73%	1.47%
Monticello School	6-12	26	59	122	40	9,235	83	71%	67.80%	0.43%
Mount Mourne Middle	6-10	37	494	41	24	9,235	494	100%	4.86%	0.26%
North Iredell High	9-12	83	1,104	735	423	9,235	1,104	100%	38.32%	4.58%
North Iredell Middle	6-8	47	661	766	332	9,235	661	100%	50.23%	3.60%
Northview Middle	6-10	35	376	142	106	9,235	376	100%	28.19%	1.15%
Pressly School	6-12	20	50	101	44	9,235	77	65%	88.00%	0.48%
South Iredell High	9-12	97	1,120	660	388	9,235	1,120	100%	34.64%	4.20%
Statesville High	9-12	79	1,103	1,118	668	9,235	1,103	100%	60.56%	7.23%
Statesville Middle	6-8	46	461	853	382	9,235	461	100%	82.86%	4.14%
Troutman Middle	6-8	42	442	459	232	9,235	442	100%	52.49%	2.51%
West Iredell High	9-12	71	921	692	437	9,235	921	100%	47.45%	4.73%
West Iredell Middle	6-8	58	722	1,013	459	9,235	722	100%	63.57%	4.97%
		788	**9,321**	**8,068**	**4,136**	**9,235**	**9,372**	**99%**	**44.37%**	**45%**

(A)(3) LEA-wide reform & change. Our reform and change will be driven by four over-arching goals outlined in Table 1 and illustrated in our logic model (see *Appendix A)*. Performance targets for each of these ambitious, but achievable goals, are outlined in *Section A4* which equal or exceed State goals and performance targets.

Table 1. *IMPACT* Goals
Goal 1: Individualize Student-Driven Learning to build learning environments that improve learning and teaching through personalization strategies, structures, and supports for students and educators.
Goal 2. Revolutionize Instruction by accelerating achievement and deepening student learning by addressing the academic needs of each student while decreasing achievement gaps across student subgroups.
Goal 3. Cultivate High-Quality Educators by elevating teacher and leader effectiveness while expanding student access to excellent teachers.
Goal 4. Infuse Cross-Cutting Data-Driven Decision-Making at all levels to support instruction and continuous program improvement.

► ***IMPACT Implementation Structures and Plan:*** To guide our LEA-wide reform, the following responsibilities and management structures will be used to implement our high-quality plan: (1) The ***IMPACT*** **Management Team** will provide overall direction and district-wide scale up, operations management, program accountability, and development of a sustainability plan. Meeting quarterly, the team will be led by our Project Director and includes: Executive Cabinet Members, Associate Superintendent for Curriculum and Instruction, Executive Director of Student Services, Executive Director of Middle School Instruction, Executive Director of Secondary Instruction, Director of Curriculum Support, Director of Testing and Student Information, Independent Evaluator, Blended Learning Coordinator, and representative stakeholders including parents, partners, and teachers. (2) The ***IMPACT*** **Project Director** (1 FTE) will be responsible for overseeing the day-to-day operation of the program, collaborating with evaluators and partners, developing dissemination and sustainability plans, and guiding the strategic direction and implementation of strategies with a focus on developing a model of best practice and scalability. (3) Reporting to the Project Director, our **Blended Learning (BL) Coordinator** (1 FTE) will oversee the implementation of our district-wide student learning, teaching, and leading plans. The coordinator will be

supported by **Blended Learning Coaches** (14 FTE) at each of our targeted schools (one shared between the two non-traditional schools) to assist in plan implementation and professional development, support digital curriculum implementation, and model personalization strategies. (4) **Personalized Learning Teams** at each targeted school will serve as a resource to guide our ongoing analysis and design a plan that fits the needs of each school. These teams will include the following representatives: Blended Learning Coaches (BLC), Instructional Facilitators (IF), Principals, Assistant Principals, and Student Assistance Program (SAP) Coordinators. (5) **Other personnel** such as our Accountability Coordinator (1 FTE) will be responsible for budget management and coordination of student and teacher data required to flow back to school teams relative to various program strategies. Curriculum Resource Specialists (2 FTE) will work to provide professional learning in designing standards aligned curricula and instruction. Digital Learning Service Technicians (4 FTE) will be responsible for providing necessary support to schools, teachers, students, and parents in implementation of blended learning components including operation and upkeep of technology systems and equipment. (6) **Expert Consultants** will provide specialized services including: independent program evaluation, capacity building, professional development, and deep design to help shape our knowledge network. See *Appendix B* for job descriptions. Periodic, ongoing activities throughout the grant period include: evaluation team visits and reports (quarterly); joint professional development (monthly); and sustainability planning (quarterly). We have developed a comprehensive, high-quality implementation plan including key strategies, deliverables, timelines, and persons responsible for successful implementation and scale up of our reform. Key components and details of this plan are located in throughout the proposal in specific sections (e.g., Student Learning, Teaching). A comprehensive plan which presents all components is provided in the *Appendix C.* ►***High-Quality Plan For Design Process:*** *Figure E* below presents an overview of our different phases and a timeline to support meaningful district-wide reform,[13] and Table 2 outlines our high-quality plan to implement the four-phase design process.

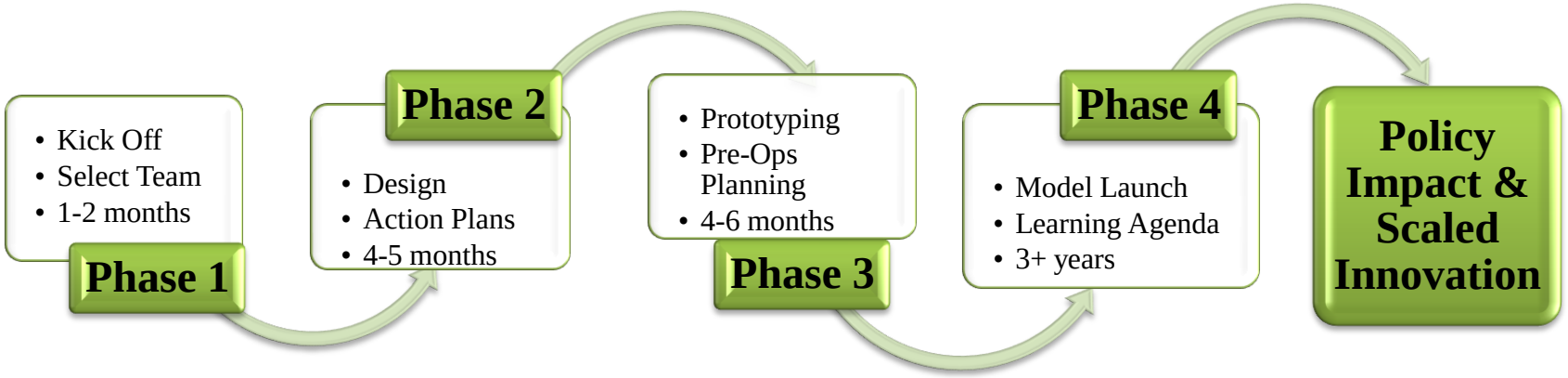


Figure E. I-SS District-Wide Reform Process

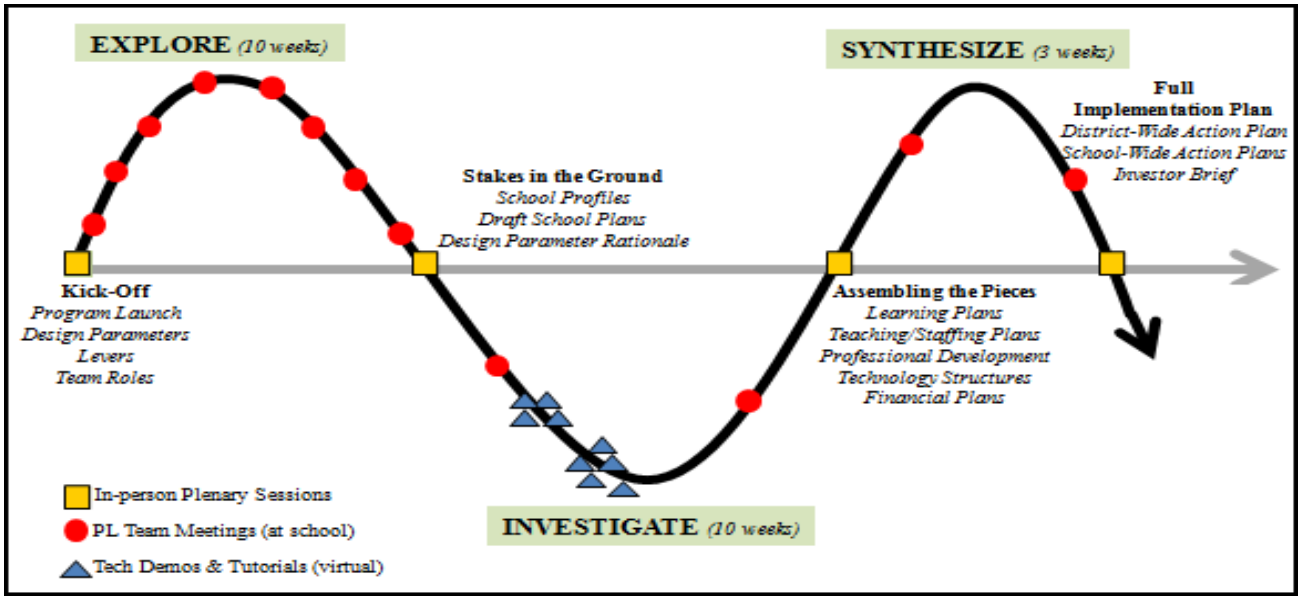


Table 2. Design Process	**Goals Addressed:** All Four Goals	
Strategy 1: Develop and implement phased plan to transform the learning environment		
Deliverables: School-specific implementation plan for student learning framework; comprehensive district student learning plan		
Activities	**Timeline**	**Responsibility**
Implement *Phase 1*: Kick-off and team selection • Conduct Kick-Off sessions (program launch, design parameters, team roles) • Develop Personalized Learning (PL) Teams at each targeted school • Assign two PL Team members per school to lead exploration for each lever • Implement PL Team meetings at each school for planning and early consensus	1/13-3/13	PD, BL Coordinator, Management Team, BLC, IF, All Staff
Implement *Phase 2*: Design • Use PL Team meetings to pursue customized pathway based on school needs • Use experts to provide feedback, answer questions, provide tutorials, etc. • Assess technology tools available/necessary to support draft school model	4/13-7/13	PD, BL Coordinator, Management Team, BLC, IF, All Staff
Develop a comprehensive action plan at each targeted school to implement a bold, new learning environment which addresses the following components:[14] • Teacher staffing structure • Allocation of teacher aides and non-classroom specialists • Training and additional tools to integrate digital instruction • Instructional content teacher will cover • Content to be addressed in digital instruction • Reallocation of instructional time • Student scheduling changes • Facility modifications	7/13	BLC *(lead)* Principal BL Coordinator Project Director Accountability Coordinator Curriculum Resource Specialist Service Technicians IF

• Modifications to PLCs and teacher evaluation		
Combine school plans into a comprehensive district student learning plan and continue to identify necessary policy modifications	8/13	PD, Management Team
Implement *Phase 3*: Protoyping, pre-ops planning • Continue PL Team meetings, conduct dry run presentations, make revisions • Finalize district-wide plan and develop investor brief for sustainability plan	8/13-12/13	PD, BL Coordinator, Management Team, BLC, IF, All Staff
Implement *Phase 4*: Model launch and ongoing learning agenda (3+ Years)	1/14	All Staff

(A)(4) LEA-wide goals for improved student outcomes. The vision of *IMPACT* is to ignite a passion for lifelong learning by creating flexible pathways for students to learn anytime, anywhere. Our program model is designed to positively impact student academic achievement and increase the percentage of students who graduate prepared for college and careers. To reach our goals, we have outlined ambitious, but achievable student learning targets that equal or exceed North Carolina Department of Public Instruction (NCDPI) targets that will allow us to reach our planned program outcomes. These performance measures are detailed in the following tables and include a variety of assessment sources detailed below.

(a) Performance on Summative Assessments (proficiency status and growth).

►***Summative assessments being used*:** North Carolina End-of-Grade Reading Comprehension Test, Grades 6-8; NC End-of-Grade Mathematics Test, Grades 6-8; NC End-of-Course Test, Algebra I; NC End-of-Course Test, English I.

► ***Methodology for determining status*:** Percentage of students proficient and above.

►***Methodology for determining growth*:** Value-Added.

► ***Acronyms for student subgroups:*** ED – Economically Disadvantaged; ELL – English Language Learners; SWD – Students with Disabilities. *Note: 2012-13 goals are higher in the cases where 2011-12 indicates weaker performance than 2010-11 (e.g. reading growth, grade six, overall), even though SY 2012-13 is not an intervention year.

Table A.4.A. District-Wide Goals for Improved Student Outcomes: Performance on Summative Assessments[15]								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Reading, Grade 6, Proficiency	OVERALL	75.6	79.4	79.4	80.9	82.4	84.4	86.4
	Female	78.7	82.8	82.8	84.3	85.8	87.8	89.8
	Male	72.8	76.1	76.1	78.6	81.1	84.1	86.1
	Black	61.5	56.4	58.9	61.4	63.9	66.9	69.9
	Hispanic	61.5	67.0	67.0	69.0	71.0	73.0	75.0
	White	81.9	85.4	85.4	86.4	87.4	89.4	91.4
	ED	59.9	66.1	66.1	68.1	70.1	73.1	75.1
	ELL	32.8	39.1	39.1	44.1	49.1	56.1	59.1
	SWD	21.6	28.8	28.8	33.8	38.8	45.8	48.8
Reading, Grade 6, Growth	OVERALL	.087	.075	.081	.091	.101	.116	.131
	Female	.093	.055	.074	.084	.094	.109	.124
	Male	.082	.094	.094	.104	.114	.129	.144
	Black	.073	.048	.061	.071	.081	.096	.111
	Hispanic	.168	.113	.141	.151	.161	.176	.191
	White	.083	.068	.076	.086	.096	.111	.126
	ED	.056	.049	.053	.063	.073	.088	.103
	ELL	.261	.171	.216	.226	.236	.251	.266
	SWD	.011	-.013	-.001	.010	.020	.035	.050
Reading, Grade 7, Proficiency	OVERALL	73.3	70.3	71.8	73.3	74.8	76.8	78.8
	Female	77.3	72.8	75.0	76.5	78.1	80.1	82.1
	Male	69.5	68.1	70.1	72.1	74.1	77.1	79.1
	Black	47.5	51.5	51.5	54.0	56.5	59.5	62.5
	Hispanic	54.2	53.8	54.0	56.5	59.0	62.0	65.0

	White	80.4	77.0	78.7	80.2	81.7	83.7	85.7
	ED	56.8	52.9	54.9	57.4	59.9	62.9	65.9
	ELL	26.1	28.6	28.6	33.6	38.6	45.6	48.6
	SWD	24.6	20.0	22.3	27.3	32.3	39.3	42.3
Reading, Grade 7, Growth	OVERALL	.122	.079	.100	.111	.121	.136	.151
	Female	.139	.096	.117	.128	.138	.153	.168
	Male	.105	.063	.084	.094	.104	.119	.134
	Black	.109	.081	.095	.105	.115	.130	.145
	Hispanic	.172	.113	.142	.153	.163	.178	.193
	White	.116	.071	.093	.104	.114	.129	.144
	ED	.116	.065	.090	.101	.111	.126	.141
	ELL	.175	-.009	.083	.093	.103	.118	.133
	SWD	-.044	-.020	-.032	-.022	-.012	.003	.018
Reading, Grade 8, Proficiency	OVERALL	75.0	76.9	76.9	78.4	79.9	81.9	83.9
	Female	77.6	79.1	79.1	80.6	82.1	84.1	86.1
	Male	72.4	74.9	74.9	76.4	77.9	79.9	81.9
	Black	52.0	53.7	53.7	56.2	58.7	60.7	62.7
	Hispanic	63.6	57.4	60.5	62.5	64.5	67.5	69.5
	White	80.8	84.4	84.4	85.4	86.4	88.4	90.4
	ED	60.7	60.9	60.9	62.9	64.9	67.9	70.9
	ELL	16.0	21.2	21.2	26.2	31.2	38.2	41.2
	SWD	24.5	28.2	28.2	33.2	38.2	45.2	48.2
Reading, Grade 8, Growth	OVERALL	.061	.070	.070	.080	.090	.105	.120
	Female	.059	.098	.098	.108	.118	.133	.148
	Male	.063	.045	.054	.064	.074	.089	.104
	Black	.052	.069	.069	.079	.089	.104	.119
	Hispanic	-.002	.019	.019	.029	.039	.054	.069
	White	.069	.081	.081	.091	.101	.116	.131

	ED	.057	.024	.040	.050	.060	.075	.090
	ELL	.001	.055	.055	.065	.075	.090	.105
	SWD	-0.24	-.081	-.081	-.071	-.061	-.046	-.031
Math, Grade 6, Proficiency	OVERALL	81.2	82.8	82.8	83.8	84.8	86.8	88.8.
	Female	82.4	84.6	84.6	85.6	86.6	88.6	90.6
	Male	80.1	81.1	81.1	82.1	83.1	85.1	87.1
	Black	64.6	61.8	63.2	65.2	67.2	70.2	72.2
	Hispanic	71.4	80.1	80.1	81.1	82.1	84.1	86.1
	White	86.3	87.2	87.2	88.2	89.2	91.2	93.2
	ED	68.9	71.6	71.6	73.1	74.6	76.6	78.6
	ELL	52.5	64.1	64.1	66.1	68.1	71.1	73.1
	SWD	39.2	37.9	38.5	43.5	48.5	55.5	58.5
Math, Grade 6, Growth	OVERALL	.026	.089	.089	.099	.109	.124	.139
	Female	.049	.112	.112	.122	.132	.147	.162
	Male	.005	.066	.066	.076	.086	.101	.116
	Black	.050	.149	.149	.159	.169	.184	.199
	Hispanic	.009	.106	.106	.116	.126	.141	.156
	White	.018	.069	.069	.079	.089	.104	.119
	ED	-.036	.048	.048	.058	.068	.083	.098
	ELL	.232	.291	.291	.301	.311	.326	.341
	SWD	.015	.054	.054	.064	.074	.089	.104
Math, Grade 7, Proficiency	OVERALL	85.2	83.5	84.3	85.3	86.3	88.3	90.3
	Female	89.0	85.3	87.1	88.1	89.1	91.1	93.1
	Male	81.7	81.9	81.9	82.9	83.9	85.9	87.9
	Black	63.6	66.1	66.1	68.1	70.1	73.1	75.1
	Hispanic	77.2	78.1	78.1	80.1	82.1	84.1	86.1
	White	89.9	88	88.9	89.9	90.0	92.9	94.9
	ED	75.0	71.3	73.1	74.6	76.1	78.1	80.1

	ELL	60.9	66.7	66.7	68.7	70.7	73.7	75.7
	SWD	41.7	42.4	42.4	45.4	48.4	52.4	55.4
Math, Grade 7, Growth	OVERALL	.111	.048	.079	.089	.099	.114	.129
	Female	.128	.098	.113	.123	.133	.148	.163
	Male	.094	.004	.049	.059	.069	.084	.099
	Black	.068	-.058	.005	.015	.025	.04	.055
	Hispanic	.089	.134	.134	.144	.154	.169	.184
	White	.116	.053	.084	.094	.104	.119	.134
	ED	.061	-.019	.021	.031	.041	.056	.071
	ELL	.239	.206	.222	.232	.242	.257	.272
	SWD	.101	-.028	.036	.046	.056	.071	.086
Math, Grade 8, Proficiency	OVERALL	90.5	90.7	90.6	91.1	91.6	92.6	93.6
	Female	92.0	93.1	93.1	93.6	94.1	95.1	96.1
	Male	89.0	88.4	89.9	91.4	93.4	95.4	96.4
	Black	83.3	79.1	81.6	83.1	85.1	87.1	89.1
	Hispanic	87.4	85.2	86.3	87.3	88.3	90.3	92.3
	White	92.2	93.4	93.3	93.8	94.3	95.3	96.3
	ED	84.0	84.4	84.4	85.4	86.4	88.4	90.4
	ELL	76.0	74.2	75.1	76.6	78.1	80.1	82.1
	SWD	59.1	46.9	53.0	55.5	58.0	61.0	64.0
Math Grade 8, Growth	OVERALL	.348	.351	.351	.361	.371	.386	.401
	Female	.372	.374	.374	.384	.394	.409	.424
	Male	.323	.329	.329	.339	.349	.364	.379
	Black	.385	.332	.358	.368	.378	.393	.408
	Hispanic	.384	.350	.367	.377	.387	.402	.417
	White	.338	.353	.353	.363	.373	.388	.403
	ED	.357	.320	.338	.348	.358	.373	.388
	ELL	.423	.309	.366	.376	.386	.401	.416

	SWD	.373	.223	.298	.308	.318	.333	.348
Algebra I End-of-Course Test, Proficiency	OVERALL	81.5	84.8	84.8	85.8	86.8	88.8	90.8
	Female	84.1	88.6	88.6	89.6	90.6	92.6	94.6
	Male	79	80.9	80.9	81.9	82.9	84.9	86.9
	Black	67.5	62.7	65.1	67.1	69.1	72.1	74.1
	Hispanic	74.6	75.9	75.9	77.4	78.9	80.9	82.9
	White	85.6	90.2	90.2	90.7	91.2	93.2	94.2
	ED	71.8	72.4	72.4	73.9	75.4	77.4	79.4
	ELL	62.7	50	56.3	58.8	61.3	64.3	67.3
	SWD	39.2	41.6	41.6	44.6	47.6	51.6	54.6
Algebra I End-of-Course Test, Growth	OVERALL	-.107	-.232	-.169	-.159	-.149	-.134	-.119
	Female	-.059	-.259	-.159	-.149	-.139	-.124	-.109
	Male	-.151	-.208	-.1795	-.169	-.159	-.144	-.129
	Black	-.087	-.403	-.245	-.235	-.225	-.210	-.195
	Hispanic	-.172	-.347	-.259	-.249	-.239	-.224	-.209
	White	-.109	-.176	-.142	-.132	-.122	-.107	-.092
	ED	-.157	-.374	-.2655	-.2555	-.2455	-.230	-.215
	ELL	-.264	-.624	-.444	-.434	-.424	-.409	-.394
	SWD	-.366	-.568	-.467	-.457	-.447	-.432	-.417
English I End-of-Course Test, Proficiency	OVERALL	88.0	89.0	89.0	90.0	91.0	93.0	95.0
	Female	90.7	91.6	91.6	92.1	92.6	93.6	94.6
	Male	85.5	86.3	86.3	87.3	88.3	90.3	92.3
	Black	70.4	75.2	75.2	76.7	78.2	80.2	82.2
	Hispanic	80.5	77.6	79.1	80.6	82.1	84.1	86.1
	White	92.6	92.6	92.6	93.1	93.6	94.6	95.6
	ED	79.2	79.8	79.8	81.3	82.8	84.8	86.8
	ELL	58.6	45.6	52.1	54.6	57.1	60.1	63.1
	SWD	44.6	45.0	45.0	48.0	51.0	55.0	58.0

English I End-of-Course Test, Growth	OVERALL	.116	.076	.096	.106	.116	.131	.146
	Female	.182	.153	.167	.177	.187	.202	.217
	Male	.054	.002	.028	.038	.048	.063	.078
	Black	.029	-.095	-.033	-.023	-.013	.002	.017
	Hispanic	.081	.142	.142	.152	.162	.177	.192
	White	.132	.086	.109	.119	.129	.144	.159
	ED	.057	-.022	.017	.027	.037	.052	.067
	ELL	.124	.025	.074	.084	.094	.109	.124
	SWD	-.117	-.017	-.017	-.007	.003	.018	.033

(b) Decreasing Achievement Gaps.

►***Specific methodology for determining achievement gap:*** Achievement gap means the difference in the performance between each subgroup within a participating LEA or school and the statewide average performance of the LEA's or State's highest-achieving subgroups in reading or language arts and in mathematics as measured by the assessments required under the Elementary and Secondary Education Act (ESEA) of 1965, as amended.

Table A.4.B. District-Wide Goals for Improved Student Outcomes: Decreasing Achievement Gaps[16]

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 optional	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 Post-grant
Grade 6, EOG Reading State Standardized Test, % Proficiency Gap	Males v Females	5.9	6.7	6.7	6.2	5.2	4.2	3.2
	Black v White	25.0	29.0	29.0	27.5	25.5	23.5	21.5
	Hispanic v White	20.4	18.4	18.4	16.9	14.9	12.9	11.9
	ED v Not ED	28.3	23.7	23.7	22.2	20.2	18.2	16.2
	ELL v Not ELL	44.4	41.9	41.9	39.4	36.9	32.9	28.9
	SWD v Not SWD	61.2	56.5	56.5	53.5	49.5	44.5	39.5
Grade 7, EOG Reading State	Males v Females	7.8	4.7	4.7	4.2	3.2	2.2	2.0
	Black v White	32.9	25.5	25.5	23	20.0	16.0	12.5

Standardized Test, % Proficiency Gap	Hispanic v White	26.2	24.7	24.7	23.2	21.2	19.2	17.2
	ED v Not ED	28.5	30.2	30.2	27.7	24.7	20.7	16.7
	ELL v Not ELL	49.2	43.3	43.3	40.8	37.8	33.8	29.8
	SWD v Not SWD	54.3	56.1	56.1	53.1	49.1	44.1	39.1
Grade 8, EOG Reading State Standardized Test, % Proficiency Gap	Males v Females	5.2	4.2	4.2	3.7	2.7	2.0	2.0
	Black v White	28.8	30.7	30.7	28.2	25.2	21.2	17.2
	Hispanic v White	17.2	27.0	27.0	24.5	21.5	17.5	13.5
	ED v Not ED	24.6	27.8	27.8	25.3	22.3	18.3	14.3
	ELL v Not ELL	60.9	58.0	58.0	55.0	51.0	46.0	41.0
	SWD v Not SWD	56.0	53.2	53.2	50.2	46.2	41.2	36.2
Grade 6, EOG Math State Standardized Test, % Proficiency Gap	Males v Females	2.3	3.5	3.5	3.0	2.0	2.0	2.0
	Black v White	21.7	25.4	25.4	22.9	19.9	15.9	11.9
	Hispanic v White	14.9	7.1	7.1	6.6	5.6	4.6	3.6
	ED v Not ED	22.2	19.9	19.9	18.4	16.4	14.4	12.4
	ELL v Not ELL	29.9	19.5	19.5	18.0	16.0	14.0	12.0
	SWD v Not SWD	47.6	50.2	50.2	47.2	43.2	38.2	33.2
Grade 7, EOG Math State Standardized Test, % Proficiency Gap	Males v Females	7.3	3.4	3.4	2.9	2.0	2.0	2.0
	Black v White	26.3	21.9	21.9	20.4	18.4	16.4	14.4
	Hispanic v White	12.7	9.9	9.9	9.4	8.4	7.4	6.4
	ED v Not ED	17.7	21.2	21.2	19.7	17.7	15.7	13.7
	ELL v Not ELL	25.4	17.5	17.5	16.0	14.0	12.0	10.0
	SWD v Not SWD	48.6	45.8	45.8	42.8	38.8	33.8	28.8
Grade 8, EOG Math State Standardized Test, % Proficiency Gap	Males v Females	3.0	4.7	4.7	4.2	3.2	2.2	2.0
	Black v White	8.9	14.3	14.3	12.8	10.8	8.8	6.8
	Hispanic v White	4.8	8.2	8.2	7.7	6.7	7.7	5.7
	ED v Not ED	11.0	10.6	10.6	10.1	9.1	8.1	7.1
	ELL v Not ELL	14.9	17.2	17.2	15.7	13.7	11.7	9.7
	SWD v Not SWD	34.8	48.1	48.1	45.1	40.1	35.1	30.1

Algebra I End-of-Course State Standardized Test, % Proficiency Gap	Males v Females	5.1	7.7	7.7	7.2	6.2	5.2	4.2
	Black v White	18.1	27.5	27.5	25.0	22.0	18.0	14.0
	Hispanic v White	11.0	14.3	14.3	12.8	10.8	8.8	6.8
	ED v Not ED	15.9	20.8	20.8	19.3	17.3	15.3	13.3
	ELL v Not ELL	36.3	35.8	35.8	33.3	29.3	25.3	21.3
	SWD v Not SWD	47.1	47.2	47.2	44.2	39.2	34.2	29.2
English I, State End-of-Course Standardized Test, % Proficiency Gap	Males v Females	5.2	5.3	5.3	4.8	3.8	2.8	2.0
	Black v White	22.2	17.6	17.6	16.1	14.1	12.1	10.1
	Hispanic v White	12.1	15.2	15.2	13.7	11.7	9.7	7.7
	ED v Not ED	14.1	15.2	15.2	13.7	11.7	9.7	7.7
	ELL v Not ELL	30.6	44.8	44.8	41.8	36.8	31.8	26.8
	SWD v Not SWD	48.1	48.0	48.0	45.0	40.0	35.0	30.0

(c) Graduation Rates. The four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

Table A.4.C. District-Wide Goals for Improved Student Outcomes: Graduation Rates

Goal area	Subgroup	Baseline(s) %		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High School Graduation Rate	OVERALL	85.1	87.1	87.1	87.6	89.1	90.6	92.1
	Female	87.7	89.5	89.5	90.0	91.5	93.0	94.5
	Male	82.5	84.9	84.9	85.4	86.9	88.4	89.9
	Black	79.3	83.1	83.1	84.1	85.6	87.1	88.6
	Hispanic	69.6	77.0	77.0	79.0	82.0	85.0	88.0
	White	87.7	89.2	89.2	89.7	90.7	91.7	92.7
	ED	76.3	78.1	78.1	80.1	83.1	86.1	89.1
	ELL	48.1	48.0	48.0	51.0	56.0	61.0	66.0
	SWD	65.3	73.8	73.8	76.8	79.8	82.8	85.8

(d) College Enrollment Rates. College enrollment will be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant reports college enrollment as a percentage, to be calculated as follows:

►***College enrollment SY 2010-11*** = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation

►***College enrollment rate*** = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100

Table A.4.D. District-Wide Goals for Improved Student Outcomes: College Enrollment

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College Enrollment rate	OVERALL	80.5	67.8	67.8	69.8	72.8	76.8	80.8
	Female	85.8	74.1	74.1	76.1	79.1	83.1	87.1
	Male	75.6	61.6	61.6	63.6	66.6	70.6	74.6
	Black	68.7	61.8	61.8	63.8	66.8	70.8	74.8
	Hispanic	63.2	61.7	61.7	63.7	66.7	70.7	74.7
	White	76.9	69.0	69.0	71.0	74.0	78.0	82.0
	ED	63.6	54.9	54.9	57.9	61.9	66.9	71.9
	ELL	50.0	40.9	40.9	43.9	47.9	52.9	57.9
	SWD	43.0	43.7	43.7	46.7	50.7	55.7	60.7

(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1) Demonstrating a clear track record of success *(15 points)*

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

(B)(1) Demonstrating a clear track record of success.

(a) Student Learning Outcome Improvements. Our school district has a clear track record of success since we began implementation of the core components of our reform efforts in 2003. Student achievement before this time was grim: 61% graduation rate; 7% dropout rate; 23 percentage point gap in reading for blacks and 43 for students with disabilities; and 57th worst in the State for SAT.[17] Although our district continues to be characterized by high-need students, we have made significant gains in student achievement, closed reading gaps, increased the graduation rate, reduced the dropout rate, and increased the number of highly qualified teachers. Over 96% of our teachers are now highly qualified with trend data showing that our district has remained above State and regional percentages since 2004. We are also above State averages in student learning outcomes excelling in graduation rate, End-of-Course testing, and reading, math, and science proficiency. ►***Graduation Rates:*** In addition to our dropout rate being the lowest in our history, we have also improved our graduation rate for all students by 26% since 2002. Our current graduation rate of 87% is the 14th highest in NC. We have also made gains for subgroups with the following increases since 2006: white (14%), students with disabilities (24%), Hispanic (12%), and black (20%).[18] *Figure F* displays the upward trend in our graduation rate for student subgroups. ►***Student Achievement:*** Our district has seen significant increases in student academic achievement for all groups of students. For example, in 2002, our district ranked 75th lowest in reading, but by 2008 we moved to the top 20 in the State. NC End-of-Grade (EOG) tests are designed to measure student performance for grades 3-8 on goals, objectives, and grade-level competencies. *Figure G* below highlights significant student achievement for our district EOG tests. All students have increased achievement by at least 5% or more in each area. Some of the most significant gains (up to 27%) are ELL, black, and economically disadvantaged students.

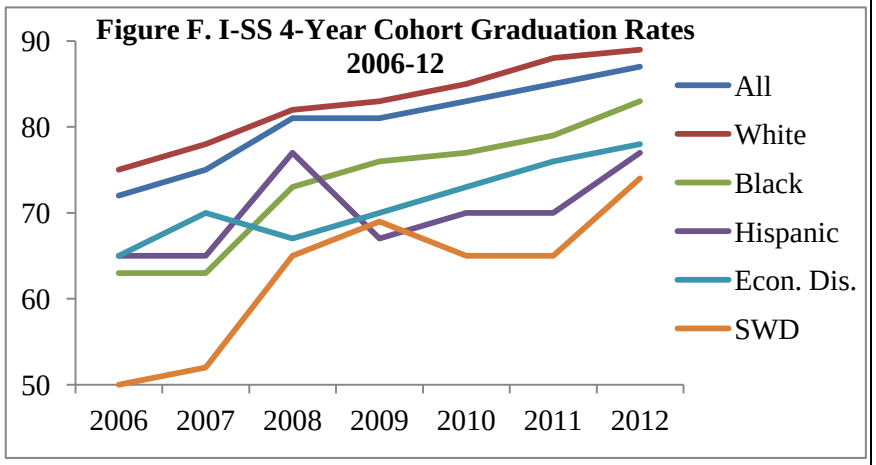


Figure G. Proficiency Percentage Increases By Student Subgroups

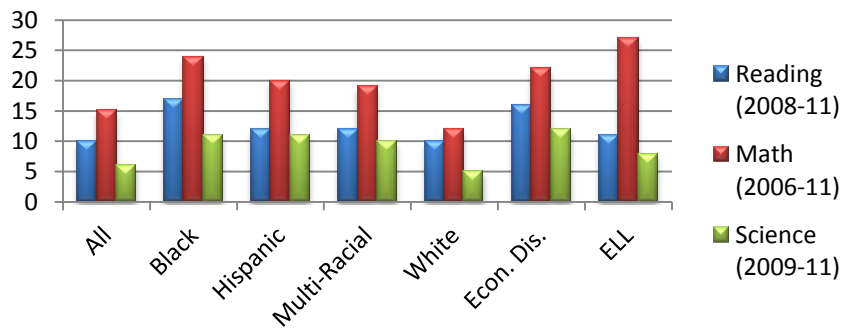


Table 3. EOC Tests Percentage Increase in Achievement[20]

Subgroup	Increase (2007-11)
All Students	14%
Black	26%
Hispanic	17%
White	14%
ED	21%
ELL	7%
SWD	17%

NC End-of-Course (EOC) tests sample a student's knowledge of subject-related concepts such as Algebra or Biology. Table 3 highlights percentage increases over four years for subgroups of students on EOC tests. All students have increased by at least 7% or more on EOC tests. Some of the most significant gains noted are by black, Hispanic, economically disadvantaged, and students with disabilities. ►***College Enrollment*:** Our student subgroups have also made strides in post-secondary enrollment in two or four-year educational institutions: our postsecondary enrollment statistics show that males, blacks, and Hispanics are within 6 percentage points of enrollment for all students and within 8 percentage points of enrollment for white students, as evidenced in Table 4. **(b) Significant Reform Achievements.** I-SS has engaged in a variety of ambitious and significant reforms across the district and in our lowest-achieving and low performing (Statesville Middle School) schools to achieve the student outcomes highlighted above. Key reforms include: (1) *Performance Excellence Model*: Scoring in the top 6%, we achieved the National Institute of Standards and Technology

Table 4. Post-Secondary Enrollment [19]

Subgroup	2011-12
All Students	67.8
Female	74.1
Male	61.6
Black	61.8
Hispanic	61.7
White	69.0
ED	54.9
ELL	40.9
SWD	43.7

Baldrige Award in 2008 for the district-wide implementation of our Performance Excellence Model.[21] Their Criteria for Performance Excellence is based on a systems perspective for understanding performance management reflective of validated management practices.[22] Our model was recognized as a best practice by the Baldrige application scorers and the site visit team who spent four days validating the fidelity of implementation across our district. One core component of this model is raising achievement and closing gaps, or the learning triangle (illustrated in *Figure H).* A series of questions resides within this triangle to focus organizational and individual action on students, stakeholders, and effective and efficient operations. Structured around an ongoing, continuous improvement approach PDSA (Plan-Do-Study-Act), our model uses gap analysis to constantly improve delivery of services to both staff and students. This model is recognized as a national best practice and has been widely adopted by our district since 2003.[23] (2) *Focused Learning Communities*: US Department of Education Smaller Learning Community grants (5 high schools; 6,309 students; $6 million over 6 years) empowered our district to further refine our beginning reform efforts to provide research-based rigorous, academic environments and personalization strategies to improve academic performance, graduation rates, and postsecondary success for all students. This program enabled the development of best practices in the implementation of student advisories, transition activities, career academies, interdisciplinary academic teaming, authentic student inquiry and project-based learning, and increasing participation in advanced courses and student entry to postsecondary education. (3) *Professional Learning Communities (PLCs)*: A critical component of I-SS reforms over the last decade is implementation of PLCs in each of our 36 schools. Our PLCs help ensure that clear, consistent, common, and coherent professional learning experiences are delivered to all teachers across the district. These same-grade or same-subject teams meet weekly to collaborate, analyze, and develop

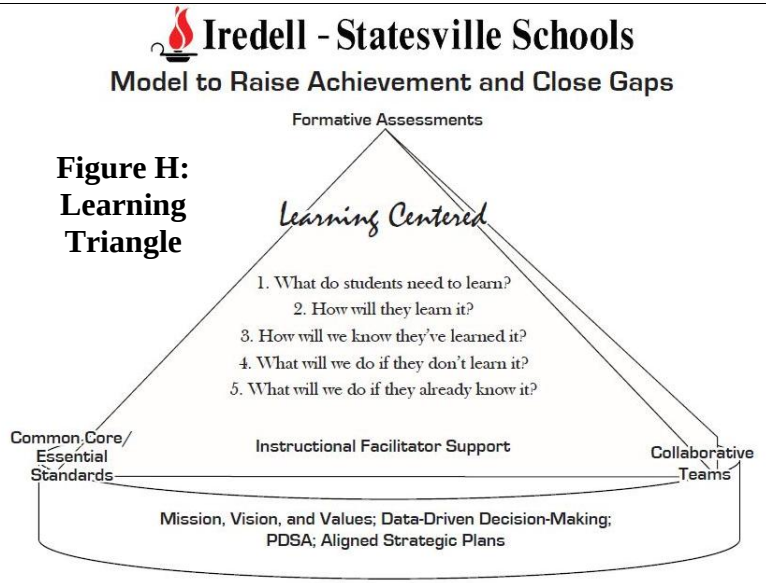
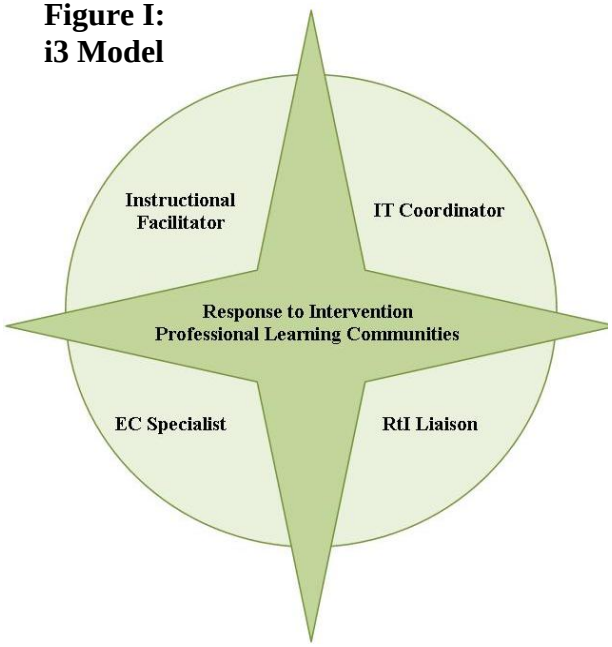


Figure H: Learning Triangle

strategies on common issues related to curriculum, assessment, and instructional strategies. Sample PLC activities include creating standards-aligned lesson plans and units, using data analysis to inform instruction, providing differentiated instruction, and planning and providing progress monitoring and assessment. Our PLCs are supported by the school's instructional facilitator (IF) who meets frequently with each PLC to provide job-embedded coaching and support to teachers on curriculum and instruction, including high-yield instructional strategies to teach the Common Core/Essential NC Standards. District exceptional children (EC) and ESL specialists also provide professional learning experiences for our educators working with special student groups. (4) *Investing in Innovation (i3) Grant*: Chosen from among nearly 2,000 applicants, I-SS was one of only fourteen school districts earning the grant in 2010. The i3 grant supports our district's reform strategies to organize a cross-functional team to support high-needs students as seen in *Figure I*. This plan enhances our practice of key research-based strategies: Response to Intervention (RtI) (began in 2009) and PLCs (began in 2005). Through our i3 program, we refined our support structures and provide cross-functionality for maximum teacher and student impact. Instructional facilitators, RtI liaisons, instructional technology coordinators, and EC specialists work together to identify, share, and coach best practices for reaching students with disabilities, ELL, and other specialized needs. This integration helps establish common professional development focus areas; ensures that common methods, materials, and strategies are implemented; and allows us to gain valuable feedback on implementation of key strategies within each school. Professional learning experiences are adjusted to meet identified needs in a timely manner, creating a feedback loop to further improve and align professional learning experiences for our district's instructional staff. While we rank 113th among the 115 school districts in North Carolina for per pupil spending, we have excelled in many academic performance measures as one of the top districts in our State. Our academic rank is 29th and we received full accreditation as a quality school district by

Figure I:
i3 Model



AdvancED in March 2011. Also, our Mount Mourne and Northview IB Schools received full accreditation along with the development of two early college programs. Although our resources are lower than other districts, we have maximized the impact of these critical assets, sustained reforms that improve student learning outcomes, and made significant gains in achievement as displayed in Table 5. **(c) Availability of Student Performance Data.** The *IMPACT* Management Team will provide project direction and ensure student performance data is available to students, educators, and parents. This process will ensure that data is used to improve and inform participation, instruction, and services via: (1) *Program Evaluation*: Our program objectives (*Section E*) include benchmarks to monitor progress, reflecting the annual increases anticipated as *IMPACT* matures and service delivery becomes more refined. Our logic model (*Appendix A*) has a built-in feedback loop emphasizing the provision of timely, regular, and useful feedback to stakeholders for informed decision-making relative to needed changes in activities and affecting student performance. Through quarterly meetings, our evaluator will engage stakeholders with evaluation findings depicting implementation fidelity and student outcome data. (2) *Response to Intervention (RtI)*: RtI employs a universal screening approach that provides information to make high-quality decisions about the instructional needs of students; builds the skills of teachers on how to use student/classroom data to drive instruction; and provides in-classroom modeling, feedback, and coaching relative to appropriate interventions. RtI begins with an examination of the core learning approach in all key curriculum

Table 5. Iredell-Statesville Schools Reform Turnaround Highlights[24]

Measure	2002 Results	2011 Results
Dropout Rate	6.5%	2.27% (14th in NC)
Academic Ranking	55th in NC	38th highest in NC
SAT	991 (57th in NC)	1026 (16th in NC)
Student Attendance Rate	94% (55th in NC)	96% (11th in NC)
Per Pupil Expenditures	Bottom ten in NC	113th lowest of 115
National Board Certified Teachers	6%	11%
Credit Recovery Courses	500 courses	958 courses
Parent Conference Participation	65%	91%
Operating Fund Balance	-$2.5 million	$7.7 million
External Audit Findings	11	Zero for last 6 years
Highly Qualified Teachers	80%	97%
Business and Faith-Based Partners	40	268

areas and makes a baseline assumption that if core instruction is meeting the needs of the students in a classroom, then at least 80% of the students are successful.[25] If the data does not support this assumption, then focus is placed on the core learning approach, and improvements are defined and implemented before intensely targeting struggling students. This strategy is supported by the use of AIMSweb which is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment.[26] The National Center on RtI gave this tool the highest possible rating for predictive validity and reliability.[27] (3) *Plan, Do, Study, Act (PDSA)*: School leaders use this process to obtain data to complete school-wide PDSA cycles and teacher evaluations. Our teachers also use the reporting system to gather formative assessment data and use these reports in their PLCs. Our PLCs provide a platform to implement improvement strategies using the PDSA cycle including small-scale tests of planned actions followed by assessment and improvement of the initial plan. This process is used to improve student assessment, instruction, intervention, graduation rates, and professional development. PDSA is implemented district wide at every level from targeting a specific skill in a classroom to developing our district strategic plan. Its effectiveness lies in its ability to serve as a mechanism to continuously measure performance providing "just-in-time" data to implement data-driven improvements. PDSA steps include: (a) PLAN: validate the need for improvement, clarify the need, purpose, goals, and measures; (b) DO: Adopt and deploy an approach to continual improvement, translate the approach to aligned action; (c) STUDY: analyze results; and (d) ACT: make improvements. If data reveals a subject-level struggle to attain an objective, our PLCs use PDSA to study the problem in-depth and develop strategies to address the issue. See *Appendix D* for an example. (4) *Educational Forums*: EdMatters, educational forums for parents, staff, and community, are provided during the school year. Parents, staff, and the community are invited to learn about student performance and specific issues affecting our district. During the forums, attendees work with the superintendent and other leaders to provide feedback, identify potential solutions, and be a part of the ongoing discussions. (5) *Other Tools*: Students, educators, and parents have access to a variety of performance data such as NC Report Cards, Annual Report, parent conferences, and student-led conferences. Further, Parent Assist is a web application to help parents track their student's progress which provides real-time progress reporting in French, English, and Spanish.[28] Through *IMPACT*, we will make the pivot to tablet-based tools and applications for parents and stakeholders.

(B)(2) Increasing transparency in LEA processes, practices, and investments *(5 points)*

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

(B)(2) Increasing transparency in LEA processes, practices, and investments.

Transparency is built into our continuous improvement strategies through our Performance Excellence Model. This process ensures: staff are empowered to make decisions that impact instruction and assessment; staff are involved in using data to make decisions, not only about student learning, but also about finance, personnel, and building decisions; the I-SS Board completes a self-assessment and creates an improvement plan like every school, department, and teacher; and our stakeholders have input and easy access to our policies and processes. Our district provides a variety of avenues to demonstrate openness and accountability which serve as high standards of transparency.[29] This information is made available and easily accessible to all community members, parents, and staff through our comprehensive website, parent and community meetings (e.g., school improvement team, school board), press releases (e.g., Common Core Standards, curriculum review week), and hard copy and digital reports. One key transparency piece is our annual report which includes: a summary of ranking of per pupil expenditures, external audit findings, operations, student outcomes, revenues, and expenditures. Further, social media is essential to transparency including Twitter, Facebook, blogs (from the Superintendent to teachers), and Connect Ed (phone/text service for families to provide weekly updates). Through *IMPACT*, we will develop a family app that will be easily accessible via smart phones. Table 6 shows other transparency methods in our processes, practices, and investments (see *Appendix E* for examples). School-level expenditures from State and local funds are available on our district website with data from:[30] Work 4 NC Schools, Civil Rights Data Collection, and American Recovery & Reinvestment Act. This information includes: **(a) personnel salaries** at the school level for all school-level instructional and support staff based on the US Census Bureau's classification; **(b) personnel salaries** at the school level for instructional staff; **(c) personnel salaries** at the school level for teachers; and **(d) non-personnel expenditures** at the school level.

Table 6. I-SS Transparency in Processes, Practices, and Investments

• Audited financial statements	• EdMatters events
• Budget resolutions	• Strategic plan, Minutes
• Dollars & Sense Budget Bulletin	• District funding sources
• "Fact checker" form in which parents submit questions and are answered online	• School climate surveys
	• Website district headlines
• County appropriations historical comparisons	• Twitter & Facebook pages
	• District/school report cards

(B)(3) State context for implementation (*10 points*)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(3) State context for implementation

►***Successful Conditions*:** We have a variety of successful experiences and conditions which have positioned our district to implement high-quality personalized learning environments such as: (1) Our Smaller Learning Community grant (totaling over $6 million for 5 high schools) enabled our district to further refine our beginning reform efforts to provide research-based rigorous, academic environments and personalization strategies to improve academic performance, graduation rates, and postsecondary success for all students. (2) Our district won the Baldrige Award in 2008, and key to this designation was our implementation of PDSA, which we brought all the way to the classroom level versus other districts that just use PDSA at the district level. (3) Our i3 grant supports our district's reform strategies to organize a cross-functional team to support high-need students at all schools in our district. This plan enhances our practice of two key research-based strategies: Response to Intervention and Professional Learning Communities. We partnered with the NC Department of Public Instruction (NCDPI) which formulated a RtI model to provide technical assistance to LEAs to foster replication throughout the State.[31] (4) In the 2012-13 school year, all schools in North Carolina are implementing the Common Core. This process began in 2008 with a total revamp of the State's Standard Course of Study as the State developed its own Essential Standards that incorporate the Common Core Standards and align teaching and learning to career and college readiness.[32] For over a year, teams of educators from each district have provided information about the new standards, what they mean for each grade and subject, and best practices for success. (5) Focused on career and college readiness, NC has also developed a new accountability model that went into effect this school year. To measure readiness, five new indicators were implemented: math course rigor (percentage of students taking and passing high-level math courses); ACT performance (percentage of students scoring well enough to have 50% chance of getting a B or higher in their first credit-bearing college course); WorkKeys performance (percentage of graduates who were awarded a Silver Level Career Readiness Certificate based on WorkKeys assessments); graduation rates (percentage of students who graduate in four and five years); and graduation project (schools receive credit if they require students to complete a project).[33] (6) NCDPI recently received a $3.64 million US Department of Education grant to design, develop, and implement a statewide P-20 system. This system will allow educators across NC's education-workforce

continuum to develop a "big picture" view of trends in student performance and help better prepare students for college and careers.[34] Once in place, I-SS will integrate with this longitudinal data system. (7) North Carolina was one of only 12 recipients awarded the Race to the Top grant in 2010. Through this grant, our district received over $1.7 million to implement innovative strategies to improve teacher effectiveness, student achievement, graduation rates, and college readiness. Table 7 provides examples of key areas in the State grant that will enhance the successful implementation of our proposed Race to the Top district program.

Table 7. Key Objective Areas of Federal Race to the Top Grant for North Carolina[35]

• Incorporate the State infrastructure blueprint (NC Cloud) into our technology plans	• Create transition plan to begin using the online Instructional Improvement System once implemented in 2013
• Provide access to an e-learning platform that integrates with a Learner Management System and Learning Object Repository	• Enhance district technology infrastructure to facilitate online real-time assessments at each school
• Ensure teachers and staff understand the new NC Standard Course of Study and assessments	• Help educators use teacher evaluations and assessment data
• Complete unified strategic plan for I-SS that utilizes data to set priority goals, activities, and targets for performance	• Recruit individuals via incentive structure to teach in high-need schools using school/university partnerships
• Use evaluation tool as factor in teacher development plans and decisions related to promotion, retention, and removal	• Use alternative routes to administrator and teacher certification with fidelity (e.g., Praxis prep, course expenses)
• Provide access to effective high-quality, job-embedded, data-informed PD and include tablet and applications based culture	• Increase concentration of highly effective teachers/leaders
• Extend existing partnerships with NC colleges/universities	• Integrate student growth data into educator evaluations
	• Provide curriculum support for NC Standard Course of Study and use data to place students in appropriate courses

►***Sufficient Autonomy*:** In addition to Race to the Top, NC Department of Public Instruction (NCDPI) provides a variety of pathways to ensure we have the flexibility to implement personalized learning environments through *IMPACT*. This includes:

- Funding is distributed to local boards of education. Through an intensive strategic planning process, the I-SS Board then develops

a plan to distribute State-provided resources based on the specific needs of our students. This flexibility enables our district to be innovative and target schools with specific funding needs. Nearly 60% of our funds are provided in positions rather than dollars. This process enables our district to hire the most experienced and educated certified personnel without exact budget limitations.

- Two years ago, NCDPI lifted the cap on class sizes which provides flexibility to implement strategies beyond the traditional classroom model. Each district is allowed to determine the criteria for subject and grade advancement. For example, a 6th grader can take a 7th grade class or an 8th grader can take geometry at a high school. Other options include cross-grade flexible grouping and flexible subject grouping. Online courses via NC Virtual Public School are available and through *IMPACT* we will scale online, blended, and personalized learning to a district portfolio of options for student courses, modules, test preparation, and teacher PD.
- North Carolina operates a vigorous initiative for promoting innovative, autonomous public schools. Innovative programs can create a school within a school, a technical high school, or a high school or technical center located on a college campus. Once approved, the district obtains waivers that release the school from restrictions on the use of State funding and other specific State laws and policies. Through Learn and Earn, we have two early colleges with this designation which enables students to graduate in five years with a high school degree and two years of college credit. CCTL provides a 1:1 device, smaller personalized learning environments, and operates on Mitchell Community College's campus. VPAC serves as our visual and performing arts school.
- The North Carolina Window on Student Education (NC WISE) assimilates all facets of public school life from the classroom to the central office and assists in personalizing the learning environment using the following tools: Electronic Student Information System enables schools to manage student information; Electronic Data Interchange presents the capacity to electronically transmit student instructional records and demographic information between districts, schools within a district, and to NC universities and colleges; and Uniform Education Reporting System transfers information from the local district to the NCDPI.[36]

►***SEA Comments:*** We submitted our application to the State for review and were pleased that they said "It aligns strongly with the State's work. We applaud your ambition and creativity on behalf of the students of I-SS, and recommend to USED that they fund your application, so that you may proceed in implementing your plan to personalize education." (See *Appendix F* for documentation)

(B)(4) Stakeholder engagement and support *(10 points)*
The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(4) Stakeholder engagement and support.

(a) Stakeholder Engagement. Since our reform efforts began over 10 years ago, meaningful stakeholder engagement has been an ongoing cornerstone for the development of our model of student achievement and personalized learning. Our *IMPACT* proposal is a culmination of these processes through revisions, feedback, and refinement of our strategies (e.g., NC RTT, Baldrige Award, Smaller Learning Communities, i3). A myriad of stakeholder groups were engaged in the development of this proposal and our larger reform efforts: (1) *Teachers*: In addition to using PLCs for hands-on skill building and collaborative support, we use this weekly time to obtain feedback to refine current and proposed strategies in our reform efforts. During a district professional development day in September 2012, teachers were presented with the *IMPACT* model summary for review (see *Appendix G*). Teachers were given time to process the model, and instructional facilitators and principals were available for questions and feedback over the next week. After feedback was taken into account, nearly 80% of educators (see *Appendix G*) demonstrated their support of *IMPACT* (NC does not have collective bargaining representation). (2) *Principals:* Principals were provided with ongoing updates of the model development from the Executive Cabinet and were encouraged to provide feedback and suggestions for program design. They then shared the strategies and solicited feedback from educators in their schools. (3) *Families and Students*: EdMatters, educational forums for parents, students, staff, and the community, are provided during the school year. During the forums, attendees work with the superintendent and district leaders to provide feedback, identify solutions to issues, and join the discussions going on in the district including grant proposals and model development such as *IMPACT*. Each PDSA committee also includes teachers, administrators, parents, and community stakeholders for ongoing feedback. Our Design Team was comprised of representative administrators including several middle and high school parents. This team used results from parent, teacher, and student climate surveys and School Improvement Plans (developed by educators and parents) to help determine program strategies. (4) *Mayor Comments:* On October 10, we submitted our application to the Mayors of Statesville, Troutman, and Mooresville for feedback (See *Appendix F*). Although one Mayor declined to comment, the Mayor of Statesville praised our past accomplishments, provided his full support for *IMPACT* and indicated that he believes this initiative will be an "overwhelming success" and "ALL children will benefit and improve" if funded.

The Mayor of Troutman said "In 1965 when I began my career in banking, the bank had the first generation computer with punch card entry. The Space Program upgraded considerably this technological beginning. Today, the changes to meet the needs of the 21st century workplace have got to come through innovative education ideas such as Iredell-Statesville Schools RTT-D application which highlights the Districts' project *IMPACT*. The superintendent and his staff are highly respected by the town's residents, pupils and staff. I am very impressed by and supportive of this request and respectfully urge your support of the I-SS application."

(b) Letters of Support. Stakeholder support has and will continue to be an essential component in the implementation of *IMPACT*. We received letters of support from the following partners highlighted in Table 8 (See *Appendix H*: Letters of Support).

Table 8. *IMPACT* Partner Commitments and Support

NC Department of Public Instruction: provide PD in PBIS and other strategies related to educating high need students, and disseminate best practices for replication in other NC schools.	**Mitchell Community College:** offer PD for teachers and support the College Readiness Institute via college tours, test preparation and career exploration for students.
Parent Teacher Organizations: foster transparency, solicit feedback from students and families, and provide information about the needs of our schools and progress of initiatives.	**Barium Springs Home for Children:** provide psychotherapy, family support programs, transportation, adoption services, therapeutic foster care, and group home residency.
Student Council: initiate methods of change, uphold student achievement, provide teacher recognition, and support the implementation of student-centered, personalized learning.	**Partners Behavioral Health Management:** provide in-kind mental health and crisis counseling services for students and families.
Southwest Education Alliance: Coordinate and provide professional development opportunities as part of our eleven district consortium in the southwestern part of North Carolina.	**Boys & Girls Club of Piedmont:** provide mentoring and afterschool tutoring to further *IMPACT'S* goal of providing an individualized and flexible learning environment for students.
The Cove Church: provide volunteer tutors and mentors to serve the students and families of Iredell County.	**South Yadkin Baptist Association:** provide volunteer mentors and tutors to create personalized, learning environments.
Teachscape: provide in-kind contributions in the form of online learning resources and online classroom walkthrough tools.	

(B)(5) Analysis of needs and gaps (*5 points)*

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

(B)(5) Analysis of Needs and Gaps.

Today's workplace is characterized by rapid progress and ever-changing technology that require highly-trained and educated employees with strong cognitive, communication, and problem-solving abilities. While a high school diploma was once enough to secure employment and a living wage, it is estimated that 80% of job openings in the next decade will require a two- or four-year degree or professional certification.[37] By 2020, the US will face a potential shortage of 1.5 million college-educated workers but a *surplus* of nearly 6 million low-skill workers.[38] To help our nation retain global economic competitiveness, school systems, including our district, must take a multi-dimensional approach to improve educational outcomes and academic preparedness for all students to provide them with the ability to chart their own career path.[39] While I-SS has achieved great progress in improving academic success for all student groups, needs and gaps remain. For instance, while our overall graduation rate has improved, gaps among subgroups remain, and over 17% of black, 23% of Hispanic, 22% of economically disadvantaged, and 26% of students with disabilities still do not graduate.[40] Similar gaps exist for EOC testing with over 35% of black, 25% of Hispanic, 28% of economically disadvantaged, and 47% of student with disabilities performing below grade level. Nearly 56% of black, 48% of Hispanic, 46% of economically disadvantaged, and 76% of students with disabilities did not pass both reading and math proficiency tests. As we assessed our needs and gaps and reviewed research and other personalized learning models, our Design Team developed core guiding principles that served as the logic behind our reform and new direction. These include: (1) *To be successful, our reform must fit the needs of our district.* We quickly discovered there are many models and few of them are a "pure" or one-size-fits all approach. *IMPACT* will not be a copy of another personalized learning model but rather a program design that integrates a variety of innovative best practices from a culmination of our experience, research, and the needs of I-SS. (2) *To achieve the bold reforms, we must move from the mindset of "improve the system we have" to "innovate the system we need."*[41] Our district has clearly implemented successful reform efforts and "best" practices as highlighted above; however, multi-dimensional system change and our "next" practices will be essential to implement our reforms. (3) Instead of focusing on small, school-wide change, *our innovation will come from broadening our mindset to the role and functionality of our district and the future of learning*.[42] Rather than overseeing a set of similar one-size-fits all

schools, the district role is to develop a flexible portfolio of different types of schools that "*IMPACT*" and transform teaching and learning.[43] (4) To personalize learning in I-SS, *changes in structures and systems are critical*. For *IMPACT*, this includes bold transformations in platforms, class structure, instructional time, teacher roles, and competency-based student learning. We were astonished to learn that senior high school students have devoted over 12,000 hours of seat time to *observing* classroom decision making.[44] We no longer want to fall in that category. Based on our needs and gaps, *Figure J* shows our current status in implementing personalized learning environments and our district vision for future practices to be tested and scaled up. Table 9 presents our high-quality plan for continuing our analysis of needs and gaps. Our management team will oversee this process to ensure we stay on track to our overall vision to make strides towards our 3.0 model of future learning. Personalized learning teams at each school will be created to serve as a resource to guide our analysis and fit the needs of each school. Teams will include: Blended Learning Coaches, Instructional Facilitators, Principals, Assistant Principals, and Student Assistance Program Coordinators. Our analysis will be guided by the multiple measures method which includes: demographics (descriptive information such as enrollment, attendance, ethnicity, gender); perceptions (data about what students, parents, teachers, and others think about the learning environment); student learning (standardized test results, grades, authentic assessments); and school processes (school programs, instructional and assessment strategies, classroom practices).[45] Instead of examining this data independently, the power of analysis comes from intersecting all four data categories at the school and district level. Ultimately, the intersection of all four allows the prediction of processes that best meet the learning needs of all students.

Figure J. Current Status and Future Vision

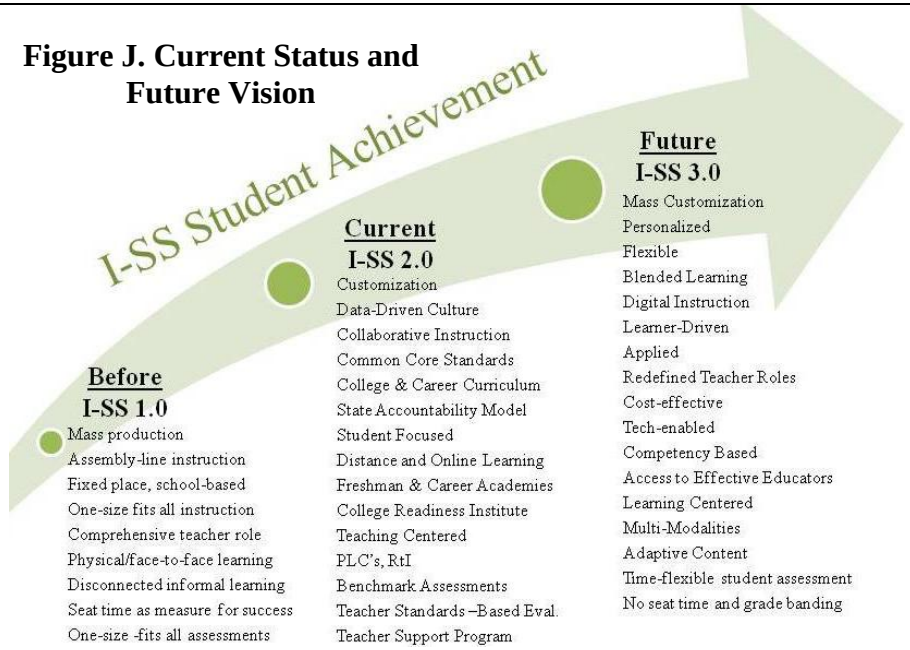


Table 9. Analysis of Needs and Gaps	**Goals Addressed:** Individualize Student Learning, Revolutionize Instruction	
Strategy 1: Develop a consistent process to assess the current status in implementing personalized learning environments.		
Deliverables: School-based analysis of needs/gaps for each target school; district-based analysis of needs/gaps for all combined		
Activities	**Timeline**	**Responsibility**
Create Personalized Learning (PL) Team at each targeted school	3/13	BLC
Provide training on the multiple measures method to analyze data	3/13	BL Coordinator
Assign PL Team members responsibility for specific data areas	3/13	BLC
Survey parents, teachers, and students to get input on school needs	Begin 4/13, annually	BLC, Evaluator
Meet 2 times a month or as needed to merge and analyze data areas	Begin 3/13; End 5/13	PL Team
Develop comprehensive analysis report of needs/gaps for all targeted schools	5/13, 5/14, 5/15, 5/16	BL Coordinator, PD
Use the PDSA cycle to ensure continuous analysis and necessary changes	Begin 8/13, monthly	PL Team
Strategy 2: Address potential barriers to create highly personalized learning environments.		
Deliverables: Comprehensive analysis of school, district, and State level barriers; action plan to address barriers		
Identify potential barriers at each school such as space, infrastructure, etc.	Begin 3/13, annually	PL Team, BLC
Identify barriers at district such as enrollment and graduation options	Begin 2/13, quarterly	BL Coordinator, PD
Identify barriers at State level such as attendance and seat time requirements	Begin 3/13, biannually	Project Director
Use PDSA cycle to address identified barriers and create action plan	Begin 4/13, quarterly	Management Team

C. Preparing Students for College and Careers (40 total points)

(C)(1) Learning *(20 points)*

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

(i) Understand that what they are learning is key to their success in accomplishing their goals;

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements

(as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

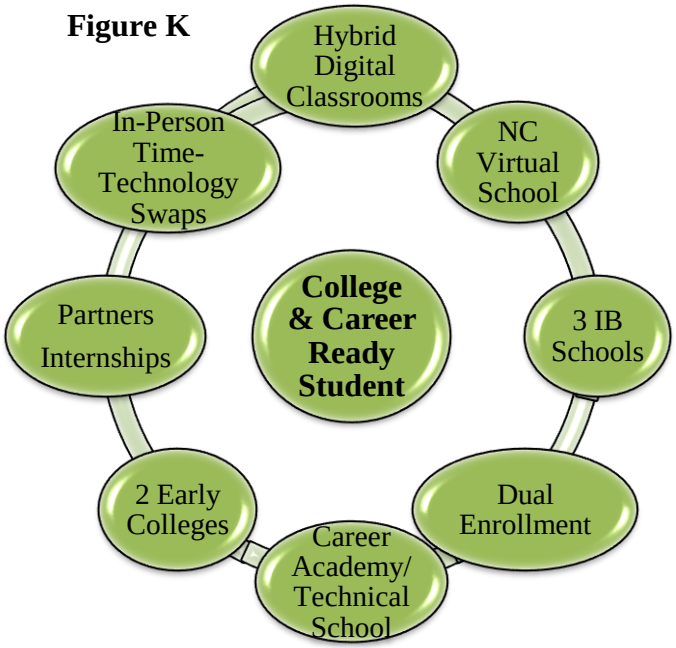
To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

(C)(1) Learning.

(a) Approach to Learning. To succeed in the 21st Century workplace, all students need to perform at high standards and acquire mastery of rigorous course content, including developing the cognitive and social skills that enable them to deal with the complex challenges of the knowledge-based economy. For I-SS, this means completing our ongoing transformation from the traditional classroom learning environment (*I-SS 1.0*: original conventional practices) and teams of educators working in varying combinations to address the needs of each student (*I-SS 2.0*: current best practices) to our 3.0 vision of cutting-edge practices that empower students with multiple personalized pathways which capitalize on technology to ensure our students are career and college-ready.[46] I-SS will scale online, blended, and personalized learning to a district portfolio of options for student courses, modules, and career- and college-preparation. Learning anytime, anywhere, *IMPACT* affords students with multiple innovative enrollment and graduation options that empower them to individualize their progress and learning path shown (see *Figure K*). This includes multiple personalized pathways that revolutionize student access to learning content and ensure exposure to a variety of contexts and perspectives. Elements of this expanded access include learning activities based on the following dimensions:[47] (1) *Time*: Learning is 24/7 and is not limited to the school day or school year (e.g., flipped classroom). (2) *Place*: The classroom is only one of many locations and opportunities to learn. (3) *Path*: Pedagogy used by the teacher is important, however, interactive and adaptive software empowers students to learn in a context that is customized to their needs. (4) *Pace*: The learning pace is up to the student rather than the pace of an entire classroom. Diverse exposure will come from a blended combination and delivery using technology (means to provide diverse content), digital content (high-quality materials, cultures, and perspectives aligned to Common Core), and instruction (teachers as a guide rather than controller of learning).

Figure K



(i) Learning as Key to Success. We know that student academic achievement and educational attainment are not solely dependent upon mastery of content or development of academic skills but also rest, in part, on a variety of non-cognitive factors such as self-regulation, persistence, motivation—that impacts student performance.[48] This is why our student learning approach was designed based on several key theories and research which will assist our schools in developing highly effective classroom learning experiences that engage, motivate, and challenge *all* students. These theories include: (1) *Self-Determination Theory*: Student-centered classrooms that use self-blends to empower students can significantly boost achievement motivation (competence + autonomy + relatedness = self-determined student).[49] Examples of self-blends include strategies such as rotation, flex, and enriched virtual models.[50] (2) *Extrinsic vs. Intrinsic Motivation*: Students' motivations are stronger, more resilient, and more easily sustained when they come from internally held ambitions rather than from externally applied rules and pathways.[51,52,53] (3) *Self-Regulation Theory*: Self-regulation increases when students are engaged and motivated by a sense of ability.[54] If students feel certain they can succeed, then they are more likely to engage in strategies they need to accomplish tasks.[55] When students feel as if they lack competence, they more easily yield to barriers and frustrations. (4) *Student Voice*: Students expand their sense of ownership and attachment to school or activities when they feel respected and valued for their perspectives.[56] The more choice, control, and collaborative opportunities students are afforded, the more motivation and engagement are likely to climb.[57] (5) *High Expectations:* Two key factors in creating environments that promote increased academic achievement and enhanced college and career readiness, particularly in students from low-income and/or minority backgrounds: a pervasive, consistent belief that students can succeed, combined with instructional and subgroup support, both key components of *IMPACT*.[58,59] Using this research as a foundation, *IMPACT* focuses on four key levers to improve and support student achievement to build the knowledge, skills, and behaviors critical for success both in school and future careers, outlined in Table 10.[60]

Table 10. *IMPACT* Levers for Learning [61,62]
Content Knowledge and Cognitive Strategies: centers on the new NC Standard Course of Study, which incorporates the Common Core Standards, to enable students to master core content, anchored in a blended learning approach using next-generation learning tools while developing critical thinking and problem-solving including applying and expanding knowledge.

Non-Cognitive Strategies: includes development of academic behaviors (attendance, study habits); academic perseverance (self-discipline, self-control); academic mindsets (sense of belonging, ability, competence, relevance of work); learning strategies (study skills, self-regulated learning, goal-setting, metacognitive strategies); and social skills (cooperation, responsibility).
College & Career Pathways: provides information and preparation on college and career choices to help guide students' development of college and career pathways in addition to specific coursework applicable to the student's identified interests.
Interventions and Supports: includes school-wide, classroom, and individual supports for all students to address students' specific cognitive, social, and emotional needs and includes differentiated and personalized learning strategies, afterschool academic assistance, summer academic prep camps, small group workshops or one-on-one instruction and tutoring.

(ii) Learning and development goals linked to college- and career-ready standards. In designing *IMPACT,* we established core student learning factors and experiences that will be consistent in all targeted schools to provide every student the support they need across the school continuum to graduate college- and career-ready.[63] Central to our design is moving from students articulating their perspectives and serving as data sources to students directing collective activities, structuring their learning, and serving as leaders of change.[64] *Figure L* presents these factors on our "slide rule" concept which asks whether or not we have the right student learning factors at each transition in the personalized continuum with increasing intensity as the student progresses.[65,66]

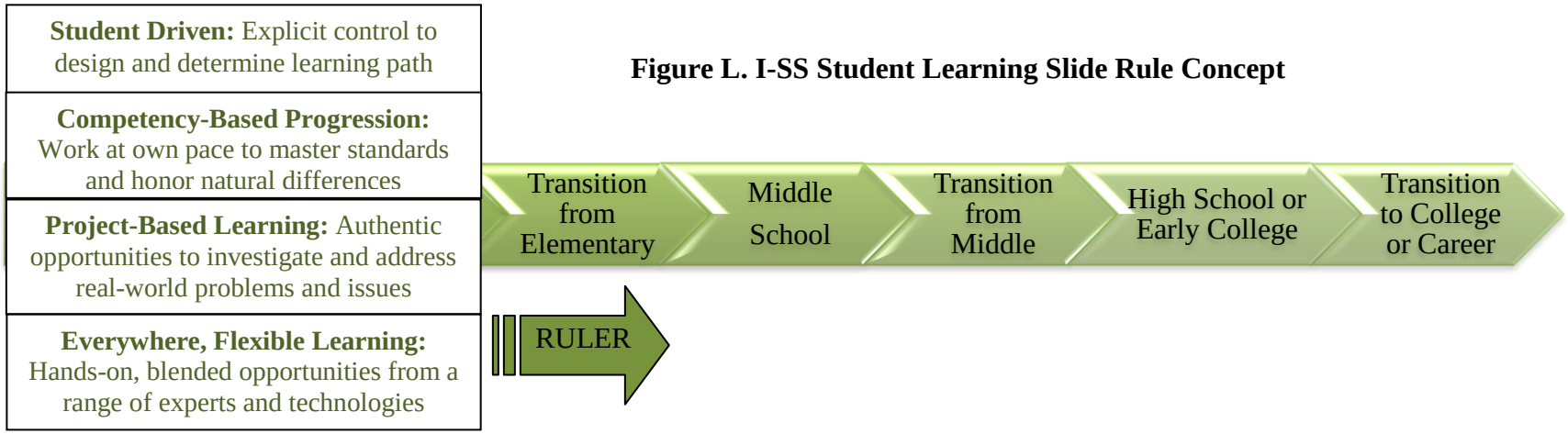


Figure L. I-SS Student Learning Slide Rule Concept

Using these key approaches, *IMPACT* will provide our students with an array of comprehensive college and career access and success activities designed to increase their preparation for the post-secondary world, both academically and socially, including a rigorous and relevant curriculum and needed interventions and supports to build their knowledge and skill levels. We will further promote development of a college-going culture in our targeted schools beginning in middle school with university tours, college entrance exam prep, college admissions and financial aid workshops, personalized assistance in completing college entrance and financial aid forms, and exposure to on-campus events and postsecondary academic programs at colleges and universities in our state and region.

(iii) Areas of Academic Interest. *IMPACT* was designed to ensure that our students have a wide variety of options in an individualized course of study that align with their personal interests, skills, and aspirations, and prepares them to pursue their future college and career goals. This includes building an understanding of the specific courses, postsecondary options, and procedures they must complete to pursue their desired college and career. *IMPACT* will encourage our students to begin exploration of their individual interests and academic strengths and aligned career fields beginning in middle school including career exploration activities such as job shadowing and work study programs, activities all shown by research to increase postsecondary enrollment, particularly in high-risk students, such as ours.[67,68] Students will also have weekly SWAG time—a one-hour block with 30 minutes for lunch and 30 minutes to more deeply explore areas of interest such learning to play guitar, speaking Spanish, etc. We will also use the ACT College Readiness assessments that align with the Common Core Standards, beginning in Grades 8 and 9 with EXPLORE, PLAN in Grade 10, and ACT in Grades 11 and 12 which provide a student interest inventory to produce a "World-of-Work" map of 26 career areas to help inform post-secondary education and career planning. These assessments, described in greater detail in *Section C2*, also provide an early indicator of college readiness, including student strengths and weaknesses and an on-track indicator assessing a student's academic readiness for college-level work. These interest inventories and World of Work maps will assist students and their parents in working with their teacher-advisor and/or guidance counselors to develop their individualized college and career plan. *IMPACT* students will complete this annual individual learning plan which will identify the student's post-secondary education and career goals, along with the specific courses and actions students will need to reach their identified goals. These plans will be revisited at least twice per

year with counselors, advisors, and the parent and student to identify student progress in charting their academic pathway to reach their college and career goals. Studies show that students who have interests that are consistent with their college major, are more likely to have higher college GPAs, persist in college, and graduate.[69] ►***Academic Pathways*:** Rigorous core content is valuable to all students, regardless of their postsecondary goals.[70] Beginning with the 2012-13 school year, I-SS students entering ninth-grade will pursue a course of study to earn a "Future-Ready Diploma" designed to provide our students with a rigorous education that includes four credits each in English and Mathematics, 3 each in Science and Social Studies, 1 credit of Health/Physical Education, and 6 required elective credits including 2 in a second language, Arts, or Career-Technical Education (CTE), and an additional four-credit in a concentration area. This concentration can be in CTE, Arts/Music, Junior Reserve Officers' Training (JROTC), Advanced Placement (AP) or International Baccalaureate (IB), Early College or Dual enrollment coursework, or in any other subject area of the student's interest. This allows our students to tailor their course concentrations to fit their interests and career goals while building a strong academic foundation for their post-secondary studies. Offering such diverse programs and specialized courses of study helps increase student engagement in their studies and promote planning and preparation for post-secondary education. In addition to the existing career academies at each high school (ranging from visual arts to leadership to automotive), we will develop new career academies based on student interests. In combination with our planned blended approach, our students will have great flexibility in pursuing an academic pathway at their own learning pace and in their preferred learning environment.[71] ►***Early Colleges:*** We have already put into place several school structures to prepare students for 21st Century careers aligned to their personal interests including: (1) two early colleges: Career Academy and Technical School which prepares students for careers in allied health or automotive and transportation, which is recognized as one of the top high school prep programs in the nation; and Visual and Performing Arts Magnet program focusing on television news production and digital film production; and (2) three International Baccalaureate middle/high programs. These programs allow our students to gain valuable post-secondary credit while offering them exposure to a variety of academic and technical courses to inform their post-secondary decision-making. Such approaches boost the likelihood of post-secondary enrollment while helping students save time and money as they earn college credits while still in high school.[72]

iv. Diverse cultures, contexts, and perspectives to motivate and deepen individual student learning. To succeed in the rapidly changing workplace of the 21st Century, students need "deeper learning" skills—or the ability to take knowledge and use it in new situations including how, why, and when to answer questions and problem-solve. Deeper learning involves developing and applying five types of interconnected knowledge: facts, concepts or categories; schemas, models, or principals; procedures or step-by-step processes; strategies or general methods; and beliefs about one's own learning abilities.[73] As detailed in Table 11, below, research-based methods promoting this approach include: using multiple and varied representations of concepts and tasks; encouraging elaboration, questioning, and self-explanation; engaging learners in challenging tasks, with supportive guidance and feedback; teaching with examples and cases studies; priming student motivation, and using formative assessment. These approaches address both motivational (engagement, interest, identify, and self-efficacy) and dispositional factors (consciousness, stamina, persistence, collaboration) of learning.[74] A classroom-based example incorporating several of these research-based methods is the use of problem-based learning to engage learners in challenging tasks while providing guidance and feedback that encourages elaboration, questioning, and self-explanation, and primes motivation by presenting relevant problems that are interesting to students. For example, instead of merely solving math problems through a set of rules, formulas, and solution techniques, our students will take part in learning experiences that help them to identify, frame, and solve real-world problems using math.[75]**v. Master critical academic content and develop critical competencies.** Our district began implementation of the NC Standard Course of Study (which encompass the Common Core Standards) with the 2012-13 school year, to assist students in mastering core academic content while developing the kinds of critical thinking, problem-solving, and communication skills necessary for college and career readiness, as seen in iv, above. We will use multiple modalities as part of our blended learning approach which will provide: individualized content (adaptive, engaging, diverse content; embedded assessments); project and group learning (critical thinking, evaluating concepts, teamwork, communication); and teacher instruction (higher order thinking, differentiated mini lessons).[76,77] To promote development of these essential competencies, *IMPACT* will use the research-based instructional methods outlined in Table 11 below.

Table 11. Learning Experiences To Promote Development of Critical Competencies[78] [79,80]	
• Applying core knowledge through statistical reasoning and scientific inquiry to formulate hypotheses, offer explanations, and make well-reasoned arguments • Using varied representations of concepts, including diagrams, numerical and mathematical representations and simulations, and helping students interpret them • Teaching with examples and cases, such as modeling step-by-step how students can solve a problem or carry out a procedure while explaining the reasoning behind each step • Using formative assessments to continuously monitor students' progress and provide feedback for use in adjusting instructional strategies and learning activities • Encouraging elaboration, questioning, and explanation by prompting students to explain the material aloud	• Increasing student motivation by connecting topics to students' personal lives, engaging students in problem-solving, and the relevance of knowledge to the real-world • Expressing important concepts, presenting data and conclusions in multiple forms (i.e. in writing, oral presentations) which builds the ability to understand and transfer knowledge, meaning, and intention • Engaging learners in challenging tasks while providing them essential scaffolding, guidance, feedback, and encouragement to reflect on their own learning processes • Working collaboratively to identify or create solutions to societal and vocational challenges to build abilities to organize knowledge, resources, and people towards a goal while understanding and accepting multiple viewpoints

(b) Student Access to Personalized Learning. We will use an in-person time-technology swaps framework to provide students with highly differentiated learning experiences.[81] This technology-enabled framework was selected because it serves as an excellent fit with our diverse district population, variety of current student achievement levels, and flexibility to provide multiple modalities of learning. Providing a comprehensive learning platform, this framework will create a shift in the function of our teachers from routine to flexible roles.[82] As described in *Section B5*, each targeted school will conduct an assessment to help determine which variations and combinations of this framework fits their needs and develop a phased implementation plan. The swap will be on a fixed (rotation) or a flexible (flex) schedule based on students' changing needs.[83] The *rotation* schedule will alternate between live-teacher and digital learning time (estimated at 25-50% of in-school learning time). The *flex* schedule will include digital (estimated at 50% of in-school

learning time), small-group, and large-group learning time that is frequently changing and individualized for each student. Further, schools will use either learning teams organized around specialization or multi-classroom leadership.[84] *Specialization*, allows highly effective teachers to specialize in high-priority subjects such as math/science or language arts/social studies teaching students on a fixed, rotating schedule (rotation) or in flexible, frequently changing groupings (flex), which has the potential to increase the number of students being taught by high-quality teachers by 100% to 400%.[85] With *multi-classroom leadership*, instructional teams of classroom teachers and paraprofessionals report to the highly effective lead teacher with digital instruction substituting a portion of in-person teachers' instructional time, resulting in an estimated 400% increase in the number of students being taught by highly-effective teachers as digital instruction is supervised by a lab monitor which allows fewer, higher quality in-person teachers to extend their instructional reach to more students. Since the salaries of digital lab monitors are less than teachers, this strategy provides the flexibility to pay the lead teacher more, save more money, or provide time for more collaborative planning.[86] Schools will also have the option to implement a "flipped classroom" where traditional lectures are posted online so that students can access them anytime.[87] Once students master key learning content, class time will be used for hands-on lab activities that will increase the time teachers have to provide personalized learning opportunities. These options enable teachers to personalize instruction and empower students to take ownership of their learning by choosing where to devote their time during the day to complete weekly goals.[88] This framework provides a flexible, hybrid of student learning paths that include opportunities for online courses, project-based learning, tutoring, small group instruction, formal courses, and community-based learning.[89] Table 12 highlights key components.

Table 12. *IMPACT* Personalized Student Learning Framework Components[90,91]

(i) Personalized Sequence of Instructional Content	**(iii) High-Quality, Aligned Content with Digital Learning**
• Students spend part of the day engaged in age-appropriate digital learning using adaptive content which replaces a portion of whole-group instruction (e.g., smart software; videos of best teachers in district, State, or nation; videos of in-person teacher)	• Learning stations with structured, collaborative, standards-based activities that provide deep learning experiences • Groupings assist in developing characteristics of students: character traits of 21st century players, core values, high

• Adaptive, age-appropriate skill development to empower students to achieve learning goals and graduate college- and career-ready • Technology applications sustain personalization through multi-modal, universally designed digital content, adaptive software, and multimedia resources such as simulations and learning games that address diverse learning styles and reading levels • Face-to-face teaching time for higher-order learning, differentiation, and personalized follow up to provide social and emotional development, motivational, behavioral, time management, and "soft skills" crucial to students' overall success	ethical development, personal responsibility, anchor standards for literacy, and broader definition of literacy • Use varying group sizes as students learn in a digital lab or work station when they are not with the teacher; allows flexibility to pursue learning at own pace while teachers meet students' needs during face-to-face instruction • Competency-based measures with system that captures real-time, standards-based data for Common Core/college- and career-readiness enable student to reinforce a particular skills until they have mastered the content[92]
(ii) <u>Variety of High-Quality Instructional Approaches</u> • Focused, teacher-led instruction (varies by day/student) based on data from online content system to set level for each group • Teachers pull out students in frequently changing, flexible groupings for small-group instruction, and project-based learning • Teachers collaborate with teammates to direct tutoring content and digital instruction for each student's level of mastery	**(iv) <u>Ongoing and Regular Feedback</u>** • Performance-based, time-flexible assessments to show mastery, reflect student diversity, accurately measure skills • Technology leveraged to provide instruction based on review of student work and data from digital assessments • Real-time access to data to empower the student's experience and help teachers develop interventions[93]
(v) <u>Accommodations and Strategies for High-Need Students</u> • Student Assistance Program (SAP) serves as a way to provide individualized services and supports including those to meet student's social and emotional needs as described in our response to the *Competitive Preference Priority* • SAP enhances a student's personalized learning experience by providing intervention and support for a variety of problems • Counselors use an early warning system to target students at risk of dropping out and provide systematic interventions for attendance, grade, and social issues (see *Section C2*)	

(c) Mechanisms to Provide Student Training and Support. Personalized learning supports will embrace individualized learning strategies (individual learning plans, flexible grouping, differentiated instruction, mentoring, counseling) and targeted interventions (content/credit recovery, wraparound family services, positive behavioral interventions and supports).[94] Implementation of our framework will be supported by a variety of integrated activities to support and compliment individual student learning goals to help students track and manage their learning including: (1) *College Readiness Institute*: In collaboration with UNC-Charlotte and Mitchell Community College, key activities of our institute include college tours, test preparation, career cruising, and understanding and completing college applications, essays, and FAFSA forms. (2) *Graduation Projects*: Starting in 2013, students are required to complete a graduation project that integrates knowledge learned with real world application while helping students track, manage, and synthesize their learning throughout high school. (3) *Technology Tools and Resource Support:* Each targeted school will host a Student Technology Summit at the beginning of each school year for both students and parent/guardian(s) where technology devices will be assigned and guidelines to our district's technology policies including information and training on: devices and how they work; programming and setting up the device; recognizing and trouble-shooting minor/common problems; integrating the device into the student's life at home; integrating the device into the student's education goals and objectives; maintenance of the device; repair and technical assistance resources; and access to I-SS digital learning platforms. We will integrate national best practices in device ecologies such as the digital conversion model to develop these tools and access similar supports experienced in these strategies.[95] (4) *Student Assistance Program (SAP): IMPACT* will allow expansion of our Student Assistance Program (SAP) that is designed to help students in achieving academic success by providing quality services to enhance their emotional, social, and physical well-being. We will ensure that the SAP Coordinator assigned to each school supports students in understanding how to use the tools and resources provided to manage their learning. (5) *Other examples* include school and grade transition activities to support students at each critical point on their pathway to lifelong learning, summer academic enrichment camps, community mentoring, internships, teacher-student advisories, parent onboarding, and SWAG time (1 hour block with 30 minutes for lunch and 30 minutes to engage in student interest such as tutoring, learning to play guitar, speaking Spanish, etc.).

►***High-Quality Plan*:** Reporting to the Project Director, our Blended Learning (BL) Coordinator will oversee the implementation of our student learning plan in Table 13 below. The coordinator will be supported by Blended Learning Coaches (BLC) at each of our targeted schools to assist in plan implementation, support digital curriculum implementation, and model personalization strategies.

Table 13. Student Learning	**Goals Addressed:** Individualize Learning, Data-Driven Decisions, Revolutionize Instruction	
Strategy 1: Transform the student learning environment at each target school		
Deliverables: Student learning framework plan at each school; assessment to determine modifications and supports needed		
Activities	**Timeline**	**Responsibility**
Use needs and gaps analysis to select student learning framework (e.g. flex, rotation, specialization, multi-classroom leadership, flipping) to meet school needs	Begin 5/13	BL Coordinator, BLC Principal
Assess each school facility's technology infrastructure to support new framework	Begin 6/13	Technician, Principal
Assess needs for redesign to allow anytime, anywhere access	Begin 6/13	BL Coordinator, BLC
Assess staffing structure to support the selected student framework	Begin 6/13	BL Coordinator, BLC
Examine current schedule to assess changes to support student learning framework	Begin 6/13	Principal, BLC, IF
Strategy 2: Develop and implement phased plan to transform the learning environment		
Deliverables: School-specific implementation plan for student learning framework; comprehensive district student learning plan		
Implement *Phase 1*: Kick-off and team selection • Conduct Kick-Off sessions (program launch, design parameters, team roles) • Develop Personalized Learning (PL) Teams at each targeted school • Assign two PL Team members per school to lead exploration for each lever • Implement PL Team meetings at each school for planning, early consensus	1/13 – 3/13	PD, BL Coordinator, Management Team, BLC, All Staff
Implement *Phase 2* : Design • Use PL Team meetings to pursue customized pathway based on school needs	4/13-7/13	PD, BL Coordinator, Management Team,

• Use experts to provide feedback, answer questions, provide tutorials, etc. • Assess technology tools available/necessary to support draft school model		BLC, All Staff
Develop comprehensive action plan at each targeted school to implement bold, new learning environment which addresses the following components:[96] Staffing structure; Allocation of teacher aides and non-classroom specialists; Training and tools to integrate digital instruction; Instructional content teacher will cover; Content to be addressed in digital instruction; Reallocation of instructional time; Scheduling changes; Facility modifications; Modifications to teacher evaluation	7/13	BLC *(lead)* Principal, BLC Project Director, IF Curriculum Resource Specialist, Service Technicians
Combine school plans into comprehensive district student learning plan	8/13	Management Team
Implement *Phase 3*: Protoyping, pre-ops planning • Continue PL Team meetings, conduct dry run presentations, and make revisions • Finalize district-wide plan and develop investor brief for sustainability plan	8/13-12/13	PD, BL Coordinator, Management Team, BLC, All Staff
Implement *Phase 4*: Model launch and ongoing learning agenda (3+ Years)	1/14	All Staff

(C)(2) Teaching and Leading (*20 points*)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

(a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

(iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

(b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

(i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that

respond to individual student academic needs and interests;

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria. The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix. To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers. Recommended maximum response length: Eight pages

(C)(2) Teaching and Leading. *IMPACT* will empower teachers and leaders to improve instruction and raise their capacity to provide high-quality personalized learning experiences and support student progress to ensure they are college- and career-ready. For I-SS, this means our ongoing transformation from the traditional assembly-line instruction and teacher-as-lecturer roles (*I-SS 1.0*: conventional practices) to teams of educators working to address the needs of each student (*I-SS 2.0*: current best practices) to redefined teacher roles as learning facilitators, coaches and mentors that improve educator effectiveness, expand the reach of our most effective teachers, and provide all students with access to personalized learning experiences (*I-SS 3.0*: next cutting-edge practices).[97]

(a) All educators engage in training and professional communities that support their capacity.

(i) Supporting Implementation of Personalized Learning Environments. *IMPACT* will allow us to continue implementation of a portfolio of different types of schools and within these schools, provide more personalized learning environments using rotation, flex, specialization, or multi-classroom leadership models. We will use digital learning platforms with adaptive content and multi-media resources to enable our students to proceed at their own pace through core content while supporting each student's individual, unique learning style. Face-to-face instructional time will be used to develop higher-order thinking skills and competencies through project-based learning assignments and simulations. *IMPACT* will also provide time to support high-need students and to meet all students' diverse learning styles and needs through small-group or one-on-one instruction including teacher feedback and support. This approach will create learning environments that engage, motivate, and challenge all students while concurrently personalizing instruction and supports to meet each student's diverse needs. Implementation will begin with leaders and teachers in each school completing a baseline self-assessment to develop individualized learning plans and identify personal and common professional learning needs. Our Project Director will work with Digital Learning Service Technicians to improve technology infrastructure to support our bold transformation in learning platforms including use of smart learning systems that will leverage technology to dynamically track and manage student learning needs and provide a digital platform for engaging content, resources, and learning opportunities that can be accessed anywhere, at any time, beyond the walls of our school buildings. Our Curriculum Resource Specialists (1 middle school, 1 high school) and Blended Learning (BL) Coordinator will support our teachers and leaders in the

fundamental redesign of our district's existing class structure and realignment of instructional time and teacher roles to implement personalized learning structures. This will include professional learning to support educators in implementing a student-centered learning model using (1) relevant and rigorous internationally benchmarked curriculum standards and assessments; (2) robust data systems to measure student success and inform delivery of instructional and support services and activities targeted to students' individual needs; (3) turn around schools with persistent achievement gaps; and (4) improve teacher and leader effectiveness. Our teachers and leaders will take part in at least 10 full-days of professional learning embedded in the school year plus additional opportunities each summer. This will include time necessary to transfer learning into practice, develop shared expertise, refine practices, study content standards and curriculum, plan units and assessment, study student progressions, design interventions, and reflect on instructional practices.[98] Table 14 outlines the professional learning approaches that will support implementation.

Table 14. Professional Learning Approaches to Support *IMPACT* Implementation

►***Blended Learning Coaches:*** To successfully implement *IMPACT* in the classroom, we designed an intensive professional learning plan to assist our educators in making the critical shift to facilitator of learning by (a) understanding students' interests, needs, and ability; (b) using multiple learning paths to provide differentiation for struggling learners and enrichment challenges for advanced students; and (c) managing learning experiences for students, in a 24/7 anywhere, anytime, any path environment.[99] *IMPACT* will provide a full-time Blended Learning (BL) Coach in each school to meet regularly with instructional staff and PLC groups to model, demonstrate, and work through issues related to implementation including how to realign instructional practices using digital resources and provide multiple ways for students to demonstrate mastery of standards at multiple times, in comparable ways such as capstone projects, project-based learning assignments, digital presentations, simulations, and student portfolios. They will assist our teachers in using our Instructional Improvement System (IIS) including how to use student learning profiles and data in designing instructional activities as well as best practices in using IIS instructional, digital classroom organization, and communication tools. Coaches will be supported by our BL Coordinator who will meet with them weekly to develop professional learning experiences.
►***Professional Learning Communities (PLCs):*** Educators learn best through use of applied learning situations combining practice

of a new skill along with constructive feedback.[100] Each teacher belongs to at least one PLC, which meets regularly to collaborate on analyzing practices and developing strategies on issues related to curriculum, assessment, and instruction. PLCs have been a key element in our reforms, ensuring that consistent and coherent professional learning experiences are delivered to all teachers and are aligned to our vision. They ensure common methods and strategies are implemented and provide a mechanism for providing feedback on strategies within each school. PLCs help us meet the specific needs of subgroups through regular meetings and follow-up provided by our EC and ESL specialists. Our PLCs will be expanded to incorporate professional learning experiences including school reform models (e.g. rotation, flex, specialization, multi-class leadership), instructional strategies (e.g. adaptive technology-based learning, incorporating 21st Century competencies, multiple modes of assessment), and use of data to inform instruction.

►***Online Professional Learning Platform:*** *IMPACT* will provide our educators with access to online professional development modules through the Instructional Improvement System (IIS) online teacher portal where they can work on topics such as managing students' online instructional experiences, creating a personalized learning environment, flipped or blended instruction, e-portfolios, and culturally responsive instruction. IIS will provide space to view classroom-based videos of best practices, share curricula materials and examples of student work to inform continuous improvement in curriculum design, instructional delivery, assessment, and analysis of data. This will enable our educators to share best practices, reflect on instructional practices, and improve outcomes for our students. IIS will also provide flexibility in creating online conversations and collaborations among students and teachers including the integration of open source software so users can create, access, post, and store documents and projects. We will use IIS to support Flipped Professional Learning (PL) where instead of using PL time to introduce a new concept, online resources will be used to introduce key concepts and PL time will be devoted to developing strategies to integrate these practices in the classroom.

►***Demonstration Classrooms and Spaces:*** A key means we use to transfer expert teachers' best practices to other classrooms is demonstration-classrooms, which allow teachers to learn from their peers through classroom visits, conversations, and feedback provided by our Instructional Facilitators. This allows real-life examples of our continuous improvement model including (1) goals to articulate expectations for learning; (2) data analysis to graph student progress towards meeting goals; (3) alignment with NC

Standard Course of Study Standards; (4) PDSA continuous improvement cycle; and (5) strategy boards to document tactics that positively impact student learning. *IMPACT* will expand the use of demonstration classrooms to display best practices by creating virtual classrooms and using social media platforms to provide learning activities.

(ii) Adapting Content and Instruction. The introduction of the new NC Standard Course of Study (which incorporate the Common Core Standards) and blended learning strategies in our schools requires that teachers move from providing learning experiences through lectures to designing a learning environment for students that emphasizes problem solving and inquiry. This shift from rote memorization to a blend of knowing/doing with learning/demonstrating will require our educators to serve as a coach and facilitator of learning experiences. It will also require adjustments in the use of time, place, path, and pace as they design personalized instructional experiences. This process accents collaboration and teamwork for students in applying knowledge to tasks requiring problem-solving.

►***Curriculum Planning:*** Our teachers will engage in professional development grounded in creating effective content which include defining learning goals aligned with NC Standard Course of Study, selecting appropriate instructional materials, and designing learning activities including discussion questions, progress-monitoring, and mastery-based assessments. It also includes the use of cutting edge technology, for example, how-tos on using web-based applications for uploading content that students can synch with their digital devices to download course materials, or in creating specific course "apps", providing an alternative to textbooks and creating more teacher autonomy in creating rich, engaging standards-aligned interactive content. Each summer, we will conduct Curriculum Planning and Review Weeks where teachers will meet with our professional learning staff and design standards-aligned learning modules using a backwards-design approach—beginning with the learning objective first—then breaking down the skills and activities necessary to promote student understanding of key concepts and objectives. Teachers will develop action plans to implement key strategies, including outlining the skills students need to be successful, a set of mini-tasks to guide instruction, and creation of assessments including scoring rubrics to assess students' success in acquiring key concepts. Teachers will identify materials that support content and assessment including digital content, adaptive software, and multimedia resources that address diverse learning styles and reading levels. Learning activities will include student work samples illustrating the trajectory of how student knowledge

builds over time, examples of high-quality work, and strategies for providing students with the skills necessary to promote problem-solving and creativity.[101] Our plans include recording essential content instruction so students can access this information through our digital learning platform to augment classroom-based instruction. Teachers will learn how to design Formative Assessment Lessons to assess students' response, identify depth of understanding, and provide task-specific feedback to meet immediate learning needs.[102] This work will continue throughout the school year in our PLCs and in one-on-one and small group sessions facilitated by our Blended Learning Coaches. We will include learning experiences on how to create and integrate digital learning tools and develop real-world relevant instruction such as project- or competency-based learning that promote 21st Century thinking skills. Teachers will learn to create multi-media resources and three-dimension representatives to enhance student understanding of key concepts in their classroom instruction. ►***School and District Leaders Professional Learning:*** Aligned professional learning opportunities will be provided to our school leaders and district personnel so they understand the new content (Common Core Standards), and instructional methods (blended learning), and strategies (personalization, differentiation) that will be used in our schools via *IMPACT*. This process will allow our principals to understand the content teachers need to be teaching, methods used in the classroom and digital online learning platforms, and how to look for evidence of integration of these concepts in their observations. It will also provide administrators with the understanding necessary to ensure key components are supported and increase their own effectiveness. ►***Student Subgroups:*** Our EC and ESL specialists will provide professional learning for educators on working with special student groups including how to best adapt content and instruction to meet special needs. *IMPACT* will expand our Student Assistance Program (SAP) which helps students achieve academic success by providing quality services to enhance emotional, social, and physical well-being. SAP Coordinators in each school will train staff to recognize signs of problems and plan appropriate interventions. For example, *IMPACT* will assist our LEA in moving towards a tablet culture to support Individual Education Plans and Section 504s.

(iii) Measuring Student Progress Towards Meeting College and Career Ready Standards. North Carolina is a governing state of the Smarter Balanced Assessment Consortium (SBAC) which is developing a student assessment system aligned with the Common Core standards designed to keep students on track to graduate college- and career-ready. This assessment will feature adaptive, online

exams that provide information to teachers, parents, and students on student achievement and growth. Measures include summative exams twice per year, an optional formative or benchmark exam, in addition to a variety of tools, processes, and practices for teachers to use in planning and implementing ongoing informal assessment. The SBAC assessments will measure the full range of the Common Core Standards in grades 3-8 and 11, including assessing problem-solving and complex thinking skills. To bridge the gap between our State's former federally required assessments and SBAC assessments, NC has introduced a new statewide accountability plan designed to measure student academic progress and growth towards meeting measures of college- and career-readiness. Students in grades 3-8 will take end-of-grade standardized assessments in math and English (and science in 5th and 8th grades) while students in grades 9-12 readiness will be assessed by (1) the percentage of students taking and passing advanced math courses including Algebra II/Integrated Math III or higher; (2) Graduation Rates (both four-year and five-year); (3) End-of-Course assessments in Algebra I/Integrated Math; English II, and Biology; and (4) ACT Exam scores. ►***Longitudinal Tracking of College- and Career-Readiness:*** In addition to these new statewide measures, *IMPACT* will provide our students with a longitudinal monitoring of their college- and career-readiness trajectory using the ACT College Readiness Standards that align with the Common Core Standards[103].

Table 15. *IMPACT* College- and Career-Readiness Assessments
EXPLORE (Grades 8 and 9): Provides an early indicator of college readiness, including identification of student strengths and weaknesses in core subjects; includes career planning and interest inventory to assist students in considering career options.
PLAN (Grade 10): Gauges college readiness in English, Math, Science, and Reading and produces an estimated ACT score; uses an interest inventory and career map to help students identify possible careers that match their interests.
ACT (Grades 11 and 12): Gauges students' academic readiness for college and uses the same score scale as EXPLORE and PLAN, making the three tests an effective tool to monitor academic progress and student growth.

These assessments produce an "on-track" indicator assessing a student's academic readiness for college-level work or the workplace, and a "World-of-Work" map of 26 career areas with the student's interest inventory responses plotted to the career map to help inform post-secondary education and career planning. Schools will receive a Profile Summary Report and Early Intervention Roster listing

the names of students who are scoring below national levels by subject area, students with the potential to take on advanced-level, rigorous coursework, and students who indicated that they may not complete high school, had no post-secondary plans, or felt they have insufficient information to make such plans. *IMPACT* will use aggregate reports and rosters to: (1) identify high-achieving students for possible enrollment in AP coursework; (2) identify students with scores below grade levels for acceleration programs; and (3) make referrals to our counselors to address identified difficulties in completing post-secondary plans. The use of EXPLORE, PLAN, and ACT to monitor student preparation towards college- and career-readiness increases the likelihood that students will take more advanced courses in school, and the likelihood that students will complete at least a two-year post-secondary educational program by 23%.[104] These assessments help students plan for future careers based on their skills and interests, and research has found that students who have interests that are consistent with their major, are more likely to have higher college GPAs, persist in college, and graduate.[105] ►***Using Data to Inform Acceleration of Student Progress*:** NCDPI is in the process of launching a P-20 longitudinal data system in 2012-13 that includes unique student and teacher identifiers matching students to their core subject teachers. It will allow assessment data to follow a student throughout their P-20 educational trajectory in our State, information that will be imported into our state and district's new Instructional Improvement System (IIS), to provide "just-in-time" information to support and improve the teaching and learning process. Information will include transcript data, state testing data, standards-based performance data, and any student supports, as well as an electronic portfolio of student work, attendance, behavior records, end-of-course grades, and learning gains tied to standards.[106] IIS will enable our teachers to access individual achievement profiles containing information on students' current level of mastery on standards, benchmarks, objectives, or skills and a diagnostic analysis of areas in which students need to improve. Access to this information will support *IMPACT* implementation by facilitating improvements in instruction using data to inform key personalization strategies. It will also produce aggregate data across classrooms and comparison of assessment results to district or State averages to perform complex data analysis of student performance trends. Table 16 outlines the impacts of IIS.

Table 16. Instructional Improvement System (IIS) Impact on Improved Student Outcomes
• Provide accurate and timely information to improve student achievement

- Empower educators to work collaboratively to increase achievement, enhance productivity, and improve accountability
- Link staff development programs and educator evaluation activities with student learning outcomes
- Correlate State/district curriculum standards to instructional program and assessment strategies
- Identify gaps in instructional programs, such as instructional resources, assessment, or staff professional learning
- Allow teachers to personalize learning experiences for students and track progress towards college-and career-readiness
- Permit students to assume an active role in their educational experience and parents to participate in the learning process

Additionally, the NC RTT grant enables I-SS to implement a student academic growth component for teachers and principals using a value-added model which measures the amount of academic growth *expected* for a student based on the students' actual growth rates from prior years. Our teachers use these data sources, as well as results from classroom assessments, to inform student progress and implement timely remediation to keep students on track for graduation and career- and college-ready. Blended Learning Coaches and our current Instructional Facilitators will provide targeted teachers and administrators with professional learning on the use of student data including identifying trends and gaps in student mastery of content and how to develop targeted plans to address identified trends.[107] This will include experiences designed to build their capacity of (1) understanding progress assessment; (2) using data to identify student learning needs; (3) using classroom artifacts to facilitate discussion on how teacher practice and instructional decisions could lead to improved student outcomes; (4) identifying of key learning goals and learning plans based on data assessment; and (5) implementing appropriate interventions based on student data.[108] **(iv) Using Data to Inform the Individual and Collective Practice of Educators.** Our teacher and principal evaluation process is based on the Framework for 21st Century Learning designed to support and promote effective leadership, quality teaching, and student learning while improving instruction and enhancing professional practice. ►***NC Evaluation Standards:*** Beginning with the 2011-12 school year, all teachers in NC are evaluated annually to provide meaningful feedback on their performance while assessing performance in relation to State teaching standards. The NC evaluation standards for teachers require them to: demonstrate leadership, establish a respectful classroom environment, know the content they teach, facilitate learning for their students, and reflect on their instructional practices. Administrators are evaluated

based on their strategic, instructional, cultural, human resource, managerial, external development, and micro-political leadership through formal and informal observations, self-assessment, and summative assessment. ►***Student Academic Growth:*** Beginning with the 2012-13 school year, educator evaluations in our State will include a student academic growth component for teachers and principals, as measured by student End-of-Course, End-of-Grade, or other measure of student learning. For teachers in tested subjects, classroom-level data is used; for teachers in non-tested subjects and school administrators, school-wide data is used. Student growth is calculated using a value-added student growth model which uses mixed-model regression equations to calculate teacher (or principal) impact on student growth in tested subjects (or school wide data for non-tested subjects). This model measures the amount of academic growth *expected* for a teacher's class (or school) based on students' actual growth rates from prior years and the amount of growth the teacher's class *actually made* over the course of a school year (or semester); using the difference between the two as the "value" the teacher (or leader) has added to student academic growth.[109] For a teacher (or school) to be labeled as "significantly below" or "significantly above" average, the score must be two standard errors below or above predicted performance, respectively. ►***Using Data from Educator Evaluations to Improve Effectiveness:*** The results of educator evaluations are entered into an online platform, and teacher weaknesses are flagged allowing for immediate identification of the specific area(s) educators need professional learning to refine. IIS will produce suggestions for professional learning aligned to weaknesses in each teacher or leader evaluation standard. For example, if an observation indicated weaknesses in providing differentiated instruction, the Blended Learning Coach would study the results and work with the teacher to refine their individual learning plan including appropriate supports to build their skill set in the identified area(s). IIS will allow us to produce on-demand reports at the individual, classroom, subject, grade, school or district level. Educators will access professional learning opportunities anywhere, anytime through online, on-demand resources, including those created by our Curriculum Resource Specialists, lesson plans, articles, or suggestions for external opportunities.

(b) Access and knowledge of tools, data, and resources to accelerate student progress toward college- and career-readiness.

(i) Actionable information to identify optimal learning approaches to meet individual student academic needs and interests. *IMPACT* will use assessments aligned with college- and career-ready standards and assessments such as those being developed by

SBAC, scores from our EXPLORE, PLAN, and ACT assessments, and data from our IIS which will produce information on the student's current level of mastery on standards, benchmarks, objectives, or skills in a specific course. Educators will participate in professional learning opportunities provided by our Blended Learning Coaches to equip each teacher and leader with the ability to use formal and informal student data to refine instructional strategies and provide appropriate interventions. Teaching resources developed in our PLCs and individually will be posted to our IIS for use throughout our district. ►***Longitudinal Tracking of College- and Career–Readiness:*** *IMPACT* will track student progress towards college and career readiness using EXPLORE, PLAN, and ACT. These assessments produce individual and aggregate reports that determine students' strengths and weaknesses. Aggregate results will be used by our educators, with assistance of Blended Learning Coaches and Curriculum Resource Specialists, to: (1) analyze student performance; (2) examine students' educational needs; and (3) assess students' college- and career-readiness. Common strengths and weaknesses will be examined and mapped back to our State's Essential Standards using our PDSA process. Teachers will be provided reports for intervention purposes. **(ii) High-quality learning resources.** The IIS will provide a number of tools outlined in Table 17.

Table 17. Instructional Improvement System (IIS) Digital Resources
Standards and Curriculum: IIS will house the NC Standard Course of Study by content area and will identify typical student learning progressions towards standard achievement, local curriculum maps, and essential tools for curriculum design, including the ability to develop, map, and document best practices. It will identify gaps and redundancies to ensure that standards are being addressed at appropriate grade and skill levels which will enhance alignment between standards, curriculum, assessment, and PD.
Learner Profiles and Work Samples: Teachers will have access to student learner profiles to assist in instructional planning, and details regarding student's current level of mastery on course standards, benchmarks, objectives, or skills for instructional planning and monitoring. IIS will provide students and educators with profile pages for them to store standards-aligned samples of work which can be used to provide our teachers resources in future lesson and assessment planning and for use in their PLCs.
Instructional Design, Practice, and Resources: IIS will facilitate planning with resources including sample lesson plans, units, and resources to deliver individualized, rich, standards-aligned lessons to their students. It will help teachers to provide

differentiated instruction through the assignment of online instructional interventions and extension activities based on student assessed needs. It will also support a student portal for collaborative work with fellow students and dialogue with teachers.
Assessment Tools and Strategies: IIS will feature tools to create and build multiple levels of assessment aligned to the NC Standard Course of Study. This includes a variety of formative assessment strategies for collecting evidence of learning on an ongoing basis, providing suggestions for descriptive feedback, and identifying ways to address student's misconceptions. This will allow our teachers to create, align, deliver, and manage student assessments and will facilitate daily monitoring of student progress.
Dashboards and Analytics: IIS will provide customized displays and reports including multiple data comparisons for use by educators, school leaders, as well as parents and students, including the ability to view student performance against standards.

Our Digital Learning Service Technicians, Curriculum Resource Specialists, and Blended Learning Coaches will work with our instructional staff to create digital recordings of classroom lectures or demonstrations on essential concepts and skills. The recordings will be posted to our IIS to provide our teachers and students with anywhere, anytime access to resources to build their understanding of essential concepts and skills. These platforms will integrate learning resources and content from other service providers and allow our students to experience collaborative, personalized learning environments using 1:1 technology. Use of ubiquitous technology will provide the use of digital platforms to measure competency-based instruction, digital textbooks that combine typical content with audio, video, and multi-dimensional representations, and use software and open education resources for content such as taking part in inquiry-based learning experiences (i.e. virtual dissections in biology, or virtual field trips to Antarctica to study global warming).

(iii) Processes and tools to match student needs to provide continuously improving feedback. Our student-centered learning model will use data from student assessments (e.g. formative, interim, summative) to provide information about curricula and instructional adjustments and assess student progress in mastery of key concepts. Assessment results entered into our IIS will allow for linkage between assessment data and student attainment of course standards, benchmarks, objectives, and skills. Using IIS, students will access online instructional interventions and learning extensions based on their needs. The use of digitally dynamic instruction in our blended learning classrooms will provide the ability to match students with appropriate challenges that center on their interests

while providing teachers with data about student progress. Professional learning opportunities will center on use of these digital tools and how to provide the detailed comments on student work that will motivate, engage, and improve student performance.[110]

(c) School leaders have training, policies, tools, data, and resources to structure an effective learning environment.

(i) Information that helps leaders assess and improve educator effectiveness and school culture and climate. The NC Educator Evaluation System is aligned with the Framework for 21st Century Learning, and is designed to create and support more effective leadership and positively impact student learning while improving instruction and enhancing professional practice of teachers. NC has implemented use of a value-added student-growth model that ties student academic achievement growth to educator evaluations and aligns to State Standards using evidentiary-based items such as classroom artifacts, student surveys, peer-reviews, teacher portfolios, and a classroom observation tool. Results of educator evaluations are entered into an online platform. The IIS will flag teacher weaknesses allowing for immediate identification of specific area(s) for targeted professional learning. Aggregate data will provide valuable information including identification of common issues and strengths as well as information regarding school climate and culture. This information will be used by administrators to implement improvements to school learning climates and culture and with our professional learning teams. This data will be examined quarterly to refine district and school improvement plans and to develop school wide and individual professional learning plans. **(ii)Training, systems, and practices to continuously improve school progress.** We have implemented data tools to support our continuous improvement efforts that allow reports to be pulled for every school, grade, teacher, and class in our district. This includes demographics, student achievement history, at-risk analysis, enrollment, State-level test results, and quarterly assessments that are then used by our educators to adjust teaching strategies and plan timely intervention to ensure student success. School leaders use these reports to quickly obtain data indicators they need to complete school-wide PDSA cycles. Teachers use the reporting system to gather formative assessment data as well as in their PLCs as part of our district's PDSA cycle. For example, if data indicates that students are failing to achieve a specific skill, teachers will work together in their PLCs to complete the PDSA process to outline the issue, highlight the data supporting its existence, and identify interventions for implementation to address the issue. These strategies are then tested in the classroom. Teachers then bring feedback, reflections, and

student work samples to their PLCs where success of the implementation is assessed and used to further refine lesson plans and instructional strategies. This type of sustained professional learning that combines content-specific training involving classroom instruction, with support from mentors and coaches, has been shown to positively impact teacher practices and student achievement.[111]

(d) High-quality plan for increasing number of students who receive instruction from effective and highly effective teachers and principals. While our district has increased highly qualified teachers from 88.67% in 2004 to 97.88% in 2012, to achieve our identified goals we must expand the reach of effective and highly effective teachers and leaders throughout our district, particularly in our schools with a history of low student achievement and post-secondary educational attainment. Beginning in SY2014-15, the NC Educator Evaluation System will assign effectiveness ratings using student growth data. Ratings are calculated using scores on Standards 1-5. A sixth measure, student growth, is measured by calculating the weighted average with 70% of the score derived from student growth at the classroom level and 30% at the school level to encourage collective ownership of overall student outcomes.

Table 18. Calculating Educator Effectiveness

	In Need of Improvement	**Effective**	**Highly Effective**
Standards 1-5 (leadership, establish environment, know content, facilitate learning, reflect on practice)	Any rating lower than proficient in any standard	Proficient or higher on standards 1-5	Accomplished or higher on standards 1-5
PLUS	**And/Or**	**And**	**And**
Standard 6 (3-year rolling student growth average)	Does not meet expected growth	Meets or exceeds expected growth	Exceeds expected growth

NC has implemented a similar rating system for School Leaders, based in part, on student academic growth. I-SS will provide recruitment bonuses to teachers and leaders identified as highly effective in our district who agree to transfer to our highest-need and hard-to-staff schools or to take on leadership positions as Lead Teacher, Distance Educator, Assistant Principal, or Principal. We will also expand the reach of our most effective teachers by redefining instructional roles and creating career ladders so that our best teachers can concentrate on providing high-quality instruction. This will include redefining the role of teachers in our blended learning

environments so teachers can serve as learning facilitator, coach, mentor, and tutor instead of just that of lecturer. Table 19 identifies strategies *IMPACT* will use to increase the reach of highly effective teachers and how teacher roles will be redefined.[112]

Table 19. Increasing Reach of Highly Effective Teachers
Rotation Model: Students rotate between live-teacher and digital learning time (25-50% learning time) with highly effective teachers providing live instruction either face-to-face or using technology options. Highly effective teachers use the majority of their time providing instruction including teaching additional classes and reaching more students. Personalized and enriched instruction including the use of digital learning labs, will be provided by teacher tutors, co-teachers, or developing teachers. ***Estimated Reach Extension Effect*** is up to 100% more students, depending on the number of classes that teachers extend their reach.[113]
Class Size Shifting: Highly effective teachers take on larger classes for supplemental pay while new and developing teachers have smaller class sizes which allow them to concentrate on better student outcomes while developing their own effectiveness. ***Estimated Reach Extension Effect*** is approximately 10-40% more students reached by excellent teachers.[114]
Flex Model: Students spend up to 50% of time engaged in digital learning, with our most effective teachers using pull-out groups in frequently changing, flexible groupings, to provide small- and large-group instruction, differentiated by needs assessed through review of student work and data from digitally-based assessments. Tutors and digital lab monitors assist the teacher and teachers collaborate with other teachers, tutors, and lab monitors across classes, subjects, and grades. ***Estimated Reach Extension Effect*** is 50-100% more students reached per excellent teacher with extra planning time for teachers who increase their student loads.[115]
Specialization: Highly effective teachers specialize in high-priority subjects such as math/science or language arts/social studies teaching on a fixed, rotating schedule or flexible, frequently changing groupings. ***Estimated Reach Extension Effect*** depends on school's design and use, but it is estimated to position high-quality teachers to reach 100% to 400% more students.[116]
Multi-Classroom Leadership: Highly effective teachers serve as a Lead Teacher reaching more students directly via instruction, and indirectly by improving the work of other teachers who serve on their team who recreate the Lead Teacher's methods and tools in their own classrooms. Team members serve as tutors, supervising digital instruction, or monitoring student progress. This model is designed to enhance effectiveness of team members who could then be promoted to serve as Lead Teacher themselves. ***Estimated***

Reach Extension Effect is 100-400% more students reached by excellent teachers in charge.[117]

►***High-Quality Plan for Teaching and Leading*:** Table 20 outlines our high-quality plan for Teaching and Leading.

Table 20. Teaching and Leading	**Goals Addressed:** All	
Strategy 1: Improve teaching/learning by implementing job-embedded professional learning focused on personalized learning.		
Deliverables: PDSA, Teacher Evaluations, Classroom Observations, Technical Support Plans, Professional Learning Plans		
Activities	**Timeline**	**Responsibility**
Hire Blended Learning (BL) Coordinator and Blended Learning Coaches (BLC)	1/13	PD, HR Department
Use teacher/educator evaluation reports to complete professional learning plans	2/13, annually	Educators, BLC
Conduct annual Curriculum Review and Design Weeks	6/13, annually	Assoc. Superintendent
Strategy 2: Improve student college- and career-readiness through implementation of a comprehensive professional learning plan.		
Deliverables: Aggregate School/District College and Career Readiness Assessments, PLC & PDSA plans, Project website		
Use aggregate data from EXPLORE, PLAN, ACT to identify intervention plans	3/14, annually	BL Coordinator, BLC
Create PDSA plans in each identified subject target area	3/14, ongoing	BLC, PLCs
Strategy 3: Improve technical capacity at each school to support use of blended learning strategies.		
Deliverables: Technical support needs assessment, Annual Technology Action Plans, PLC Meeting Minutes		
Conduct needs assessment at each school to assess technology infrastructure	1/13, annually	PD, Technicians
Develop Annual Technology Action Plan for each targeted school	2/13, annually	Technicians
Provide technology-focused professional learning, post best-practices to website	Begin 4/13	BLC, Technicians
Strategy 4: Increase student access to highly effective educators including hard-to-staff schools and subjects.		
Deliverables: Educator Effectiveness Ratings, Teacher-School Assignments, Results of Blended Learning Model Survey		
Identify desired models of blended learning strategies for implementation	7/13	Instructional Staff
Use Educator Effectiveness Ratings to identify district's most effective educators	2013-14	Project Director
Recruit/reward highly effective educators for transfers to struggling schools	2014-15	Project Director

D. LEA Policy and Infrastructure (25 total points)

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which—

(D)(1) LEA practices, policies, rules *(15 points)*

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

(D)(2) LEA and school infrastructure *(10 points)*

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format

(as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

(D)(1) LEA practices, policies, rules.

(a) Organizing LEA Central Office to Provide Support and Services to All Participating Schools. Implementation of *IMPACT* will require bold shifts in the way that our district currently operates to support our targeted schools in transforming their instructional and student learning components to implement our I-SS 3.0 vision of mass customization of student-centered, personalized learning environments supported by anytime, anywhere digital learning components. As outlined in *Sections A and B*, I-SS has a decade long track-record of successfully implementing district-wide educational reforms that have raised student academic achievement, narrowed academic subgroup gaps, and resulted in our district being recognized as an innovator both in our State and nationally. These past reforms were achieved through implementation of a two part-process—creation of an instructional model or "Learning Triangle" which uses formative assessments, standards-based instruction, and collaborative teams to improve student instruction. The second, our Operations Triangle, uses a three-pillar approach featuring collaborative teams, customer requirements, and performance measures to ensure we provide aligned, effective, and efficient operations to support our schools in their implementation of the Learning Triangle. These reform models have become institutionalized throughout our district. For example, our PDSA model is now used at the classroom and district-level to drive data-based decision-making at every level of our district—from identifying appropriate instructional strategies to address gaps in student performance in a particular subject at a particular school to guiding development of our district's annual improvement plan. Another component of our continuous improvement plan is a "Systems Check" to assess our progress in attainment of key educational and operational goals. This check, conducted by our Board of Education, through mid-year and end-of-year independent reviews, is essential in identifying areas in need of improvement, including specific resources that need to be provided or processes and policies that need to be put into place to support our ultimate goal—enhanced student learning outcomes. This information is central to formulation of our district annual improvement plans. We will use a similar approach for *IMPACT* reforms, supporting implementation through research-based approaches that include a clear focus on student learning which are outlined below. ►***Clear Focus on Improving Student Learning:*** Research on implementation of learning-centered reforms finds learner-centered leadership by district administrators to

be a key factor in successful reform efforts. Such leaders have a vision for learning, place a focus on the instructional program, are deeply involved in the curriculum, knowledgeable about assessment, and have the skills to support communities of learners.[118] *Figure M* shows the *IMPACT* implementation support chain that will support our targeted schools as they implement our strategies.

Figure M. *IMPACT* Implementation Support Chain

Table 21. *IMPACT* Implementation Support Chain Components

Strategy and Design: NC Standard Course of Study, instructional design, technical design, diagnostic, webinars, focus groups
Infrastructure: Checks for basic, next and advanced infrastructure (i.e. broadband, wireless, power, networking, facilities)
IT Hardware: Netbooks, tablets, non-education software, accessories
Education Software: Instructional materials, integration with other data systems, open educational resources, online learning
Professional Learning: For teachers, school leaders, IT Support Staff, PLCs
Implementation Support: Initial set-up and launch, ongoing support and technical assistance
Continuous Improvement: Evaluation and analysis of impact, lessons learned, identification of promising practices

Our district has already put in place one critical reform element—creation of professional learning communities in each school. Each school currently receives ongoing professional learning, modeling, coaching, and feedback in key instructional strategies provided by their school's instructional facilitator. To further support the implementation of blended learning environments, we will place one Blended Learning Coach in each of our targeted schools to model blended learning approaches, provide coaching, professional development, and support for the implementation of personalized learning environments.[119] We will also align district curriculum and assessment systems to meet the common core standards by hiring two full-time Curriculum Resource Specialists who will work to provide aligned professional learning experiences to our instructional staff, working with them to create new instructional modules and creating lesson-plans and authentic assessments to assess student progress in attaining key learning goals.

This will include identifying learning targets at every stage (i.e. pre-cursor, target, and post-cursor skills) and the multiple paths between learning targets that students may take. We will sponsor an Annual Curriculum Review Week each summer with teachers, curriculum resource specialists, and department chairs, who will work together to create learning modules and identify materials and resources. Supporting curricula and instructional reforms in these two areas will provide our teachers the job-embedded professional learning experiences needed to successfully transition from textbook-driven instruction to blended learning approaches that center more on project-based learning, an approach recommended by research.[120] Our professional learning plan includes leaders and administrators so they can also build their knowledge about effective practices and provide regular classroom walkthroughs and assess successful implementation of key practices, another best practice in supporting reforms.[121,122] ►***Commitment to Equity and Excellence:*** As our Design Team worked to form our program model, a key consideration was selecting schools with a history of high-poverty and low-academic achievement so we could elevate the learning environment in these schools and improve academic outcomes for *all* students in our district. By targeting resources in schools with the greatest needs, we will be able to provide "just in time" support for students so they do not fall behind, become discouraged, and drop out of school.[123] Our existing EC and ESL specialists will provide professional learning to support teachers working with students with disabilities and ELL. We will further support *all* students by providing access to 1:1 technology through creation of libraries of digital devices which include broadband access cards for those students without home internet access. Other approaches will include wifi on school buses and partnerships with cable companies to provide low-cost broadband access to students in targeted neighborhoods.

(b) Providing school leadership teams with flexibility and autonomy. A key element of *IMPACT* is personalization for students. We believe the same principles that apply to the importance of student personalization in instruction apply to schools as well. This is why we will give our targeted schools autonomy in choosing which blended learning strategies are most appropriate for their students and schools. This will include customizing school schedules (hours per day, start/end times), calendars (9- or 12-month), personnel and staffing structures (use of a career leader, lab monitors), and identification of key roles and responsibilities. These options will be outlined in each school's PLC meetings and voted on by the school staff to identify which option(s) they believe best

meet the needs of their students. These options are designed to extend teacher reach while implementing blended learning strategies.

(c) Giving students opportunities to progress and earn credits based on mastery not seat time. A key strategy being explored by our district and State is elimination of seat-time requirements and use of assessments that gauge student *mastery* of required content as a means to earn course credits and advance to the next instructional level. Our district already supports a virtual learning model which allows students to earn credit through distance learning, as well as earn college credit via our "Early College" program. Eliminating seat-time will require development of a plan so students could demonstrate multiple paths to mastery of content, using a common assessment or a capstone project. I-SS will seek approval from NCDPI to pursue this option for all students or through case-by-case waivers, as recommended by the National Governor's Association. This approach has been implemented in 36 states, and we anticipate that NC will drive a similar phased-in implementation to facilitate transition to a competency-based system.[124]

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times, in multiple, comparable ways. One of our essential design factors in student learning is competency-based progression. This enables students to work at their own pace to master standards and honor natural developmental differences.[125] Key to implementation of the Common Core Standards initiative and ensuring alignment with college- and career-readiness benchmarks is use of multiple means of assessment to measure student mastery of standards. Realignment of our curricula and instructional practices includes using assessments ***for*** learning that incorporate formative and interim assessments to track progress over time, diagnose student needs, and inform every teaching and learning and assessments ***of*** learning such as standardized assessments, end-of-course assessments, or subject exams which measure performance at the end of an instructional sequence. Beyond quizzes, tests, and standardized exams, *IMPACT* will utilize results of capstone projects, project-based learning assignments such as digital presentations, simulations, live presentations, and student portfolios that demonstrate a student's progress towards key learning objectives throughout a semester or school year as measures of student mastery. Students will be able to access cloud-based sites to create and demonstrate evidence of learning. We will also use computer adaptive assessments that dynamically change questions based upon student demonstration of key concepts. These types of assessments are critical in building students' conceptual knowledge and allow them to explore interdisciplinary approaches to

real-world problems, build problem-solving, critical thinking, communication, creativity, innovation, and collaboration skills.[126] Our IIS technology platform will include a plug-in with a mastery tracking system to measure academic strengths and gaps.

(e) Providing adaptable learning resources and instructional practices that are fully accessible to all including students with disabilities and ELL. The advent of technology and the use of handheld devices (e.g. tablets, smart phones) in our society have meant innovations in the realm of education including the availability of online courses and digital textbooks. Our *IMPACT* schools will implement 1:1 technology so that each student is paired with either a tablet or netbook to access online courses, use digital textbooks, and retrieve, collaborate, and complete assignments and assessments using our online student learner platform. Students may use their own devices or will be provided devices by our district. For students without home internet access, these devices will be equipped with mobile broadband cards to access the learning platform. An advantage of 1:1 technology is their use with special student populations such as students with disabilities and ELL. This includes providing alternate formats or accessible materials such as audio, magnified, or large print versions of documents. Our planned use of Smarter Balanced Assessment Consortium (SBAC) assessments also includes accurate measures of achievement and growth for students with disabilities and ELL.

(D)(2) <u>LEA and school infrastructure</u>.

(a) Ensuring students, parents, educators and stakeholders have access to content, tools, and learning resources in and out of school. To support a move to *I-SS 3.0* future learning, we will ensure appropriate internet connectivity for each classroom and will provide 1:1 technology for our students via either bringing personal devices to school or borrowing from the school's lending library of tablets or netbooks that will include the use of broadband mobile cards for students without home internet access. We will also employ four digital learning service technicians to keep these devices up and running and ensure that our infrastructure supports blended learning and availability of online resources. Technicians will provide professional learning opportunities to teachers, students, and parents on how-to use these devices and other technology related topics. We will create a project-specific website (by school) where each student can access materials concerning key *IMPACT* initiatives. Students, parents, and educators and administrators will have access to the Learning Object Repository (LOR), part of our Instructional Improvement System (IIS) online

platform. Students will have anytime, anywhere access both in and out of the classroom to their individualized portal to see information about pending assignments, teacher feedback, student profile including their interest inventory and learning plan, assessment history, student transcript, College/Career Planner, and links to their school's webpage. They will also have access to information about current courses including assessments, assignments, and teacher feedback. Students will be able to upload their work. Parents will be able to communicate with teachers, see their child's attendance and discipline reports, student progress reports, and access resources. The portal will also show student progress in attainment of key learning concepts in a course. Teachers will have access to professional learning resources, student profiles, lesson plans, classroom organization tools, student performance data, and PLC activities. Administrators will be able to access teacher evaluations and observations, school-wide student-level data, communication tools, PD and progress reports. Our efforts will further be supported by the use of "cloud services" that provide real-time delivery of cloud-based software for student and teacher use including word-processing and spreadsheet capability. Several textbook publishers are now offering cloud-based textbook platforms that include the ability for students and teachers to start discussions related to the digital curriculum and complete interactive assessments. These systems will enable our students to learn anywhere, anytime. See *Appendix I*'s "A Day in the Life" which outlines how we will use these systems.

(b) Ensuring that students, parents, educators, and stakeholders have appropriate technical support. *IMPACT* is designed to provide increased digital learning resources to our students and educators, as well as parents and other key stakeholders in our community. Key strategies include use of a digital learning platform that is accessible by students 24/7, from anywhere, anytime. While our district will encourage students to "bring their own device," we will ensure a 1:1 technology match for students. These devices will include broadband cards for students who do not have home access to the internet. Each school will host an annual Student Technology Summit for students and parents where devices will be assigned and guidelines to technology policies will be provided including training on: (1) devices and how they work; (2) programming and setting up the device; (3) recognizing and trouble-shooting common problems; (4) integrating the device into the student's life at home; (5) integrating the device into the student's education goals; (6) maintenance of the device; and (7) repair resources. We will also provide an overview of how to

access the student and teacher portals on our IIS and LOR. Each school will host an *IMPACT* project site which will include FAQ's on device operation and that of our student learning platforms. This will include a digital chat room staffed by technicians who will provide answers to technical questions. These technicians will also be responsible for upkeep and maintenance of district-owned equipment. Students will be able to receive instructional support to content-related questions by posting a question to their teacher through a class/subject specific webpage. Teachers will have a similar option on their "staff only" portal, including access to PDSA plans, lessons, assessments, and will be able to work on common projects with their grade/subject team or PLC.

(c) Using information technology systems that allow parents and students to export their information in an open data format. The IIS and LOR will contain a parent portal that will assist parents in accessing their child's performance data and contacting their teachers or school leaders concerning identified issues. These systems will allow students and parents unlimited access to information concerning current assignments or resources such as instructional videos or digital learning content. We will also introduce use of existing resources to store student assignments (papers, student-produced multi-media projects).

(d) Ensuring that LEAs and schools use interoperable data systems. I-SS has an existing data warehouse that has centralized the existing but disparate computer systems to provide information on (1) productivity (i.e. staff characteristics, curricula); (2) teacher/ leader knowledge (i.e., accumulation of PD including amount, quality, and content; fidelity of curricula implementation); and (3) multiple assessment measures for educators and students (i.e., teacher/leader evaluations, observations, mentor/leader feedback, student assessment results, other measures of academic achievement). This system provides user-friendly access to high-quality data metrics from multiple sources, including producing student profile reports that provide detailed information for teachers and principals to support instructional decision-making. It also has analysis capability to explore trends and identify the relationship between student progress and school/district processes enabling our leaders, teachers, administrators, and stakeholders to ascertain district progress towards key goals. It also enhances our ability to make data-based decision-making related to human capital and to allocate resources strategically within our district, particularly to our high-need schools. This existing data warehouse is designed to integrate with the IIS and LOR. Table 22 outlines a high-quality plan for improving LEA policy and infrastructure for *IMPACT*.

Table 22. Implementation of Comprehensive Policies and Infrastructure	**Goals Addressed:** All Four Goals	
Strategy 1: Ensure that LEA Policies, Practices, and Rules support implementation of our blended learning model.		
Deliverables: School Model, Technology Plan, Financial Model, District-Level PDSAs, Systems Checks, Improvement Plan		
Activities	**Timeline**	**Responsibility**
Launch Phase I: Kick-off, provide orientation on *Impact* strategies, establish roles	1/13-3/13	Management Team
Implement Phase II: Design to explore blended learning options and draft models	4/13-7/13	All Staff
Implement Phase III: Prototyping and planning of key *IMPACT* Strategies	8/13-12/13	PD, Schools
Implement Phase IV: Full implementation in targeted middle and high schools	1/14	PD, Principals, Schools
Conduct Mid-Year and End-of-Year Systems Checks,	Annually	Board of Education
Develop LEA Annual Improvement Plan with a section on *IMPACT*	Annually	Department Heads
Revise district policies on seat-time versus mastery of course content for course credit including lobbying of NCDPI for waiver process to support strategy	Ongoing	Assoc. Superintendent, Board of Education
Strategy 2: School-Level PLCs analyze blended learning options and choose models they feel would best support their students.		
Deliverables: Meeting Minutes from PLCs, Results of Teacher/Staff Surveys		
District Officers and PD provide overview of available blended learning options	2/13, Ongoing	Assoc. Superint., PD
School-Level PLCs conduct PDSA process on blended learning options	2/13, Ongoing	PLC Lead Teachers
Educators in each school vote on learning options for their specific schools	5/13	PD, Principals
Strategy 3: Ensure sufficient personnel and technological infrastructure to support *IMPACT* project activities.		
Deliverables: HR Records, Job Descriptions, School Technology Surveys, Purchasing Records, Minutes from Summits		
Employ Program Director, Accountability Coordinator and Service Technicians	By 2/13	Assoc. Superintend. HR
Conduct school-wide assessments to identify technology infrastructure needs	By 3/13	Service Technicians
Begin procurement process of digital learning devices (e.g. tablets, netbooks)	By 4/13	PD, ED of Technology
Conduct Annual Parent, Staff and Student Technology Summits	8/13, annually	PD, Technicians

E. Continuous Improvement (30 total points)

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

(E)(1) Continuous improvement process *(15 points)*

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Ongoing communication and engagement *(5 points)*

Strategies for ongoing communication and engagement with internal and external stakeholders; and

(E)(3) Performance measures *(5 points)*

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

(a) Its rationale for selecting that measure;

(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and

(c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant's narrative.)

Applicable Population	Performance Measure

All	a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).
PreK-3	a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant has "ambitious yet achievable" performance measures and annual targets, peer reviewers will examine the applicant's performance measures and annual targets in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicants for developing "ambitious yet achievable" performance measures and annual targets that – in light of the applicant's proposal – are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Recommended maximum response length: Eight pages (excluding tables)

(E)(1) Continuous improvement process.

►***Timely and regular feedback on progress towards project goals*:** Timely, useful feedback is critical if we are to make informed decisions that will ultimately improve the program and produce the desired outcomes. We will contract with an independent third-party evaluation firm to provide ongoing unbiased quarterly feedback to key informants and decision-makers by monitoring progress, identifying program adjustments, providing information on accountability, and encouraging positive program outcomes. We will take a utilization-focused participatory approach to ensure that data collection, data analysis, and dissemination efforts are timely, relevant, and answer the questions most critical to enhancing performance. Participation in the formative evaluation process affords key stakeholders more ownership, increasing the likelihood results will be used to improve the program and ultimately to achieve positive outcomes. We will facilitate our stakeholder group to build consensus on the critical evaluation questions, methods, instruments, data collection protocols, and reporting formats that will define the formative evaluation. The evaluator will have regular, ongoing communications with our *IMPACT* Project Director and other key informants (such as the Management Team, Personalized Learning Teams, and PLCs) through a variety of mediums, including face-to-face meetings, telephone calls, and e-mails. Three key agenda items will be visited at every quarterly meeting: (1) a review of the logic model; (2) a review of the *IMPACT* online *Data Dashboard*, including an assessment of progress on meeting the performance objectives and a thorough analysis of implementation, as measured by the fidelity index; and (3) the plans for continuous quality improvement generated from the formative feedback. ►***Logic model:*** To monitor our efforts and avoid program drift, we will employ a logic model to provide all stakeholders with an understanding of the crucial components of our program. A clearly articulated logic model provides an organized strategy to outline, analyze and communicate assumptions about how program activities are expected to lead to positive outcomes.[127] The model provides a logical base from which to conduct the program monitoring, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, core strategies and activities, outputs, and outcomes.[128] Our model has a built-in feedback loop emphasizing the provision of timely, regular, and useful feedback to stakeholders for informed decision-making relative to needed changes in program activities. We will revisit the logic model with stakeholders quarterly to assess fidelity between our *IMPACT* program model in theory

and our *IMPACT* program model in action. The first iteration of the Logic Model is provided in *Appendix A*. ►***Data Dashboard*:** Effectively communicating evaluation results is fundamental in ensuring use of evaluation findings. We will develop a web-based data dashboard to monitor and evaluate our performance, including baseline, targets, benchmarks and actual performance. Dashboards are powerful online tools for transforming real-time data into useable knowledge. Dashboards capitalize on the power of human visual processing by creating easy-to-read charts, tables, and graphs to group data into logical sections; highlight what is most important; support meaningful comparisons; and ensure lay readers can accurately and easily judge performance.[129,130,131] Key indicators will be displayed within the dashboard, including the benchmarked performance objectives listed in the tables in *Section E3* and quarterly progress on implementation as measured by a fidelity index. ►***Benchmarked performance objectives:*** Our performance objectives have been written in the "*SMART"* format (Specific, Measureable, Attainable, Realistic, and Timed) to maximize validity and reliability. Annual benchmarks have been added to enable us to graphically chart within the dashboard our actual progress against our targeted progress. Our benchmarks also reflect the annual increases we anticipate as our project matures and service delivery becomes more refined. ►***Fidelity index:*** The extent to which any program achieves its desired outcomes is clearly linked to the fidelity of implementation[132] where fidelity can be defined as adherence to the planned or "ideal" program model. At the beginning of each program year, we will revisit our management plan, recognizing that revisions and adjustments may be necessary throughout the life-cycle of our program to maximize successful adaptation at the local level. To monitor and measure program fidelity, our data dashboard will include a fidelity index that produces (1) a core component-level fidelity score, specific to each core program component being implemented in any given year, and (2) an overall-level fidelity score that combines the data across all core components. The core component-level fidelity score is a composite index derived from the following four weighted measures: *quality, dosage, reach,* and *reactions,* where *quality* is the extent to which the core component was delivered clearly and correctly, according to known best practices and standards; *dosage* is the amount of the component being delivered, expressed in terms of frequency, intensity or duration; *reach* is the extent to which targeted participants actually received the core component; and *reactions* assess the extent to which to the core component stimulates interest and participants are satisfied with their experiences. Thresholds

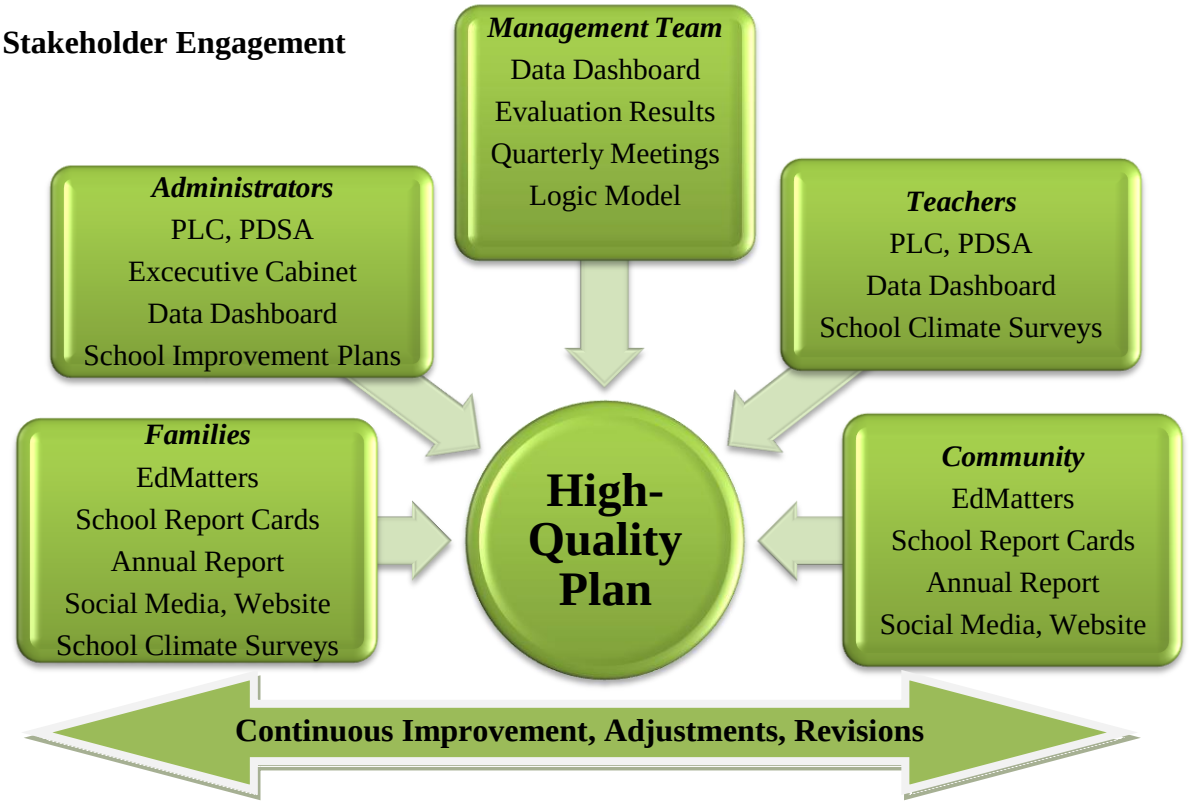
(or expected targets) will be set for each criterion to allow us to compare our actual versus expected progress. Any differential weighting of the criteria will be done *a priori* and may be adjusted year-to-year as we target certain criteria for improvement. Measuring and reporting implementation according to these four critical factors provides ongoing feedback for corrective action and quality improvement.[133,134]See *Appendix J* for an example of how we envision the fidelity index to be computed. To produce an overall fidelity score, core component-level fidelity scores will be averaged to produce a snapshot of *IMPACT* that can be tracked across time, and differential weighting will be used to reflect any variance in priority given to any one core component. The formula for the overall fidelity index is: **Fidelity Index = ∑(Actual/target ratio $_{1,2,...j}$ * wgt $_{1,2,...j}$)** where $_{1,2,...j}$ represents each of the core components being implemented in any given year. Information sources contributing to the fidelity index include: (1) ratings comparing known best practices to existing practices based on project documentation, records, observations, and administrator interviews, and (2) surveys and interviews completed by individuals delivering or receiving services. We will follow recommended practices including the use of: multiple data sources;[135] objective, behaviorally anchored criteria to reduce inference;[136] and dichotomous items to minimize subjective assessments.[137] The fidelity index will be compiled quarterly by our evaluator and reported within the data dashboard. The data dashboard itself will be maintained on our district website and be made publicly available. ►***Plans for continuous quality improvement*:** Based on the updated logic model and information provided through a review of the data dashboard, each quarterly meeting will conclude with a written action plan identifying the areas needing improvement and which actions to be taken, when, and by whom. The fidelity index will also be used as diagnostic tool because it can specify discrete areas for improvement. For example, the mock fidelity index in *Appendix J* indicates that less than the expected number of targeted participants are attending the College Readiness Institute. Armed with this information the committee can discuss ways to increase participation (i.e., by offering flexible hours or increasing marketing) and create an action plan. All action plans will be revisited and updated at each quarterly meeting.

(E)(2) Ongoing Communication and Engagement.

To guide our LEA-wide reform and change, a variety of management and communication structures will be used to implement our high-quality plan. These structures, highlighted in *Section A3*, will be used to maintain ongoing communication and engagement with

stakeholders which include: the *IMPACT* Management Team, Project Director, Blended Learning Coordinator, Blended Learning Coaches, Personalized Learning Teams, Accountability Coordinator, Curriculum Resource Specialists, Digital Learning Service Technicians, School Improvement Teams (parents, students, community, staff), and expert consultants (Program Evaluators, Design Consultants). See *Appendix B* for job descriptions. Periodic, ongoing activities to maintain consistent communication on a quarterly basis include: evaluation reports, management team meetings, and sustainability planning. To ensure we have the opportunity to assess a variety of feedback, we will use the strategies in *Figure N* for ongoing communication and engagement with internal and external stakeholders.

Figure N. Stakeholder Engagement



(E)(3) Performance measures.

Performance measures have been written in the SMART format to maximize validity and reliability. Targets were set using Fzirps Rationale Target Setting (RTS) methodology,[138] a logical, justifiable approach that considers past performance (baseline) data in addition to operational and contextual factors such as resources, priorities, strength of the intervention and capacity to set an *ambitious yet achievable* trajectory of improvement. See *Appendix K* for our RTS Summary Worksheet applied to our Social-Emotional performance measures. Our performance measures include the following applicant-proposed measures as described in Table 23.

Table 23. Applicant-Proposed Performance Measures

Applicant-Proposed Measure	(a) Rationale for Selection	(b) Ability to Provide Rigorous, Timely and Formative Leading Information	(c) Plan to Review and Improve, if Necessary
The number and percentage of disciplinary referrals by subgroup, for aggressive or violent acts	Behaviorally anchored indicator of improved social-emotional health; provides a project-wide indicator of success in improving student's social-emotional health	Common district-wide metric compiled and reported quarterly and clearly aligned with *IMPACT* logic model (i.e., Theory of Action; Applicable to all our proposed measures)	Quarterly review to monitor school-level adherence to district-wide definitions aggressive or violent acts
The number and percentage of in-school suspensions, out-of-school suspensions, and alternative school placements by subgroup	Consequential indicator clearly linked to student behavior and improved social-emotional health; provides a project-wide indicator of success in improving student's social-emotional health	Common district-wide metric compiled and reported quarterly and clearly aligned with *IMPACT* logic model	Quarterly review will ensure continued cross-district consensus that aligns offenses with consequences. Quality checks to consequences are correlated with

			indicator of aggressive or violent acts.
The number and percentage of students in grades 6-8 absent fewer than 10 days per year and proficient or above on both Math and Reading End-of-Grade tests, by subgroup	Low attendance and a failing grade in Math or Reading in middle school are two known predictors of failing to graduate high school[139]	Attendance of students scoring below proficient on EOG tests the previous year will be monitored daily and reported monthly to ensure early detection/warning	Quarterly review to monitor school-level adherence to district-wide definitions of aggressive or violent acts
The number and percentage of participating students scoring Proficient or above on Math and Reading End-of-Grade tests, by subgroup, in grades 6-8	Achieving proficiency on both standardized tests in middle school have been shown to be predictive of being on-track to graduate high school[140]	NC EOG and EOC standardized tests have proven reliability and validity; results are thoroughly reviewed each year	Quarterly review; Will consider adding number of failing grades each semester to improve early detection
The number and percentage of 9th grade students with 10 days or fewer absences per year, by subgroup	Absent 10 or fewer days in the 9th grade predicts high school graduation with 74% accuracy[141]	Attendance of 9th grade students will be monitored daily and reported monthly to ensure early detection/warning	Predictive power of 9th grade attendance will be assessed quarterly against students grades
The number and percentage of 10th grade students scoring above average on the PLAN-composite score, by subgroup	PLAN is a nationally recognized assessment of a student's ability to learn key college and career ready skills in English, reading mathematics, and science	PLAN will also be used as a feedback and diagnostic tool to help educators identify areas where instruction needs to improve	Present PLAN results to Management Team; Consider NC *WorkKeys* as an alternative assessment
The number and percentage of	ACT has proven validity and	ACT results are thoroughly	Present ACT results to

participating 11th grade students who score above average on the ACT composite score, by subgroup	reliability and along with the SAT is one of two tests are commonly required for college admission	reviewed each year	Management Team; consider using GPA as a additional leading indicator[142]

► ***Performance Measures – Required for all applicants***

Performance Measure (All Applicants – a)	**Applicable Population**: All participating students
a) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal. *Note 1*: *Beginning with the 2012-13 school year, educator evaluations in NC will include a student academic growth component for teachers and principals. The data for Performance Measure (a) and (b) represent the number and percentage of students, overall and by subgroup scoring 1.5 or 1.0 grades higher, respectively, from their average of the previous 2 years. We will adjust the tables accordingly using a similar projected growth trajectory once the improved reporting system becomes available. Note 2: As of this writing, final enrollment figures for 2012-13 are unavailable. Nevertheless, we do not expect any significant variation in the number of participating students from baseline through SY2016-17.*	

		Baseline SY 2011-12			**Target**													
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
Overall	Teacher	2399	7533	31.8	2399	7533	31.8	2621	7533	34.8	2923	7533	38.8	3299	7533	43.8	3488	7533	46.3
	Principal	2399	7533	31.8	2399	7533	31.8	2621	7533	34.8	2923	7533	38.8	3299	7533	43.8	3488	7533	46.3

Female	Teacher	1209	3876	31.2	1209	3876	31.2	1326	3876	34.2	1481	3876	38.2	1674	3876	43.2	1771	3876	45.7
	Principal	1209	3876	31.2	1209	3876	31.2	1326	3876	34.2	1481	3876	38.2	1674	3876	43.2	1771	3876	45.7
Male	Teacher	1190	4139	28.8	1190	4139	28.8	1316	4139	31.8	1482	4139	35.8	1689	4139	40.8	1792	4139	43.3
	Principal	1190	4139	28.8	1190	4139	28.8	1316	4139	31.8	1482	4139	35.8	1689	4139	40.8	1792	4139	43.3
Black	Teacher	341	1153	29.6	341	1153	29.6	376	1153	32.6	422	1153	36.6	480	1153	41.6	508	1153	44.1
	Principal	341	1153	29.6	341	1153	29.6	376	1153	32.6	422	1153	36.6	480	1153	41.6	508	1153	44.1
Hispanic	Teacher	251	921	27.3	251	921	27.3	279	921	30.3	316	921	34.3	362	921	39.3	385	921	41.8
	Principal	251	921	27.3	251	921	27.3	279	921	30.3	316	921	34.3	362	921	39.3	385	921	41.8
White	Teacher	1677	5517	30.4	1677	5517	30.4	1843	5517	33.4	2063	5517	37.4	2339	5517	42.4	2477	5517	44.9
	Principal	1677	5517	30.4	1677	5517	30.4	1843	5517	33.4	2063	5517	37.4	2339	5517	42.4	2477	5517	44.9
ED	Teacher	965	3487	27.7	965	3487	27.7	1071	3487	30.7	1210	3487	34.7	1384	3487	39.7	1475	3487	42.3
	Principal	965	3487	27.7	965	3487	27.7	1071	3487	30.7	1210	3487	34.7	1384	3487	39.7	1475	3487	42.3
LEP	Teacher	107	662	16.2	107	662	16.2	134	662	20.2	167	662	25.2	207	662	31.2	226	662	34.2
	Principal	107	662	16.2	107	662	16.2	134	662	20.2	167	662	25.2	207	662	31.2	226	662	34.2
SWD	Teacher	176	817	21.5	176	817	21.5	208	817	25.5	257	817	31.5	306	817	37.5	331	817	40.5
	Principal	176	817	21.5	176	817	21.5	208	817	25.5	257	817	31.5	306	817	37.5	331	817	40.5

Performance Measure (All Applicants – b)	**Applicable Population**: All participating students
b) The number and percentage of participating students, by subgroup whose teacher of record and principal are an effective teacher and an effective principal. *Note 1*: *Beginning with the 2012-13 school year, educator evaluations in NC will include a student academic growth component for teachers and principals. The data for Performance Measure (a) and (b) represent the number and percentage of students, overall and by subgroup scoring 1.5 or 1.0 grades higher, respectively, from their average of the previous 2 years. We will adjust the tables accordingly using a similar projected growth trajectory once the improved reporting system becomes available. Note 2: As of this writing, final enrollment figures for 2012-13 are unavailable. Nevertheless, we do not expect any significant variation in the number of participating students from baseline through SY2016-17.*	

		Baseline SY 2011-12			**Target**														
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
Overall	Teacher	5679	7533	75.4	5679	7533	75.4	5831	7533	77.4	6057	7533	80.4	6358	7533	84.4	6509	7533	86.4
	Principal	5679	7533	75.4	5679	7533	75.4	5831	7533	77.4	6057	7533	80.4	6358	7533	84.4	6509	7533	86.4
Female	Teacher	2802	3876	72.3	2802	3876	72.3	2880	3876	74.3	2996	3876	77.3	3155	3876	81.4	3229	3876	83.3
	Principal	2802	3876	72.3	2802	3876	72.3	2880	3876	74.3	2996	3876	77.3	3155	3876	81.4	3229	3876	83.3
Male	Teacher	2877	4139	69.5	2877	4139	69.5	2959	4139	71.5	3084	4139	74.5	3249	4139	78.5	3332	4139	80.5
	Principal	2877	4139	69.5	2877	4139	69.5	2959	4139	71.5	3084	4139	74.5	3249	4139	78.5	3332	4139	80.5
Black	Teacher	888	1153	77.0	888	1153	77.0	911	1153	79.0	945	1153	82.0	992	1153	86.0	1026	1153	89.0

	Principal	888	1153	77.0	888	1153	77.0	911	1153	79.0	945	1153	82.0	992	1153	86.0	1026	1153	89.0
Hispanic	Teacher	596	921	64.7	596	921	64.7	624	921	67.7	660	921	71.7	706	921	76.7	729	921	79.2
	Principal	596	921	64.7	596	921	64.7	624	921	67.7	660	921	71.7	706	921	76.7	729	921	79.2
White	Teacher	3918	5517	71.0	3918	5517	71.0	4027	5517	73.0	4193	5517	76.0	4414	5517	80	4524	5517	82
	Principal	3918	5517	71.0	3918	5517	71.0	4027	5517	73.0	4193	5517	76.0	4414	5517	80	4524	5517	82
ED	Teacher	2565	3487	73.6	2565	3487	73.6	2636	3487	75.6	2741	3487	78.6	2880	3487	82.6	2950	3487	84.6
	Principal	2565	3487	73.6	2565	3487	73.6	2636	3487	75.6	2741	3487	78.6	2880	3487	82.6	2950	3487	84.6
LEP	Teacher	212	662	32.0	212	662	32.0	245	662	37	298	662	45.0	364	662	55.0	397	662	60.0
	Principal	212	662	32.0	212	662	32.0	245	662	37	298	662	45.0	364	662	55.0	397	662	60.0
SWD	Teacher	490	817	60.0	490	817	60.0	523	817	64	572	817	70.0	637	817	78.0	686	817	84.0
	Principal	490	817	60.0	490	817	60.0	523	817	64	572	817	70.0	637	817	78.0	686	817	84.0

Performance Measure (All Applicants – c-d)	Applicable Population	Subgroup	Baseline *SY 2011-12]*		Target									
					SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16		SY 2016-17 (Post-Grant)	
			N	%	N	%	N	%	N	%	N	%	N	%
c) The number and percentage of in-school suspensions, out-of-school suspensions, and alternative school placements, by subgroup. **Desired result**: annual reduction in percentage from SY2011-12 baseline	All participating students in grades 6-12	Overall	2857	30.3	2857	30.3	2665	28.3	2382	25.3	2006	21.3	1817	19.3
		Female	782	17.1	782	17.1	734	16.1	643	14.1	575	12.6	483	10.6
		Male	1844	38.0	1844	38.0	1651	34.0	1408	29.0	1214	25.0	1068	22.0
		Black	1058	69.4	1058	69.4	997	65.4	921	60.4	769	50.4	692	45.4
		Hispanic	321	28.7	321	28.7	298	26.7	265	23.7	220	19.7	198	17.7
		White	1367	21.8	1367	21.8	1274	20.3	1148	18.3	941	15.0	879	14.0
		ED	1903	44.7	1903	44.7	1734	40.7	1521	35.7	1308	30.7	1180	27.7
		LEP	187	24.8	187	24.8	172	22.8	149	19.8	119	15.8	104	13.8
		SWD	504	50.0	504	50.0	464	46.0	413	41.0	312	31.0	262	26.0
d) The number and percent of disciplinary referrals by subgroup, for aggressive or violent acts. **Desired result:** annual reduction in percentage from SY2011-12 baseline	All participating students in grades 6-12	Overall	3405	36.2	3405	36.2	3126	33.2	2749	29.2	2279	24.2	1996	21.2
		Female	1012	22.2	1012	22.2	944	20.7	853	18.7	716	15.7	625	13.7
		Male	2393	49.3	2393	49.3	2200	45.3	1957	40.3	1568	32.3	1374	28.3
		Black	1276	83.7	1276	83.7	1154	75.7	956	62.7	834	54.7	773	50.7
		Hispanic	392	35.1	392	35.1	359	32.1	314	28.1	258	23.1	225	20.1
		White	1603	25.5	1603	25.5	1475	23.5	1349	21.5	1161	18.5	1035	16.5
		ED	2269	53.3	2269	53.3	2100	49.3	1887	44.3	1546	36.3	1419	33.3
		LEP	227	30.1	227	30.1	212	28.1	189	25.1	151	20.1	136	18.1
		SWD	607	60.2	607	60.2	556	55.2	496	49.2	405	40.2	355	35.2

► ***Performance Measures – Required for applicants with participating students in grades 4-8*:**

Performance Measure (Grades 4-8 – a)	**Applicable Population**: All participating students in grades 6-8
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator: #, % of students absent less than 10 days per year and proficient or above on both Math and Reading End-of-Grade tests	

	Baseline SY 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Overall	3207	5134	62.5	3207	5134	62.5	3337	5134	65.0	3645	5134	71.0	4056	5134	79.0	4236	5134	82.5
Female	1621	2497	64.9	1621	2497	64.9	1683	2497	67.4	1833	2497	73.4	2033	2497	81.4	2107	2497	84.4
Male	1586	2637	60.1	1586	2637	60.1	1651	2637	62.6	1809	2637	68.6	2020	2637	76.6	2099	2637	79.6
Black	288	694	41.5	288	694	41.5	316	694	45.5	371	694	53.5	441	694	63.5	475	694	68.5
Hispanic	261	585	44.6	261	585	44.6	284	585	48.6	331	585	56.6	390	585	66.6	419	585	71.6
White	2497	3558	70.2	2497	3558	70.2	1815	2497	72.7	1940	2497	77.7	2065	2497	82.7	2127	2497	85.2
ED	961	2256	42.6	961	2256	42.6	1051	2256	46.6	1232	2256	54.6	1457	2256	64.6	1570	2256	69.6
LEP	50	435	11.5	50	435	11.5	76	435	17.5	120	435	27.5	185	435	42.5	220	435	50.5
SWD	91	566	16.1	91	566	16.1	125	566	22.1	182	566	32.1	267	566	47.1	312	566	55.1

Performance Measure (Grades 4-8, -b, c)	Applicable Population	Subgroup	Baseline *SY 2011-12]*		Annual Targets									
					SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16		SY 2016-17 (Post-Grant)	
			N	%	N	%	N	%	N	%	N	%	N	%
b) Applicant's **grade-appropriate academic leading indicator:** the number and percent of participating students, by subgroup, scoring Proficient or above on Math and Reading End-of-Grade tests	All participating students in grades 6-8	Overall	3603	70.2	3603	70.2	3707	72.2	3861	75.2	4066	79.2	4169	81.2
		Female	1816	72.7	1816	72.7	1865	74.7	1940	77.7	2040	81.7	2090	83.7
		Male	1787	67.8	1787	67.8	1841	69.8	1920	72.8	2025	76.8	2078	78.8
		Black	325	46.8	325	46.8	359	51.8	401	57.8	450	64.8	471	67.8
		Hispanic	292	49.9	292	49.9	321	54.9	356	60.9	397	67.9	415	70.9
		White	2796	77.9	2796	77.9	2825	79.4	2896	81.4	3003	84.4	3074	86.4
		ED	1176	52.1	1176	52.1	1288	57.1	1424	63.1	1581	70.1	1649	73.1
		LEP	52	12.0	52	12.0	74	17.0	109	25.0	152	35.0	174	40.0
		SWD	105	18.6	105	18.6	134	23.6	179	31.6	235	41.6	264	46.6
c) Applicant's **grade-appropriate health or social-emotional leading indicator**: The number and percent of disciplinary referrals by subgroup, for aggressive or violent acts	All participating students in grades 6-8	Overall	1784	35.2	1784	35.2	1632	32.2	1379	27.2	1125	22.2	1014	20.0
		Female	511	20.7	511	20.7	474	19.2	400	16.2	301	12.2	252	10.2
		Male	1273	48.9	1273	48.9	1168	44.9	1038	39.9	882	33.9	804	30.9
		Black	672	97.7	672	97.7	603	87.7	500	72.7	418	60.7	369	53.7
		Hispanic	199	34.3	199	34.3	182	31.3	153	26.3	124	21.3	112	19.3
		White	839	23.9	839	23.9	768	21.9	663	18.9	522	14.9	452	12.9
		ED	1237	55.4	1237	55.4	1147	51.4	1013	45.4	790	35.4	678	30.4
		LEP	136	31.3	136	31.3	123	28.3	106	24.3	84	19.3	75	17.3
		SWD	374	66.5	374	66.5	340	60.5	295	52.5	239	42.5	200	35.5

►***Performance Measures – Required for applicants with participating students in grades 9-12*:**

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.	**Applicable Population**: High school graduating seniors in participating high schools

	Baseline SY 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All participating students	453	879	51.5	435	879	51.5	497	879	56.5	566	879	64.5	655	879	74.5	703	879	80.0

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). Number, percentage of 9th grade students with 10 day or fewer absences per year.	**Applicable Population**: All participating students in the 9th grade.

	Baseline SY 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Overall	885	1234	71.7	885	1234	71.7	909	1234	73.7	959	1234	77.7	1033	1234	83.7	1070	1234	86.7
Female	435	612	71.1	435	612	71.1	447	612	73.1	472	612	77.1	509	612	83.1	527	612	86.1
Male	450	622	72.3	450	622	72.3	462	622	74.3	481	622	77.3	518	622	83.3	537	622	86.3
Black	162	226	71.7	162	226	71.7	167	226	73.7	176	226	77.7	189	226	83.7	196	226	86.7
Hispanic	94	138	68.1	94	138	68.1	97	138	70.1	102	138	74.1	111	138	80.1	115	138	83.1
White	584	813	71.8	584	813	71.8	600	813	73.8	633	813	77.8	681	813	83.8	706	813	86.8
ED	412	640	64.4	412	640	64.4	431	640	67.4	457	640	71.4	502	640	78.4	524	640	81.9
LEP	63	89	70.8	63	89	70.8	65	89	72.8	67	89	75.8	73	89	81.8	75	89	84.8
SWD	78	133	58.6	78	133	58.6	83	133	62.6	90	133	67.6	98	133	73.6	98	133	73.6

Performance Measure (Grades 9-12 – c) c) The number and percentage of participating students, by subgroup, who are on track to being career-ready. **Applicant's on-track indicator**: #, % of 10th grade students scoring above average on the PLAN-composite score.										**Applicable Population**: All participating students in grade 10.								
	Baseline SY 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
Overall	385	1110	34.7	385	1110	34.7	441	1110	39.7	552	1110	49.7	718	1110	64.7	801	1110	72.2
Female	208	530	35.9	208	530	35.9	217	530	40.9	270	530	50.9	349	530	65.9	389	530	73.4
Male	177	580	30.5	177	580	30.5	206	580	35.5	264	580	45.5	351	580	60.5	389	580	67.0
Black	27	203	13.3	27	203	13.3	47	203	23.3	78	203	38.3	118	203	58.3	139	203	68.3
Hispanic	32	146	21.9	32	146	21.9	47	146	31.9	68	146	46.9	90	146	61.9	101	146	69.4
White	301	703	42.8	301	703	42.8	336	703	47.8	406	703	57.8	441	703	62.8	494	703	70.3
ED	94	510	18.4	94	510	18.4	145	510	28.4	221	510	43.4	298	510	58.4	336	510	65.9
LEP	14	79	17.7	14	79	17.7	22	79	27.7	34	79	42.7	46	79	57.7	52	79	65.2
SWD	4	114	3.5	4	114	3.5	15	114	13.5	32	114	28.5	55	114	48.5	67	114	58.5

Performance Measure (Grades 9-12- d ,e)	Applicable Population	Subgroup	Baseline SY 2011-12		Annual Targets									
					SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16		SY 2016-17 (Post-Grant)	
			N	%	N	%	N	%	N	%	N	%	N	%
d) Applicant's grade-appropriate **academic leading indicator** of successful implementation of its plan: #, % of participating 11th grade students who score above average on ACT composite score.	All participating students in grades 9-12	Overall	431	41.6	431	41.6	463	44.6	504	48.6	566	54.6	597	57.6
		Female	233	45.9	233	45.9	248	48.9	269	52.9	299	58.9	314	61.9
		Male	198	37.4	198	37.4	214	40.4	235	44.4	267	50.4	282	53.4
		Black	26	13.6	26	13.6	36	18.6	55	28.6	83	43.6	99	51.7
		Hispanic	26	22.4	26	22.4	32	27.6	44	37.6	55	47.6	61	52.6
		White	361	52.9	361	52.9	381	55.9	409	59.9	449	65.9	484	70.9
		ED	107	24.8	107	24.8	129	29.8	172	39.8	215	49.8	237	54.9
		LEP	10	15.2	10	15.2	13	20.2	20	30.2	27	40.2	31	47.2
		SWD	4	5.0	4	5.0	8	10.0	16	20.0	28	35.0	34	42.0
e) Applicant's grade-appropriate health or **social-emotional leading indicator** of successful implementation of its plan: #, % of discipline referrals for violent and aggressive acts	All participating students in grades 9-12	Overall	1621	37.3	1621	37.3	1491	34.3	1274	29.3	969	22.3	839	19.3
		Female	501	23.9	501	23.9	458	21.9	396	18.9	312	14.9	270	12.9
		Male	1120	49.7	1120	49.7	1030	45.7	895	39.7	715	31.7	624	27.7
		Black	604	72.2	604	72.2	554	66.2	487	58.2	403	48.2	362	43.2
		Hispanic	193	35.9	193	35.9	177	32.9	150	27.9	112	20.9	96	17.9
		White	764	27.6	764	27.6	709	25.6	626	22.6	515	18.6	460	16.6
		ED	1032	50.9	1032	50.9	931	45.9	769	37.9	566	27.9	465	22.9
		LEP	91	28.6	91	28.6	85	26.6	72	22.6	59	18.6	53	16.6
		SWD	233	52.2	233	52.2	211	47.2	175	39.2	130	29.2	108	24.2

(E)(4) Evaluating effectiveness of investments.

Each core activity will be assessed for **effectiveness** (the extent to which to each core activity produces its intended outcomes) and **productivity** (the extent to which each core activity improves the efficiency of school-level instructional operations). ►***Assessing effectiveness:*** Following the logic model described in *Section E2* at the beginning of each program year, and in concert with the external evaluator, the Management Team will: (1) identify the core activities scheduled for implementation; (2) "drill down" on each core activity to specify (a) the expected targets according to each of the four criteria of implementation as described in *Section E1*, and (b) the expected outcomes associated with each core activity; (3) operationalize each outcome using key leading indicators; (4) collect and compile baseline or pretest data on the leading indicators and post the data on the data dashboard; and (5) collect, compile, and report on changes in these indicator at posttest, at or near the end of each school year. Our evaluation of effectiveness will use a mixed-methods approach that will triangulate our data and significantly contribute to the validity of the evaluation process.[143,144] Sources of quantitative data include: End-of-Grade tests (grades 6-8), End-of-Course tests (grades 9-12) and LEA administrative data. Qualitative data include interviews, focus groups, open-ended survey questions, minutes from project meetings, and documents and artifacts such as teacher logs and lesson plans. Combining qualitative and quantitative methods will increase the depth of our information and provide feedback that will enable us to make critical mid-course corrections and program adjustments in a timely manner. ►***Assessing Productivity*:** A key approach in our district's initial instructional improvement model was using business-based practices to align district staff, structure, and supports to improve student learning. We accomplished this by using data to identify problem areas, create short-and long-term goals, and identify cost-effective interventions. For *IMPACT*, we will implement a "Return on Educational Investment" process in which we calculate how much learning our district produces for every dollar spent. This will allow our district to further pinpoint the best ways in which to target district spending so that the reforms with the most impact on student learning receive the most funding and inefficient and costly reforms are eliminated. Again, using the logic model as our starting framework, productivity will be assessed in a similar manner, with the difference being that outputs will serve as the dependent variables and school-based or classroom-based **operational tasks** will be the focus of the evaluation. Beginning with each program

year, our Management Team will consult with our external evaluator to (1) review the comprehensive implementation plan at each targeted school to identify the investments dedicated to implement each core activity, by type, including direct and indirect staff, time, tools, and materials; (2) identify the outputs expected to be generated by each activity and pair these outputs with one or more efficiency indicators; and (3) assess these indicators at baseline and again at an end-of-year posttest. For example, our Blended Learning Coaches will provide professional development in digitally-based instruction at least monthly to each PLC in their assigned school. As teachers increasingly learn how to use digital technology to design, deliver, and monitor individualized student learning, our teachers will produce **more differentiated instructional plans in considerably less time.** By leveraging digital technology to save time completing what was once a time consuming and labor-intensive task, teachers are left with more time to deliver direct and personalized instruction. Producing more plans (the output) in less time (the efficiency indicator) is evidence of an efficient and productive use of our RTT-D investments to improve classroom operations. Use of different teaching models will also lead to increased efficiencies as the reach of our most effective educators are extended through implementation of blended learning strategies. These program components and their effectiveness will be assessed using a basic Return-on-Investment (ROI) regression analysis which will produce a basic return on investment index rating (how much academic achievement our district received for each dollar spent, relative to other districts in our State). We will also calculate an adjusted return on investment index rating using regression analysis to account for factors outside our district's control such as the additional costs associated with educating low-income, ELL and students with disabilities. This equation is: **ln(CWI adjusted ppe)= β0 + β1% ED + β2 % ELL+ β3 % SWD + ε,** where CWI is the 2005 Comparable Wage Index, a measure accounting for geographic variations in salaries of college graduates who are not educators, adjusted for per-pupil expenditure, or ppe.[145] We will also calculate a predicted efficiency index rating which will rate our improvements relative to other districts in our State after controlling for factors outside our control and predicted efficiency rating to measure whether our district's achievement is higher or lower than would be predicted after accounting for per-pupil spending. This method controls for our schools with large concentrations of low-income, ELL, and students with disabilities to estimate how much more or less achievement *IMPACT* produced than would be expected. This efficiency rating is calculated using a production function, a

regression analysis that examines the relationship of inputs to an output, predicting the achievement index as a function of the district's cost-of-living adjusted per pupil expenditures, the percentage of students participating in the free and reduced price lunch program, ELLs and students with disabilities. In equation form, this analysis can be represented as: **achievement = β0 + β1 ln(CWI adjusted ppe) + β2 % ED + β3 % ELL + β4 % SWD + ε**. Use of these ROI processes will allow us to show a link between student achievement and cost of intervention and its effectiveness as well as identify areas for improvements and refinements.

Table 24. Continuous Improvement	**Goals Addressed:** All Four Goals	
Strategy 1: Implement a continuous improvement process that provides timely and regular feedback on progress toward attainment of project goals and opportunities for course corrections, refinements, and program improvements.		
Deliverables: Procurement bid package and results, Data Dashboard, Fidelity Index, Evaluation Snapshots, APR, ROI Analysis		
Activities	**Timeline**	**Responsibility**
Contract with third-party, independent evaluation firm	By 3/13	Project Director, HR
Design utilization-focused participatory project evaluation components	By 5/13	Independent Evaluator
Develop a web-based data dashboard to monitor and evaluate progress	By 6/13	Independent Evaluator
Provide quarterly feedback on program progress towards goals, strategies and data	6/13, quarterly	Independent Evaluator
Develop fidelity index tool to monitor and measure program fidelity	By 6/13	Independent Evaluator
Calculate annual Return-on-Investment (ROI) analysis	2014-15, annually	Independent Evaluator
Strategy 2: Implement an ongoing communication and engagement plan with internal and external stakeholders.		
Deliverables: Website, Agendas of School, Community Meetings		
Schedule grant overview programs at each targeted school	By 3/13	Project Director
Schedule community meeting to review strengths, weaknesses, and challenges	By 6/13, annually	Project Director
Develop project-specific website for each school, and district portal containing project information, surveys, bulletin boards to solicit internal and external input	By 6/13	Project Director, IT Department
Post regular updates on program progress, including strengths and weaknesses	By 6/13, monthly	Accountability Coord.

F. Budget and Sustainability *(*20 total points)

The extent to which—

(F)(1) Budget for the project *(10 points)*

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals *(10 points)*

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria. The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix. To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers. Recommended maximum response length: Six pages (excluding tables). (Enter text for (F)(1) in Part XI: Budget. Enter text for (F)(2) here.)

(F)(2) Sustainability of project goals.

►***High-Quality Sustainability Plan*:** A key part of our *IMPACT* program plan is to ensure long-term sustainability to reach our future of learning vision—to ignite a passion for lifelong learning by creating personalized flexible pathways for students to learn anytime, anywhere. A large percentage of requested grant funds will be devoted to supporting high-quality professional learning through the use of Blended Learning Coaches in each of our targeted schools. These coaches will work with their assigned school's PLCs to provide job-embedded professional learning experiences including providing coaching and modeling to support implementation of personalized blended learning environments. It has been our experience that providing this type of weekly intensive professional learning in the initial years of reform implementation builds long-term sustainability of the reform. Our PLCs help build and sustain educator capacity to support long-term implementation and institutionalize reform strategies throughout our district, a strategy which has proven successful for our district in our prior reform projects. We anticipate once our four-year grant period is over that we will retain 4 of our 14 Blended Learning Coaches (1 per high school feeder pattern) to support continued professional learning. ►***Teacher Reach*:** As described in Table 19 (*Increasing Reach of Highly Effective Teachers),* research shows that implementation of our blended learning strategies (i.e. Rotation Model, Class-Size Shifting, Flex Model, Specialization, Multi-Classroom Leadership) will increase the reach of our district's most effective educators by anywhere from 40-400%. Expanding teacher reach would represent a cost savings to our district—savings which could then be used to sustain key initiatives of our project, such as funding digital lab monitors, Curriculum Resource Specialist, and ongoing curriculum updates. ►***State Support for Technology*:** Funding from the NCDPI Federal Race to the Top Grant will provide several ongoing components of our sustainability plan including use of the Instructional Improvement System (IIS) platform, which includes portals for teachers, administrators, students, and parents, including the LOR (Learning Object Repository). The IIS components will integrate with our district's current Data Warehouse and will provide data analysis and reporting tools, online professional learning components, tools and resources to support standards and assessments and our educator evaluation system, and other teaching and learning resources. NCDPI developed a cost-sharing model to support long-term implementation and functionality of IIS and LOR, as seen in Table 25.

Table 25. Technology and Future Spending Distribution		
Instruction Application & Support	**Services & Infrastructure**	**Devices & Tools**
50% from LEA • IT Support Staff • Professional Learning	**20% from LEA** • Local Networks • Technical Directors/Staff	**80% from LEA** • 1:1 Technology • Partnerships: Companies/Foundations
50% from State • Support with Cost Allocation & Resources • Professional Learning • Instructional Improvement System	**80% from State** • Network to Schools • State Engineering & Financial Support • NC Education Cloud • Shared Learning Infrastructure • E-Rate Funding	**20% from State** • Support with Cost Allocation & Resources • Enable Partnerships

Using NCDPI estimates, this cost-sharing plan is anticipated to save our district approximately $217,391 per year in current technology infrastructure costs to our district. These savings can then be reallocated to support key *IMPACT* reforms including continuing to provide 1:1 technology for students and keeping our district's technology infrastructure operational with support from Service Technicians. ►***Return on Investment (ROI)*:** As described in *Section E4*, a key component of our independent, third-party evaluation will be calculation of a cost-benefit analysis that will produce a Return on Educational Investment rating to calculate how much learning our district produces for every dollar spent through this grant. This will allow us to further pinpoint the best ways in which to target our spending efforts so that reforms with the most impact on student learning receive the most funding and inefficient and costly reforms are eliminated. Use of the ROI process will allow us to specifically show a link between student achievement, the cost of interventions, and their effectiveness, as well as identify ways we can make program improvements and refinements. Together, these strategies will result in significant cost-savings to our district which in turn can be used to support our project's long-term sustainability once grant funding has ended. In creating our grant budget, we broke the budget into four "project" areas that align with our four overarching program goals, illustrated in our four-quadrant diagram in *Figure D*. Table 26 identifies an annual post-grant

budget. We will use the strategies described above to support the $1,708,265 annual funds needed to continue this innovative reform.

Table 26. *IMPACT* Sustainability Budget

BUDGET CATEGORY	Amount
a. Curriculum Resource Specialist: (2 FTE) Will film, edit, upload curriculum.	72,100
b. Service Technician: (4 FTE) Will provide technology support, training, updates, and maintenance.	185,400
c. Student Assistance Program Coordinator: (6 FTE) Will provide quality services to enhance students' emotional, social, and physical well-being, and train staff to recognize signs of problems and plan appropriate interventions.	278,100
d. Digital Lab Monitor: Will supervise digital instruction to support our technology-enabled hybrid framework.	39,375
e. Blended Learning Coach: (4 FTE) We will keep one Blended Learning Coach per high school feeder pattern.	185,400
f. Digital Curriculum Development Stipends: Teacher stipends the summer digital curriculum development week.	24,500
g. Transition Activities Stipends: Will provide rising 6th and 9th graders support in summer transition camps.	22,500
h. Fringe Benefits: Standard fringe benefits required by North Carolina and federal law.	323,452
i. Local Travel: Includes funds for travel throughout the district to support implementation.	7,992
j. Student Transportation for Transition Activities: Transportation for 4 day summer transition camp.	3,816
k. College Ready Institute Trips: We will offer annual college visits.	7,980
l. Curriculum Materials: Funds to support digital curriculum development week.	7,000
m. Technology Upgrades/Maintenance: Funds budgeted for maintenance, repairs and technology upgrades.	22,500
n. Wireless Connectivity: Air cards will be available for check out for students who do not have home Internet.	25,650
o. Transition Activities: Supplies to support transition activities for rising 6th and 9th graders at each school.	30,000
p. College Ready Institutes: Assistance to families and students in understanding the requirements for college, choosing the right courses, details of the college application process, and working with guidance counselors.	22,500
q. Digital Platform: Funds for digital platforms, online learning, distance education, and online curriculum.	450,000
TOTAL DIRECT COSTS	**$1,708,265**

►***High Quality Sustainability Plan*:** We will create an *IMPACT* Sustainability Committee to study reports from our independent program evaluator and other sources to identify the most cost-effective interventions. Standardization and institutionalization of the most cost-effective program components will be replicated in the remainder of our district's 36 schools. Our successful model will also serve as a guide to empower other districts to increase academic achievement, high school graduation and post-secondary matriculation and attainment rates through similar private-public partnerships. We will also work to continuously identify potential funding sources from a variety of sources (Federal, State, foundation) to sustain program components once Federal funding has ended, meeting quarterly to ascertain progress in reaching our long-term sustainability goal. This Sustainability Committee will be responsible for producing a completed long-term financing plan for *IMPACT* once grant funding has ended.

Table 27. High-Quality Sustainability Plan

Sustainability	**Goals Addressed:** All	
Strategy 1: Implement sustainability planning to identify most cost-effective program elements and potential funding sources.		
Deliverables: ROI, Budget Reports of Funds from Federal, State, LEA, and Foundation Funding, Long-Term Sustainability Plan		
Activities	**Timeline**	**Responsibility**
Contract with third-party, independent evaluator to provide ROI calculations	By 3/13	Project Director, HR
Calculate annual Return-on-Investment (ROI) Analysis & Report	12/13, annually	Evaluator
Form *IMPACT* Sustainability Committee, to study evaluation results including ROI analysis to identify cost-effective interventions and identify potential funding	By 7/13, quarterly	Project Director
Complete and implement long-term sustainability plan	December 2016	Sustainability Team

X. COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority *(*10 total points)

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services

(e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.
Recommended maximum response length: Six pages (excluding tables)

(1) <u>Description of Coherent and Sustainable Partnership</u>. Iredell-Statesville Schools (I-SS) has formed coherent and sustainable community based partnerships to support students and families in our efforts to ignite a passion for lifelong learning by creating personalized flexible pathways for students to learn anytime, anywhere as described in our response to Absolute Priority 1. These partnerships were developed by assessing the barriers to learning faced by all of our students, with the greatest priority given to the needs of students facing the highest degree of social, emotional, and behavioral challenges. We identified the following needs: (1) greater support for students with mental health disorders and maladaptive behaviors; and (2) interventions to support the unique learning needs of students with disabilities and English Language Learners (ELL). To address those needs, we are enhancing our partnerships with a myriad of public and private organizations detailed below. (See *Appendix H*: Letters of Support).

Table 28. Community Partner Commitments

Organization	**Service/Contribution**
Barium Springs Home for Children	This integrated student service provider offers psychotherapy, family support programs, transportation, adoption services, therapeutic foster care, and group homes.
Boys and Girls Club of the Piedmont	This nonprofit organization provides volunteer tutors and mentors.
Partners Behavioral Health Management	This health care provider offers services to address mental health needs, developmental disabilities, substance abuse treatment, and crisis counseling.
NC Department of Public Instruction (NCDPI)	This public entity provides staff professional learning in Positive Behavioral Intervention and Supports (PBIS) and topics related to high need students, including assistance with dissemination and replication of best practices.
South Yadkin Baptist Association	This community-based organization provides volunteer tutors and mentors from churches.
Teachscape	This private business provides online learning resources and classroom tools, with assistive technology for ELL and developmental disabilities, to our district on an in-kind basis.
The Cove Church	This community-based organization provides volunteer tutors and mentors.

(2) <u>Desired Results For Our Students</u>. Research conducted by George Washington University supports the development of joint school and community intervention teams as a way to address problems at their root cause to improve student outcomes. Traditionally, schools and community agencies have worked independently, using a piecemeal approach to resolve crises as they occurred, resulting in little or no long-term change for students. By instead taking a team approach to problem solving, complementary interventions can be used in synchronicity to address psychosocial problems, creating a greater chance for achieving long-term systemic change within communities.[146] Our desired results from resource alignment and the provision of integrated services are listed in Table 29.

Table 29. Population-Level Desired Results

Population Group	Type of Result	Desired Results
All students in LEA, disaggregated by subgroup (disaggregated)	Educational	Students graduate from high school college- and career- ready
All students in LEA, disaggregated	Educational	Discipline referrals are reduced
All students in LEA, disaggregated	Educational	In-School Suspension, Out-of-School Suspension and Alternative School Placements are reduced
Students with disabilities, mental health needs, or ELL	Family & Community	Students receive supportive services to address social, emotional, and behavioral challenges
All students in LEA, disaggregated	Family & Community	Families feel adequately supported by their schools and community

It should be noted that while the specialized psychosocial services provided by our partners are delivered with priority to high-need students, these services are available to any student or family requesting assistance in our LEA, demonstrating our commitment to personalized education and academic success for every child in the district.

(3) <u>Use of Data to Target Resources, Improve Results, and Scale the Model</u>.

(a) Tracking Indicators. We currently use several student information software programs to track the selected indicators and measure results at both the aggregate level to capture data for all students, and disaggregated by participating students. *IMPACT* will enhance

this process by providing an integrated data system (data dashboard) that incorporates information from our existing Data Warehouse and the Instructional Improvement System (IIS) which will allow principals, counselors, and educators secure mobile access to vital student information including: academic records; class schedules and locations; discipline history; and attendance records. Additionally, we perform student focus groups and Parent Climate Surveys district-wide on an annual basis to track perceptions regarding the effectiveness of our interventions and community partnerships. **(b) Using Data to Target Resources.** We currently use the Positive Behavioral Interventions and Supports (PBIS) framework district-wide to achieve improved academic performance and behavior for all students. PBIS is prevention focused, and comprised of four key elements: data based decision making, measureable outcomes, evidence based practices, and systemic support for implementation of those practices.[147] Studies show that schools implementing PBIS with fidelity have learning environments that experience fewer disciplinary problems, better support for students with behavior or learning difficulties, and greater academic achievement.[148] To facilitate the PBIS process with fidelity, our district uses the services of an independent evaluation team that works to analyze the data collected through individual school databases, student focus groups, and Parent Climate Surveys to assess the effectiveness of our interventions and community based partnerships. The recommendations of the evaluation team are shared with key stakeholders at each school and our community partners on a quarterly basis. Trends in data inform the ongoing development of our action plan to address the unmet needs of our students and families and ensure continuous improvement of the services provided to both our high need students and the entire student body in alignment with the PBIS framework. Interventions that are proven successful in creating quality results are preserved and, when possible, expanded. Practices that data shows to be ineffective are altered or eliminated, so that all activities and efforts undertaken are useful and results oriented. **(c) Scaling the Model.** While community based services are targeted toward students who exhibit the highest level of need within our LEA, there are no restrictions disallowing any student or family from seeking services or assistance from our community partners. Quarterly meetings allow our district and partners to make data-driven decisions and adapt our action plans to meet the changing needs of our students and their families. Efforts to form new partnerships are made on a continuous basis to both grow our capacity to serve the psychosocial needs of our students and families, and offer additional services as existing needs

change and different needs emerge. As our practices and partnerships are refined, we will share our best practices with the North Carolina Department of Public Instruction (NCDPI), for dissemination and replication regionally and statewide. **(d) Improving Results.** As high need students and their families receive the interventions required to address their social, emotional, and behavioral needs, the conditions restricting their ability to learn will gradually abate, allowing learning to become a primary focus in their lives. This assertion is supported by Maslow's theory of human motivation which maintains that when an individual's basic physiological and psychological needs are met, that person will then be capable of self-actualization to achieve their full potential.[149] This theory also aligns with our research-based approach to creating a personalized environment to enable student-driven learning.

(4) <u>Integrating Education and Services</u>. The services provided by our partners can be divided into four distinct categories: mental health services, mentoring and tutoring, technological support, and professional development. All services are integrated across our district to create a cycle of benefit for our students. PBIS is implemented via a tri-level approach offering primary, secondary, and tertiary prevention strategies to support healthy behavior and improved learning, as demonstrated in Table 30.[150]

Table 30. PBIS Framework

Level	Target	Components	Provider
Primary	All students	♦ School-wide expectations and rules ♦ System of rewards and consequences ♦ Behavior lesson plans	♦ I-SS Educators and Leaders ♦ NC Department of Public Instruction
Secondary	Students with low level, chronic target behaviors (~15%)	♦ Small group intervention ♦ Skill deficit-based intervention ♦ Data collection and analysis	♦ I-SS School Counselors, SAP Coordinators, ESL, Intervention, and EC Specialists ♦ Boys and Girls Club of the Piedmont ♦ South Yadkin Baptist and Cove Church ♦ Teachscape

Tertiary	Students with intense target behaviors (~5%)	♦ Individualized interventions ♦ Function-based data collection/analysis	♦ Partners Behavioral Health Management ♦ Barium Springs Home for Children

Using this PBIS framework, I-SS and our community partners work in tandem to employ the following research based strategies. ►***Mental Health Services*:** The therapeutic interventions provided by Barium Springs Home for Children and Partners Behavioral Health Management offer tertiary level prevention to address psychosocial barriers to learning that often inhibit students from participating and benefiting from education. A growing portion of our student body struggles with ADHD, ODD, depression, aggressive and self-harming behaviors, and learning disabilities. Research supports the provision of services to address these types of social, emotional and behavioral problems as a best practice to support child learning.[151] Our community based partners assist children in managing these challenges through counseling and other treatments, allowing them to regain a sense of control over their lives and education. *IMPACT* is based on findings from research that highlight the importance of students' feelings of control and mastery, and the idea that when students feel their perspectives are respected and valued, they experience an improved sense of ownership of their education and attachment to school.[152] These specialized services will complement and enhance *IMPACT* efforts to revolutionize education through the creation of personalized, student driven learning environments. ►***Mentoring and Tutoring*:** Regular engagement in supportive services, including mentorships and tutoring, has a positive effect on the lives and learning of high-need youth.[153] The services provided by Boys and Girls Club of the Piedmont, South Yadkin Baptist Association, and The Cove Church work to complement and extend school based education by providing personalized assistance with coursework, homework, pro-social behavior, and soft skills development from caring adults. These efforts will be incorporated into our blended learning model, transition activities, and College Readiness Institute, and will further the work of *IMPACT* in personalizing education by providing one-to-one support in response to the unique needs of our most vulnerable students. ►***Technological Support*:** There is a plethora of research that supports the use of "assistive technology" as a means by which to customize education and better reach special populations.[154, 155] Our partnership with Teachscape allows us to use technology to inform and improve classroom practices to better serve all students,

with special attention to learning supports for students with disabilities and ELL. *IMPACT* will also leverage the use of technological resources so that learning is more personalized and tailored to individual needs. Students will experience technology-infused blended learning environments with teachers serving in the roles of facilitator, coach, mentor, and tutor instead of that of a lecturer. Those who need additional reinforcement to master concepts will no longer be forced to progress to the next unit without acquiring essential understanding. Thus improving students' ability to problem-solve and apply knowledge, critical to developing 21st Century competencies. ►***Professional Development*:** The provision of continuous professional development is a well cited best practice for the support and development of quality educators.[156] I-SS, in partnership with NCDPI, is committed to building the skills of our staff through ongoing professional development to support quality education for our students. *IMPACT* will enhance the training provided by NCDPI, by allowing for additional and complementary professional development to support teachers in acquiring the skills necessary to serve in their new roles as learning facilitator, including how to use data, curriculum, content resources, and technological resources to support them as they implement learner-driven strategies that address social-emotional and behavioral needs, and empower students to assert ownership of their learning process and trajectory.

(5) <u>Building the Capacity of Staff</u>.

(a) Assessing needs and assets of students. Our partnerships are supported by the implementation of PBIS, which provides a clear structure for assessing the needs and assets of our students (see *Table 30).* Assessment is performed at all stages within the framework, beginning with teachers and staff at the primary level. If a student's needs are deemed to be chronic in nature, further assessment and intervention will be provided at the secondary level by School Counselors, Student Assistance Program (SAP) Coordinators, and other support staff (Intervention Specialists, EC and ESL Specialists) guided by both PBIS and the American School Counselor Association National Model.[157] Should their assessment result in the identification of needs requiring a deeper level of therapeutic treatment, the student will then receive tertiary level services through Partners Behavioral Health Management or Barium Springs Home for Children. This process of assessment is based on training provided through our partnership with NCDPI and guided by a strengths based perspective. All interventions to address the assessed needs are fully aligned with our partnership's goals for improving

education and family and community supports. **(b) Identifying needs and assets of the school and community.** The needs and assets of our school are regularly inventoried through Teacher Working Conditions Surveys and student focus groups. Our community's needs and strengths are identified through annual Parent and Student Surveys, student focus groups, quarterly meetings with our community partners, and informal feedback from our students and families. **(c) Infrastructure.** Our PBIS framework provides a highly effective decision making process for addressing individual students' needs. This framework is supported by the excellent work of our administrators, teachers, and school counselors and who receive regular training in the use of PBIS methodology through each school's PLCs and our partnership with NCDPI. This training allows our staff to select, implement, and evaluate supports necessary to aid students in addressing their personal challenges to improve their educational experience and academic outcomes. I-SS employs Intervention Specialists, Exceptional Children (EC) and ESL Specialists, and SAPs, all of whom provide support in working with special student groups, and professional learning for educators working with special student groups, including adapting content and instruction to meet the special needs of these students. *IMPACT* will also allow expansion of our Student Assistance Program which is designed to help students in achieving academic success by providing quality services to enhance their emotional, social, and physical well-being. SAPs in each school train staff to recognize problems and plan appropriate interventions for students and family members. Additionally, SAPs work to coordinate services from local, regional, and state service providers to address unmet needs. **(d) Engaging parents and families.** I-SS enjoys a robust level of parental involvement as evidenced by a 91% participation rate for parent-teacher conferences, district-wide. In addition to the personalized feedback loop created by these conferences, parents are actively involved in district problem solving and decision-making, by serving as members of our School Improvement Teams and participating in Town Hall Meetings. These meetings, which are driven by student, family, and school needs, are well received with high levels of participation and inspire continued engagement from our families. **(e) Assessing progress.** Our implementation progress undergoes informal assessment on an ongoing basis through quarterly meetings with school and district level staff and our community partners. Formal assessment takes place on an annual basis, led by our third-party evaluation team and guided by annual performance measures. Findings from the data that is collected and analyzed drives recommendations for improvement to resolve problems or challenges and

maximize the power of our partnerships. *IMPACT* will further this process by coordinating existing data systems currently used across our LEA through the development of a data dashboard that will be integrated with NCDPI's new P-20 Education Data System. This synchronization will allow for consistent and timely data management and ensure that evaluation results are effectively communicated to all stakeholders.

Table 31. High Quality Plan to Achieve Results, Resource Alignment, and Integrated Services		
CPP	**Goals Addressed:** Revolutionize Instruction, Data-Driven Decisions	
Strategy 1: Continue, Expand, and Refine Community Partnerships to Serve High-Need Students		
Deliverables: Evaluation results, LEA Annual Improvement Plan		
Activities	**Timeline**	**Responsibility**
Use data collected from high-need students to measure the outcomes of existing partnerships and maintain or improve results	Quarterly	Deputy Superintendent of Operations, Evaluation Team
Use data collected via students, parent, and teacher surveys to determine additional supports needed and target new partners via the LEA Annual Improvement Plan	Annually	LEA Department Heads, Superintendent, Project Director
Strategy 2: Align Existing Community Partnerships with *IMPACT* model		
Deliverables: Meeting agendas, LEA Annual Improvement Plan, Evaluation Results		
Inform and orient community partners regarding institution of the *IMPACT* model	1/13	Associate Superintendent
Forge relationships between *IMPACT* staff and community partners	Ongoing	Project Director and staff
Integrate partner services into *IMPACT* practices through expansion of our SAP	2/2013	Project Director, SAPs
Use the data dashboard to measure the outcomes of partnerships and refine practices	Annually	PD, LEA Department Heads

(6) Annual Performance Measures

Performance Measures	Applicable Population	Subgroup	Baseline *SY 2011-12*		Annual Targets									
					SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16		SY 2016-17 (Post-Grant)	
			N	%	N	%	N	%	N	%	N	%	N	%
a) The number and percentage of in-school suspensions, out-of-school suspensions, and alternative school placements, by subgroup. **Desired result**: annual reduction in percentage from SY2011-12 baseline	All participating students in grades 6-12	Overall	2857	30.3	2857	30.3	2665	28.3	2382	25.3	2006	21.3	1817	19.3
		Female	782	17.1	782	17.1	734	16.1	643	14.1	575	12.6	483	10.6
		Male	1844	38.0	1844	38.0	1651	34.0	1408	29.0	1214	25.0	1068	22.0
		Black	1058	69.4	1058	69.4	997	65.4	921	60.4	769	50.4	692	45.4
		Hispanic	321	28.7	321	28.7	298	26.7	265	23.7	220	19.7	198	17.7
		White	1367	21.8	1367	21.8	1274	20.3	1148	18.3	941	15.0	879	14.0
		ED	1903	44.7	1903	44.7	1734	40.7	1521	35.7	1308	30.7	1180	27.7
		LEP	187	24.8	187	24.8	172	22.8	149	19.8	119	15.8	104	13.8
		SWD	504	50.0	504	50.0	464	46.0	413	41.0	312	31.0	262	26.0
b) The number and percent of disciplinary referrals by subgroup, for aggressive or violent acts. **Desired result:** annual reduction in percentage from SY2011-12 baseline	All participating students in grades 6-12	Overall	3405	36.2	3405	36.2	3126	33.2	2749	29.2	2279	24.2	1996	21.2
		Female	1012	22.2	1012	22.2	944	20.7	853	18.7	716	15.7	625	13.7
		Male	2393	49.3	2393	49.3	2200	45.3	1957	40.3	1568	32.3	1374	28.3
		Black	1276	83.7	1276	83.7	1154	75.7	956	62.7	834	54.7	773	50.7
		Hispanic	392	35.1	392	35.1	359	32.1	314	28.1	258	23.1	225	20.1
		White	1603	25.5	1603	25.5	1475	23.5	1349	21.5	1161	18.5	1035	16.5
		ED	2269	53.3	2269	53.3	2100	49.3	1887	44.3	1546	36.3	1419	33.3
		LEP	227	30.1	227	30.1	212	28.1	189	25.1	151	20.1	136	18.1
		SWD	607	60.2	607	60.2	556	55.2	496	49.2	405	40.2	355	35.2
c) Number, percentage	All	Overall	885	71.7	885	71.7	909	73.7	959	77.7	1033	83.7	1070	86.7

of 9th grade students with 10 day or fewer absences per year.	participating students in grade 9	Female	435	71.1	435	71.1	447	73.1	472	77.1	509	83.1	527	86.1
		Male	450	72.3	450	72.3	462	74.3	481	77.3	518	83.3	537	86.3
		Black	162	71.7	162	71.7	167	73.7	176	77.7	189	83.7	196	86.7
		Hispanic	94	68.1	94	68.1	97	70.1	102	74.1	111	80.1	115	83.1
		White	584	71.8	584	71.8	600	73.8	633	77.8	681	83.8	706	86.8
		ED	412	64.4	412	64.4	431	67.4	457	71.4	502	78.4	524	81.9
		LEP	63	70.8	63	70.8	65	72.8	67	75.8	73	81.8	75	84.8
		SWD	78	58.6	78	58.6	83	62.6	90	67.6	98	73.6	98	73.6
d) Number, percentage of needy students and families receiving supportive services per year.	All participating students and families in grade 6-12	Students	671*	36.6*	671	36.6	775	41.6	906	48.6	1092	58.6	1184	63.56
		Families	341*	18.3*	341	18.3	434	23.3	565	30.3	751	40.3	844	45.3
e) Number, percentage of needy students and families receiving services who report positive outcomes from services	All participating students and families in grades 6-12	Students	429**	64.0**	429	64.0	519	67.0	652	72.0	873	80.0	995	84.0
		Families	248**	73.0**	248	73.0	330	76.0	457	81.0	638	85.0	743	88.0

***Performance measure (d) baselines are estimated based on a recent NIMH study[158] that found a 20% prevalence rate of mental health problems in children and a 36% service utilization rate with families baselines estimated at 50% of the student rate.*

***Performance measure (e) baselines are estimated based on a recent University of Kentucky study[159] of adults and youth receiving mental health services.*

XI. BUDGET
(Budget Requirements and Evidence for Selection Criteria (F)(1) and Optional Budget Supplement)

Budget Requirements (from Program Requirement 1)

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	$5-10 million
5,001-10,000	$10-20 million
10,001-25,000	$20-30 million
25,001+	$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

Budget Summary and Narrative Instructions (Evidence for Selection Criterion (F)(1))

In the following budget parts and subparts, the applicant is responding to Selection Criterion (F)(1). The applicant should use its budget narrative and tables to address the specific elements of Selection Criterion (F)(1), including the extent to which:

The applicant's budget, including the budget narrative and tables--

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments.

The budget narrative should be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

The applicant will provide summary and itemized costs for projects that the applicant believes are necessary in order to implement its proposal. The applicant's budgets should reflect the work associated with fully implementing the high-quality plans and other aspects of its proposal described under the selection criteria and competitive preference priority. Some projects might address one selection criterion or the competitive preference priority, while others might address several selection criteria.

To support the budgeting process and in addition to instructions and forms included in this application package, we strongly suggest that applicants use the Race to the Top – District electronic budget spreadsheets prepared by the Department to build the applicant's budget. These electronic budget spreadsheets have formulas built into them that are intended to help applicants produce the budget tables that they submit as part of their response to selection criterion (F)(1). Applicants should include the relevant tables in the appropriate place in their proposal (e.g., by copying and pasting from the electronic budget spreadsheets into the appropriate place in the Applicant's proposal).

Please note that the Race to the Top – District electronic budget spreadsheets will not be used by peer reviewers to judge or score the applicant's proposal. Only the budget summaries and narratives in the applicant's proposal will be reviewed and scored by peer reviewers. However, the electronic budget spreadsheets will be used by the Department to conduct its budget review for grantees.

1. Overall Budget Summary
    a. **Subpart 1:** Overall Budget Summary Table. This is the cover sheet for the budget summary (see Budget Table 1-1). In the Overall Budget Summary Table, the applicant should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Summary Tables. (Note: the electronic budget spreadsheet should generate these sums automatically, which the applicant should copy and paste into the application proposal.)
    b. **Subpart 2:** Overall Budget Summary Narrative. The budget narrative that accompanies the Budget Summary Table should respond to Selection Criterion (F)(1) and be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. This subpart should also include a summary of the projects that the applicant has included in its budget, including the project name, associated criteria, total grant funds requested, and total budget (see Budget Table 2-1). (Note: the electronic budget spreadsheet should generate this summary automatically, which the applicant should copy and paste into the application proposal.)

2. Project-Level Detail
    a. **Subpart 3:** Project-Level Budget Summary Tables. This is the cover sheet for each project-level budget (see Budget Table 3-1). (Note: the applicant should complete the electronic budget spreadsheets and copy and paste the information into the application proposal.) This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative.
    b. **Subpart 4:** Project-Level Budget Narratives. The Project-Level Budget Narrative accompanies the Project-Level Budget Summary Table for each project and provides the rationale for the budget. The narrative should address Selection Criterion (F)(1), including an overview of each project for which the applicant requests grant funds and include itemized project costs for each project, by budget category and for each project year (See Budget Table 4-1). Identify here, per Selection Criterion (F)(1), whether the costs will be one-time investments or ongoing operational costs.

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Budget Table 1-1: Overall Budget Summary Table
Evidence for: (F)(1)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$1,181,667	$1,436,350	$1,476,365	$1,517,581	$5,611,963
2. Fringe Benefits	$409,117	$464,841	$473,597	$482,615	$1,830,170
3. Travel	$33,404	$33,404	$33,404	$33,404	$133,616
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$3,011,800	$3,011,800	$139,340	$139,340	$6,302,280
6. Contractual	$1,300,470	$1,184,370	$1,184,370	$1,184,370	$4,853,580
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	**$5,936,458**	**$6,130,765**	**$3,307,076**	**$3,357,310**	**$18,731,609**
10. Indirect Costs*	$293,803	$334,425	$316,358	$323,508	$1,268,094
11. Total Grant Funds Requested (lines 9-10)	**$6,230,261**	**$6,465,190**	**$3,623,434**	**$3,680,818**	**$19,999,703**
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	**$6,230,261**	**$6,465,190**	**$3,623,434**	**$3,680,818**	**$19,999,703**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

(F)(1) Budget for the Project.

(a) Identifies all funds that will support the project. Iredell-Statesville Schools is requesting a total of **$19,999,703** to support our four-year Race to the Top District project, *IMPACT*. Table 32 below outlines the expenditures we anticipate will be necessary to implement *IMPACT*. Additionally, we will utilize a combination of federal i3, State Race to the Top funding awarded to NC, and i3 foundation match funding from the Iredell County Community Foundation, Lowe's Charitable & Educational Foundation, JP Morgan Chase Foundation, the Oak Foundation, the Z. Smith Reynolds Foundation, and the Mebane Foundation to provide additional support to our project implementation efforts as outlined in Table 33 below. In creating our grant budget, we broke the budget into four "project" areas that align with our four overarching program goals, illustrated in our four-quadrant diagram in *Figure D*.

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal. *IMPACT* will serve approximately 788 educators in 15 of our district's 36 schools. These educators will receive intensive professional learning and related supports that will help implement blended learning strategies into our district. We will also serve approximately 9,321 students in grades 6-12 to cover the cost of implementing strategies which will improve their academic achievement and increase their college- and career-readiness. With a total four-year project cost request of $19,999,703, this amounts to $494.60 in annual program costs, per participant for both teacher and student participants.

(c) Clearly provides a thoughtful rationale for investments and priorities.

(i) Description of all the funds that the applicant will use to support the implementation of the proposal. As outlined in *Section F1* and in Table 33 below, we will utilize funding from a variety of federal, State, LEA, and foundation sources to support *IMPACT*. ►***Race to the Top District Funds:*** Table 32 below provides a description of how **$19,999,703** in federal Race to the Top District funds will be used in the implementation of *IMPACT*. ►***Other Federal Sources:*** We are in year 3 of our 5-year federal i3 grant. These remaining i3 grant funds, totaling **$2,733,378**, will be used in alignment with our *IMPACT* efforts as both grants contribute to our district-wide reform efforts. The i3 grant was instrumental in institutionalizing a cross-functional support system within our district to

support high-need students (e.g. high-poverty, students with disabilities, ELL) using a research-based strategies, Response to Intervention and Professional Learning Communities, and professional learning and student support services provided by a team of instructional facilitators, RtI liaisons, instructional technology coordinators, and exceptional children specialists. These personnel work together to identify, share, coach, and provide professional learning on the best ways to reach and support students with disabilities, ELL, and other specialized needs in our district. Our i3 grant provided the opportunity to refine our support structures and provide cross-functionality for maximum teacher and student impact. This integration helps establish common professional development focus areas and ensures that common methods, materials, and strategies are implemented. This approach also allows our district to gain valuable feedback on implementation of key strategies within each school. Professional learning experiences are adjusted to meet identified needs in a timely manner, creating a feedback loop to further improve and align professional learning experiences for our district's instructional staff. ►***State Funds:*** We will also utilize funding channeled to our LEA from the North Carolina Department for Public Instruction (NCDPI). NCDPI was a Federal Race to the Top grantee and has used RTT funding to implement several initiatives which are incorporated into *IMPACT*. This includes use of the Instructional Improvement System (IIS) platform, which uses portals for teachers, administrators, students, and parents, including the LOR (Learning Object Repository). The IIS components will integrate with our district's current Data Warehouse and will provide data analysis and reporting tools, online professional learning components, tools and resources to support standards and assessments and our educator evaluation system, and other teaching and learning resources. RTT Federal funding has also allowed for the implementation of value-added student growth models in our district which now use student academic growth as a component of educator evaluations and assignment of educator effectiveness ratings in our State and district. NCDPI is also a guiding member of the Smarter Balanced Assessment Consortium and will provide use of the Common Core standards aligned assessments to our district as part of the RTT project. ►***Foundation Support:*** We received generous donations exceeding **$570,000** in foundation funding provided as a match to our i3 grant project. These funds will be leveraged to support the goals of *IMPACT* as well. Foundation funders include: the Iredell County Community Foundation, Lowe's Charitable & Educational Foundation, JP Morgan Chase Foundation, the Oak Foundation, the Z. Smith Reynolds Foundation,

and the Mebane Foundation. **(ii) Identification of funds that will be used for one-time investments versus and those for ongoing operational costs.** Ongoing operational costs and one-time investment costs are identified for each line item in our budget, presented in Table 32, below. We estimate that approximately $14,138,683 or 71% of our budget will be for ongoing operational costs, while $5,861,020 or 29% of the total budget will be for one-time investments.

Table 32. Iredell-Statesville Schools *IMPACT* Budget					
Iredell-Statesville Schools will comply with all local and federal procurement procedures as outlined in 34 CFR Part 80.36.					
BUDGET CATEGORY	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
I. PERSONNEL					
a. Project Director: (1 FTE) This 12-month employee will oversee our program, coordinate implementation, lead our management team, provide fiscal management and accountability, and develop capacity and sustainability. Estimated Cost: $80,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring.*(ongoing operational cost)*	66,667	82,400	84,872	87,418	**$321,357**
b. Accountability Coordinator: (1 FTE) This 12-month employee will ensure fiscal accountability through budget management, maintain accurate reporting to comply with federal requirements, as well as manage and coordinate all of the student and teacher data required to flow back out to the school teams relative to the various strategies being implemented through the grant. Estimated Cost: $32,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	26,667	32,960	33,949	34,967	**$128,543**
c. Curriculum Resource Specialist: (2 FTE) These 10-month employees will film, edit, and upload curriculum, and provide professional learning in designing standards aligned digital	55,000	67,980	70,019	72,120	**$265,119**

curricula and instruction. Estimated Cost: $33,000/year x 2 Specialists divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
d. Digital Learning Service Technician: (4 FTE) These 12-month professionals will provide technology support, training, updates, infrastructure, and maintenance to schools and teachers. We have budgeted for one technician per high school feeder pattern. Estimated Cost: $44,000/year x 4 Technicians divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	146,667	181,280	186,718	192,320	**$706,985**
e. Student Assistance Program Coordinator: (6 FTE) We will hire 6 additional SAP Coordinators, bringing us to one per school, to provide quality services to enhance students' emotional, social, and physical well-being, and train staff to recognize signs of problems and plan appropriate interventions for these students. Estimated Cost: $45,000/year x 6 Coordinators divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	225,000	278,100	286,443	295,036	**$1,084,579**
f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. Estimated Cost: $55,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	45,833	56,650	58,350	60,101	**$220,934**
g. Digital Lab Monitor: (part-time) These paraprofessionals will supervise digital instruction to support the districts'	52,500	52,500	52,500	52,500	**$210,000**

technology-enabled hybrid framework to provide students with highly differentiated learning experiences. Estimated Cost: $13,125/year x 4 Monitors divided across all four projects. *(ongoing operational cost)*					
h. Blended Learning Coach: (14 FTE) We will hire one Blended Learning Coach per school (and one shared between our two non-traditional schools due to lower enrollment) to model the blended personalization approach, provide coaching and professional development, and support digital curriculum implementation. Estimated Cost: $44,000/year x 14 Blended Learning Coaches divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	513,333	634,480	653,514	673,119	**$2,474,446**
i. Substitute Teachers: Substitute teacher pay during digital curriculum development pre-work sessions to support our Individualized Student-Driven Learning project. Estimated Cost: $100/day x 15 substitutes x 2 days for pre-work sessions. *(ongoing operational cost)*	3,000	3,000	3,000	3,000	**$12,000**
j. Digital Curriculum Development Stipends: Teacher stipends for participation in the summer digital curriculum development week to support our Individualized Student-Driven Learning project. Estimated Cost: $100/day x 70 people x 3.5 days in the summer. *(ongoing operational cost)*	24,500	24,500	24,500	24,500	**$98,000**
k. Transition Activities Stipends: Teachers and other staff will provide rising 6th and 9th graders support in registering for classes, orientation, campus tours, open houses, and summer transition camps to support our Revolutionize Instruction project. Estimated Cost: $100/day x 5 staff/school x 15 schools x 3 days. *(ongoing operational cost)*	22,500	22,500	22,500	22,500	**$90,000**
Subtotal Personnel	**$1,181,667**	**$1,436,350**	**$1,476,365**	**$1,517,581**	**$5,611,963**
II. FRINGE BENEFITS					
a. Fringe Benefits: Standard fringe benefits required by North	409,117	464,841	473,597	482,615	**$1,830,170**

Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus $5,192 per full-time employee for Workers' Compensation, health and life insurance. Fringe benefits are divided across all four projects in accordance with personnel costs. *(ongoing operational cost)*					
Subtotal Fringe Benefits	**$409,117**	**$464,841**	**$473,597**	**$482,615**	**$1,830,170**
III. TRAVEL					
a. RTT-D Grantee Meetings: Based on program office guidance, we have budgeted for 2 staff to attend 2 required RTT-D annual grantee meetings. Includes lodging and meals at $235/person/day x 3 days; round-trip air travel of $430/person/conference; and $30/day for parking, ground transportation, and other incidentals. Estimated Cost: 2 staff x $1,225/trip x 2 conference/year divided across all four projects. (*ongoing operational cost*)	$4,900	$4,900	$4,900	$4,900	**$19,600**
b. National Conferences: Includes funds for 4 staff to attend a national FETC or blended educational technology conference annually to support our Cultivate High-Quality Educators project. Includes lodging and meals at $235/person/day x 3 days; round-trip air travel of $430/person/conference; and $30/day for parking, ground transportation, and other incidentals. Estimated Cost: 4 staff x $1,225/trip x 1 conference/year. *(ongoing operational cost)*	4,900	4,900	4,900	4,900	**$19,600**
c. Local Travel: Includes funds for Project Director, Service Technicians, Curriculum Resource Specialists, and Blended Learning Coordinator to travel throughout the district to support grant implementation. Estimated Cost: 150 miles/month x $.555/miles x 12 months x 8 staff divided across all four projects. *(ongoing operational cost)*	7,992	7,992	7,992	7,992	**$31,968**
d. Student Transportation for Transition Activities: Transportation provided for rising 6th and 9th graders to attend 4 day summer transition camp to support our Revolutionize Instruction project. Estimated Cost: 4 days x 15 buses x 40	7,632	7,632	7,632	7,632	**$30,528**

miles x $3.18/mile for bus driver, gasoline, maintenance, etc. *(ongoing operational cost)*					
e. College Ready Institute Trips: To support our Revolutionize Instruction project, we will offer annual college visits to provide students with the initial exposure to college while communicating its importance and how it is similar to and different from their current scholastic experiences. Estimated Cost: One college visit/year x $1,495 for one chartered bus x 4 high schools. Lunch costs = $10/student x 50 students x 4 schools x 1 visit. *(ongoing operational cost)*	7,980	7,980	7,980	7,980	**$31,920**
Subtotal Travel	**$33,404**	**$33,404**	**$33,404**	**$33,404**	**$133,616**
IV. SUPPLIES					
a. Curriculum Materials: Funds to support digital curriculum development week through our Individualize Student-Driven Learning project. Estimated Cost: $95/person x 70 teachers. *(ongoing operational cost)*	6,650	6,650	6,650	6,650	**$26,600**
b. Training Materials: Supplies to support ongoing professional development at each school through our Cultivate High-Quality Educators project. Estimated Cost: $1,000/school x 15 schools. *(ongoing operational cost)*	15,000	15,000	15,000	15,000	**$60,000**
c. Tablets/Laptops: To achieve a 1:1 device ratio for our blended learning model, we will purchase devices (net books, tablets, laptops) to support our Individualize Student-Driven Learning project. Estimated Cost: $575/device x 9,380 devices rolled out over the first two years. *(one-time investment)*	2,696,750	2,696,750	0	0	**$5,393,500**
d. Protective Cases: Protective covers for our tablets/laptops in conjunction with our Individualize Student-Driven Learning project. Estimated Cost: $30/device x 9,380 devices rolled out over the first two years. *(one-time investment)*	140,700	140,700	0	0	**$281,400**
e. Office Supplies: Ink cartridges for printers, copy machine support, and office supplies such as pens, folders, and tape to support communication and implementation. Estimated Cost: $170/month x 12 months divided across all four projects.	2,040	2,040	2,040	2,040	**$8,160**

(ongoing operational cost)					
f. Technology Infrastructure: Power outlets and infrastructure needed to support newer technology at our older schools for our Individualize Student-Driven Learning project. Estimated Cost: $2,334/year x 15 schools for the first two years. *(one-time investment)*	35,010	35,010	0	0	**$70,020**
g. Technology Upgrades/Maintenance: Funds budgeted for maintenance, repairs and technology upgrades for our Individualize Student-Driven Learning project. Estimated Cost: $1,500/school x 15 schools. *(ongoing operational cost)*	22,500	22,500	22,500	22,500	**$90,000**
h. Wireless Connectivity: Air cards will be available for check out at each school for students who do not have home access to Internet in support of our Individualize Student-Driven Learning project. Estimated Cost: $95/card x 18 cards/school x 15 schools. *(ongoing operational cost)*	25,650	25,650	25,650	25,650	**$102,600**
i. Transition Activities: Supplies to support transition activities for rising 6th and 9th graders at each school to support our Revolutionize Instruction project. Estimated Cost: $2,000/school x 15 schools. *(ongoing operational cost)*	30,000	30,000	30,000	30,000	**$120,000**
j. College Ready Institutes: The College Readiness Institute will provide assistance to families in understanding the requirements for college, choosing the right courses, the details of the college application process, and establish linkages with students' guidance counselors. Estimated Cost: $150/event x 10 events/school x 15 schools for our Revolutionize Instruction project. *(ongoing operational cost)*	22,500	22,500	22,500	22,500	**$90,000**
k. Student Technology Summit: At the beginning of each school year, we will provide Summits for both students and parents to share our district's technology policies and how to access our digital learning platforms. Estimated Cost: $1,000/event x 15 schools for our Individualize Student-Driven Learning project. *(ongoing operational cost)*	15,000	15,000	15,000	15,000	**$60,000**
Subtotal Supplies	**$3,011,800**	**$3,011,800**	**$139,340**	**$139,340**	**$6,302,280**

V. CONTRACTUAL					
a. Design Consultation: We will secure a design partner to engage in a multi-month participatory design process for personalized learning models to support our Individualize Student-Driven Learning project. Our design partner will construct with us place based change efforts via discovery, exploration, investigation, and implementation phases aligned with *Impact* objectives. Estimated Cost: $7,740/school x 15 schools. *(one-time investment)*	116,100	0	0	0	**$116,100**
b. Professional Development: In addition to hands-on training provided by our Blended Learning Coaches and district support teams (IFs, EC Specialists, IT Coordinators) we will provide additional professional development opportunities including workshops and conferences on digital content, educational technology, analyzing and interpreting data, and implementing change to staff in our 15 schools to support our Cultivate High-Quality Educators project. Estimated Cost: 3 days of training/school x 15 schools x $775/day. *(ongoing operational cost)*	34,875	34,875	34,875	34,875	**$139,500**
c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing *Impact*. Contractors will assist in identifying and applying best practices and capacity building to achieve sustainability and scale up the program. ■Capacity Building: To strengthen the capacity beyond grant funding. Estimated Cost: 2 consultants x $95/hour x 40 hours/year x 15 school = $114,000. ■Project Sustainability: Information systems support for project staff, schools, and key partners to ensure efficient communications, data management, reporting, assessment, budget assistance, facilitation training, and meeting management as well as developing and implementing our sustainability plan. Estimated Cost: 3 consultants x $95/hour x 25 hours/month x	199,500	199,500	199,500	199,500	**$798,000**

12 months = $85,500. Amounts are divided across all four projects and are based on research conducted with recipients of other US Department of Education grants including ARRA funding such as i3. *(ongoing operational cost)*					
d. Digital Platform: Funds for digital platforms, online learning, virtual classrooms, distance education, linkages to the Instructional Improvement System (IIS) and Smarter Balanced Assessment Consortium (SBAC), social media platforms, tablet-based tools and applications for parents and stakeholders, creation of Family App to increase transparency via smart phones, and online curriculum development. Estimated Cost: $30,000/school x 15 schools divided across all four projects. *(ongoing operational cost)*	450,000	450,000	450,000	450,000	**$1,800,000**
e. Evaluation Services: We will contract with an experienced research team whose expertise includes formative and summative program evaluation, research design, performance measurement, benchmarking, test and survey construction, data visualization, data management, analysis, and reporting. This fixed-fee contract will provide for consultation to and development of a comprehensive web-based data dashboard and program fidelity index. The evaluation team will facilitate regular meetings with key stakeholders, using the dashboard to relay progress toward benchmarked program objectives. The evaluation team will continuously revisit and refine the fidelity index and program logic model to (a) determine the quality and the extent to which strategies are implemented and reach intended participants, (b) identify potential barriers and solutions to implementation, (c) assess the extent to which the project produces the expected outcomes on all target groups, (d) provide ad-hoc Summary Snapshots that include feedback and recommendations of concrete, practical suggestions for program improvement, (e) calculate and report on Return on Investment (ROI), and (f) produce an Annual Evaluation	499,995	499,995	499,995	499,995	**$1,999,980**

Report. The evaluation team of three to four skilled social scientists and their support staff will collaborate with key personnel in our district to design and conduct a rigorous evaluation aimed at continuous program improvement across all four projects as well as assessment of progress toward intended outcomes. The evaluation cost of approximately 10% of the grant budget represents the lowest end of the US Department of Education's recommended average ranging from 10%-15%. *(ongoing operational cost)*					
Subtotal Contractual	**$1,300,470**	**$1,184,370**	**$1,184,370**	**$1,184,370**	**$4,853,580**
TOTAL DIRECT COSTS	**$5,936,458**	**$6,130,765**	**$3,307,076**	**$3,357,310**	**$18,731,609**
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding $25,000 divided across all four projects. See *Appendix M* for documentation. *(ongoing operational cost)*	293,803	334,425	316,358	323,508	**$1,268,094**
TOTAL COSTS	**$6,230,261**	**$6,465,190**	**$3,623,434**	**$3,680,818**	**$19,999,703**

Table 33. Iredell-Statesville Schools *IMPACT* Budget – Other Sources of Funding

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Total
OTHER SOURCES OF FUNDING (Foundations, LEA, State, Federal Funding)					
a. i3 Federal Funds: The i3 grant is aligned to our district wide reform efforts to personalize student learning and cultivate highly effective teachers. This funding will complement *IMPACT*.	959,134	878,933	895,311	0	$2,733,378
b. Iredell County Community Foundation: i3 match.	10,000	10,000	10,000	0	$30,000
c. Lowe's Charitable & Educational Foundation: i3 match.	6,000	6,000	6,000	0	$18,000
d. JP Morgan Chase Foundation: i3 match.	45,000	45,000	45,000	0	$135,000
e. Oak Foundation: i3 match.	54,000	54,000	54,000	0	$162,000
f. Z. Smith Reynolds Foundation: i3 match.	45,000	45,000	45,000	0	$135,000
g. Mebane Foundation: i3 match.	30,000	30,000	30,000	0	$90,000
TOTAL OTHER SOURCES	**$1,149,134**	**$1,068,933**	**$1,085,311**	**$0**	**$3,303,378**

Budget Table 2-1: Overall Budget Summary Project List **Evidence for:** (F)(1)				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
Cross-Cutting Data-Driven Decisions	Section E, pages 89-125	Infused throughout the narrative	$3,287,082	$3,287,082
Cultivate High-Quality Educators	Section C(2), pages 60-74	Infused throughout the narrative	$3,525,781	$3,525,781
Revolutionize Instruction	Section C(1), pages 46-57	Infused throughout the narrative	$3,649,530	$3,649,530
Individualize Student-Driven Learning	Section C(1), pages 46-57	Infused throughout the narrative	$9,537,310	$9,537,310
TOTALS			**$19,999,703**	**$19,999,703**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Cross-Cutting Data-Driven Decisions
Primary Associated Criterion and Location in Application: Part IX, Section E, pages 89-125
Additional Associated Criteria (if any) and Location in Application: Infused throughout the narrative

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$282,917	$346,588	$356,592	$366,895	**$1,352,992**
2. Fringe Benefits	$102,279	$116,210	$118,399	$120,654	**$457,542**
3. Travel	$1,998	$1,998	$1,998	$1,998	**$7,992**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$510	$510	$510	$510	**$2,040**
6. Contractual	$287,373	$287,373	$287,373	$287,373	**$1,149,492**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs (lines 1-8)	**$675,077**	**$752,679**	**$764,872**	**$777,430**	**$2,970,058**
10. Indirect Costs*	$73,451	$83,606	$79,090	$80,877	**$317,024**
11. Total Grant Funds Requested (lines 9-10)	**$748,528**	**$836,285**	**$843,962**	**$858,307**	**$3,287,082**
12. Funds from other sources used to support the project	$0	$0	$0	$0	**$0**
13. Total Budget (lines 11-12)	**$748,528**	**$836,285**	**$843,962**	**$858,307**	**$3,287,082**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Iredell-Statesville Schools					
Project-Level Itemized Costs: Cross-Cutting Data-Driven Decisions					
BUDGET CATEGORY: Cost Description & Assumption	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
I. PERSONNEL					
a. Project Director: (1 FTE) This 12-month employee will oversee our program, coordinate implementation, lead our management team, provide fiscal management and accountability, and develop capacity and sustainability. Estimated Cost: $80,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring.*(ongoing operational cost)*	16,667	20,600	21,218	21,854	**$80,339**
b. Accountability Coordinator: (1 FTE) This 12-month employee will ensure fiscal accountability through budget management, maintain accurate reporting to comply with federal requirements, as well as manage and coordinate all of the student and teacher data required to flow back out to the school teams relative to the various strategies being implemented through the grant. Estimated Cost: $32,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	6,667	8,240	8,487	8,742	**$32,136**
c. Curriculum Resource Specialist: (2 FTE) These 10-month employees will film, edit, and upload curriculum, and provide professional learning in designing standards aligned digital curricula and instruction. Estimated Cost: $33,000/year x 2 Specialists divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	13,750	16,995	17,505	18,030	**$66,280**

d. Digital Learning Service Technician: (4 FTE) These 12-month professionals will provide technology support, training, updates, infrastructure, and maintenance to schools and teachers. We have budgeted for one technician per high school feeder pattern. Estimated Cost: $44,000/year x 4 Technicians divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	36,667	45,320	46,680	48,080	**$176,747**
e. Student Assistance Program Coordinator: (6 FTE) We will hire 6 additional SAP Coordinators, bringing us to one per school, to provide quality services to enhance students' emotional, social, and physical well-being, and train staff to recognize signs of problems and plan appropriate interventions for these students. Estimated Cost: $45,000/year x 6 Coordinators divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	56,250	69,525	71,610	73,759	**$271,144**
f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. Estimated Cost: $55,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	11,458	14,163	14,588	15,025	**$55,234**
g. Digital Lab Monitor: (part-time) These paraprofessionals will supervise digital instruction to support the districts' technology-enabled hybrid framework to provide students with highly differentiated learning experiences. Estimated Cost: $13,125/year x 4 Monitors divided across all four projects. *(ongoing operational cost)*	13,125	13,125	13,125	13,125	**$52,500**
h. Blended Learning Coach: (14 FTE) We will hire one Blended Learning Coach per school (and one shared between our two non-traditional schools due to lower enrollment) to model the blended	128,333	158,620	163,379	168,280	**$618,612**

personalization approach, provide coaching and professional development, and support digital curriculum implementation. Estimated Cost: $44,000/year x 14 Blended Learning Coaches divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
Subtotal Personnel	**$282,917**	**$346,588**	**$356,592**	**$366,895**	**$1,352,992**
II. FRINGE BENEFITS					
a. Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus $5,192 per full-time employee for Workers' Compensation, health and life insurance. Fringe benefits are divided across all four projects in accordance with personnel costs. *(ongoing operational cost)*	102,279	116,210	118,399	120,654	**$457,542**
Subtotal Fringe Benefits	**$102,279**	**$116,210**	**$118,399**	**$120,654**	**$457,542**
III. TRAVEL					
c. Local Travel: Includes funds for Project Director, Service Technicians, Curriculum Resource Specialists, and Blended Learning Coordinator to travel throughout the district to support grant implementation. Estimated Cost: 150 miles/month x $.555/miles x 12 months x 8 staff divided across all four projects. *(ongoing operational cost)*	1,998	1,998	1,998	1,998	**$7,992**
Subtotal Travel	**$1,998**	**$1,998**	**$1,998**	**$1,998**	**$7,992**
IV. SUPPLIES					
e. Office Supplies: Ink cartridges for printers, copy machine support, and office supplies such as pens, folders, and tape to support communication and implementation. Estimated Cost: $170/month x 12 months divided across all four projects. *(ongoing operational cost)*	510	510	510	510	**$2,040**
Subtotal Supplies	**$510**	**$510**	**$510**	**$510**	**$2,040**
V. CONTRACTUAL					

c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing *Impact*. Contractors will assist in identifying and applying best practices and capacity building to achieve sustainability and scale up the program. ■Capacity Building: To strengthen the capacity beyond grant funding. Estimated Cost: 2 consultants x $95/hour x 40 hours/year x 15 school = $114,000. ■Project Sustainability: Information systems support for project staff, schools, and key partners to ensure efficient communications, data management, reporting, assessment, budget assistance, facilitation training, and meeting management as well as developing and implementing our sustainability plan. Estimated Cost: 3 consultants x $95/hour x 25 hours/month x 12 months = $85,500. Amounts are divided across all four projects and are based on research conducted with recipients of other US Department of Education grants including ARRA funding such as i3. *(ongoing operational cost)*	49,875	49,875	49,875	49,875	**$199,500**
d. Digital Platform: Funds for digital platforms, online learning, virtual classrooms, distance education, linkages to the Instructional Improvement System (IIS) and Smarter Balanced Assessment Consortium (SBAC), social media platforms, tablet-based tools and applications for parents and stakeholders, creation of Family App to increase transparency via smart phones, and online curriculum development. Estimated Cost: $30,000/school x 15 schools divided across all four projects. *(ongoing operational cost)*	112,500	112,500	112,500	112,500	**$450,000**
e. Evaluation Services: We will contract with an experienced research team whose expertise includes formative and summative program evaluation, research design, performance measurement, benchmarking, test and survey construction, data visualization, data management, analysis, and reporting. This fixed-fee contract will provide for consultation to and development of a comprehensive web-based data dashboard and program fidelity index. The evaluation team will facilitate regular meetings with key	124,998	124,998	124,998	124,998	**$499,992**

stakeholders, using the dashboard to relay progress toward benchmarked program objectives. The evaluation team will continuously revisit and refine the fidelity index and program logic model to (a) determine the quality and the extent to which strategies are implemented and reach intended participants, (b) identify potential barriers and solutions to implementation, (c) assess the extent to which the project produces the expected outcomes on all target groups, (d) provide ad-hoc Summary Snapshots that include feedback and recommendations of concrete, practical suggestions for program improvement, (e) calculate and report on Return on Investment (ROI), and (f) produce an Annual Evaluation Report. The evaluation team of three to four skilled social scientists and their support staff will collaborate with key personnel in our district to design and conduct a rigorous evaluation aimed at continuous program improvement across all four projects as well as assessment of progress toward intended outcomes. The evaluation cost of approximately 10% of the grant budget represents the lowest end of the US Department of Education's recommended average ranging from 10%-15%. *(ongoing operational cost)*					
Subtotal Contractual	**$287,373**	**$287,373**	**$287,373**	**$287,373**	**$1,149,492**
TOTAL DIRECT COSTS	**$675,077**	**$752,679**	**$764,872**	**$777,430**	**$2,970,058**
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding $25,000 divided across all four projects. See *Appendix M* for documentation. *(ongoing operational cost)*	73,451	83,606	79,090	80,877	**$317,024**
TOTAL COSTS	**$748,528**	**$836,285**	**$843,962**	**$858,307**	**$3,287,082**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-2: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Cultivate High-Quality Educators
Primary Associated Criterion and Location in Application: Part IX, Section C(2), pages 60-74
Additional Associated Criteria (if any) and Location in Application: Infused throughout the narrative

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$282,917	$346,587	$356,592	$366,895	**$1,352,991**
2. Fringe Benefits	$102,279	$116,210	$118,399	$120,654	**$457,542**
3. Travel	$11,798	$11,798	$11,798	$11,798	**$47,192**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$15,510	$15,510	$15,510	$15,510	**$62,040**
6. Contractual	$322,248	$322,248	$322,248	$322,248	**$1,288,992**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs (lines 1-8)	**$734,752**	**$812,353**	**$824,547**	**$837,105**	**$3,208,757**
10. Indirect Costs*	$73,451	$83,606	$79,090	$80,877	**$317,024**
11. Total Grant Funds Requested (lines 9-10)	**$808,203**	**$895,959**	**$903,637**	**$917,982**	**$3,525,781**
12. Funds from other sources used to support the project	$0	$0	$0	$0	**$0**
13. Total Budget (lines 11-12)	**$808,203**	**$895,959**	**$903,637**	**$917,982**	**$3,525,781**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Iredell-Statesville Schools					
Project-Level Itemized Costs: Cultivate High-Quality Educators					
BUDGET CATEGORY	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
I. PERSONNEL					
a. Project Director: (1 FTE) This 12-month employee will oversee our program, coordinate implementation, lead our management team, provide fiscal management and accountability, and develop capacity and sustainability. Estimated Cost: $80,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring.*(ongoing operational cost)*	16,667	20,600	21,218	21,854	**$80,339**
b. Accountability Coordinator: (1 FTE) This 12-month employee will ensure fiscal accountability through budget management, maintain accurate reporting to comply with federal requirements, as well as manage and coordinate all of the student and teacher data required to flow back out to the school teams relative to the various strategies being implemented through the grant. Estimated Cost: $32,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	6,667	8,240	8,487	8,742	**$32,136**
c. Curriculum Resource Specialist: (2 FTE) These 10-month employees will film, edit, and upload curriculum, and provide professional learning in designing standards aligned digital curricula and instruction. Estimated Cost: $33,000/year x 2 Specialists divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	13,750	16,995	17,505	18,030	**$66,280**
d. Digital Learning Service Technician: (4 FTE) These 12-month professionals will provide technology support, training, updates,	36,667	45,320	46,680	48,080	**$176,747**

infrastructure, and maintenance to schools and teachers. We have budgeted for one technician per high school feeder pattern. Estimated Cost: $44,000/year x 4 Technicians divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
e. Student Assistance Program Coordinator: (6 FTE) We will hire 6 additional SAP Coordinators, bringing us to one per school, to provide quality services to enhance students' emotional, social, and physical well-being, and train staff to recognize signs of problems and plan appropriate interventions for these students. Estimated Cost: $45,000/year x 6 Coordinators divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	56,250	69,525	71,610	73,759	**$271,144**
f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. Estimated Cost: $55,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	11,458	14,163	14,588	15,025	**$55,234**
g. Digital Lab Monitor: (part-time) These paraprofessionals will supervise digital instruction to support the districts' technology-enabled hybrid framework to provide students with highly differentiated learning experiences. Estimated Cost: $13,125/year x 4 Monitors divided across all four projects. *(ongoing operational cost)*	13,125	13,125	13,125	13,125	**$52,500**
h. Blended Learning Coach: (14 FTE) We will hire one Blended Learning Coach per school (and one shared between our two non-traditional schools due to lower enrollment) to model the blended personalization approach, provide coaching and professional development, and support digital curriculum implementation. Estimated Cost: $44,000/year x 14 Blended Learning Coaches divided across all four projects with an estimated 3% annual increase determined based on	128,333	158,620	163,379	168,280	**$618,612**

state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
Subtotal Personnel	**$282,917**	**$346,588**	**$356,592**	**$366,895**	**$1,352,992**
II. FRINGE BENEFITS					
a. Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus $5,192 per full-time employee for Workers' Compensation, health and life insurance. Fringe benefits are divided across all four projects in accordance with personnel costs. *(ongoing operational cost)*	102,279	116,210	118,399	120,654	**$457,542**
Subtotal Fringe Benefits	**$102,279**	**$116,210**	**$118,399**	**$120,654**	**$457,542**
III. TRAVEL					
a. RTT-D Grantee Meetings: Based on program office guidance, we have budgeted for 2 staff to attend 2 required RTT-D annual grantee meetings. Includes lodging and meals at $235/person/day x 3 days; round-trip air travel of $430/person/conference; and $30/day for parking, ground transportation, and other incidentals. Estimated Cost: 2 staff x $1,225/trip x 2 conference/year. (*ongoing operational cost*)	$4,900	$4,900	$4,900	$4,900	**$19,600**
b. National Conferences: Includes funds for 4 staff to attend a national FETC or blended educational technology conference annually to support our Cultivate High-Quality Educators project. Includes lodging and meals at $235/person/day x 3 days; round-trip air travel of $430/person/conference; and $30/day for parking, ground transportation, and other incidentals. Estimated Cost: 4 staff x $1,225/trip x 1 conference/year. *(ongoing operational cost)*	4,900	4,900	4,900	4,900	**$19,600**
c. Local Travel: Includes funds for Project Director, Service Technicians, Curriculum Resource Specialists, and Blended Learning Coordinator to travel throughout the district to support grant implementation. Estimated Cost: 150 miles/month x $.555/miles x 12 months x 8 staff divided across all four projects. *(ongoing operational cost)*	1,998	1,998	1,998	1,998	**$7,992**
Subtotal Travel	**$11,798**	**$11,798**	**$11,798**	**$11,798**	**$47,192**

IV. SUPPLIES					
b. Training Materials: Supplies to support ongoing professional development at each school through our Cultivate High-Quality Educators project. Estimated Cost: $1,000/school x 15 schools. *(ongoing operational cost)*	15,000	15,000	15,000	15,000	**$60,000**
e. Office Supplies: Ink cartridges for printers, copy machine support, and office supplies such as pens, folders, and tape to support communication and implementation. Estimated Cost: $170/month x 12 months divided across all four projects. *(ongoing operational cost)*	510	510	510	510	**$2,040**
Subtotal Supplies	**$15,510**	**$15,510**	**$15,510**	**$15,510**	**$62,040**
V. CONTRACTUAL					
b. Professional Development: In addition to hands-on training provided by our Blended Learning Coaches and district support teams (IFs, EC Specialists, IT Coordinators) we will provide additional professional development opportunities including workshops and conferences on digital content, educational technology, analyzing and interpreting data, and implementing change to staff in our 15 schools to support our Cultivate High-Quality Educators project. Estimated Cost: 3 days of training/school x 15 schools x $775/day. *(ongoing operational cost)*	34,875	34,875	34,875	34,875	**$139,500**
c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing *Impact*. Contractors will assist in identifying and applying best practices and capacity building to achieve sustainability and scale up the program. ■Capacity Building: To strengthen the capacity beyond grant funding. Estimated Cost: 2 consultants x $95/hour x 40 hours/year x 15 school = $114,000. ■Project Sustainability: Information systems support for project staff, schools, and key partners to ensure efficient communications, data management, reporting, assessment, budget assistance, facilitation training, and meeting management as well as developing and implementing our sustainability plan. Estimated Cost: 3 consultants x $95/hour x 25 hours/month x 12 months = $85,500. Amounts are divided across all four projects and are based on research conducted with recipients of other US	49,875	49,875	49,875	49,875	**$199,500**

Department of Education grants including ARRA funding such as i3. *(ongoing operational cost)*					
d. Digital Platform: Funds for digital platforms, online learning, virtual classrooms, distance education, linkages to the Instructional Improvement System (IIS) and Smarter Balanced Assessment Consortium (SBAC), social media platforms, tablet-based tools and applications for parents and stakeholders, creation of Family App to increase transparency via smart phones, and online curriculum development. Estimated Cost: $30,000/school x 15 schools divided across all four projects. *(ongoing operational cost)*	112,500	112,500	112,500	112,500	**$450,000**
e. Evaluation Services: We will contract with an experienced research team whose expertise includes formative and summative program evaluation, research design, performance measurement, benchmarking, test and survey construction, data visualization, data management, analysis, and reporting. This fixed-fee contract will provide for consultation to and development of a comprehensive web-based data dashboard and program fidelity index. The evaluation team will facilitate regular meetings with key stakeholders, using the dashboard to relay progress toward benchmarked program objectives. The evaluation team will continuously revisit and refine the fidelity index and program logic model to (a) determine the quality and the extent to which strategies are implemented and reach intended participants, (b) identify potential barriers and solutions to implementation, (c) assess the extent to which the project produces the expected outcomes on all target groups, (d) provide ad-hoc Summary Snapshots that include feedback and recommendations of concrete, practical suggestions for program improvement, (e) calculate and report on Return on Investment (ROI), and (f) produce an Annual Evaluation Report. The evaluation team of three to four skilled social scientists and their support staff will collaborate with key personnel in our district to design and conduct a rigorous evaluation aimed at continuous program improvement across all four projects as well as assessment of progress toward intended outcomes. The evaluation cost of approximately 10% of the grant budget	124,998	124,998	124,998	124,998	**$499,992**

represents the lowest end of the US Department of Education's recommended average ranging from 10%-15%. *(ongoing operational cost)*					
Subtotal Contractual	**$322,248**	**$322,248**	**$322,248**	**$322,248**	**$1,288,992**
TOTAL DIRECT COSTS	**$734,752**	**$812,354**	**$824,547**	**$837,105**	**$3,208,758**
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding $25,000 divided across all four projects. See *Appendix M* for documentation. *(ongoing operational cost)*	73,451	83,606	79,090	80,877	**$317,024**
TOTAL COSTS	**$808,203**	**$895,960**	**$903,637**	**$917,982**	**$3,525,782**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-3: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Revolutionize Instruction
Primary Associated Criterion and Location in Application: Part IX, Section C(1), pages 46-57
Additional Associated Criteria (if any) and Location in Application: Infused throughout the narrative

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$305,417	$369,088	$379,092	$389,395	**$1,442,992**
2. Fringe Benefits	$102,279	$116,210	$118,399	$120,654	**$457,542**
3. Travel	$17,610	$17,610	$17,610	$17,610	**$70,440**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$53,010	$53,010	$53,010	$53,010	**$212,040**
6. Contractual	$287,373	$287,373	$287,373	$287,373	**$1,149,492**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs (lines 1-8)	**$765,689**	**$843,291**	**$855,484**	**$868,042**	**$3,332,506**
10. Indirect Costs*	$73,451	$83,606	$79,090	$80,877	**$317,024**
11. Total Grant Funds Requested (lines 9-10)	**$839,140**	**$926,897**	**$934,574**	**$948,919**	**$3,649,530**
12. Funds from other sources used to support the project	$0	$0	$0	$0	**$0**
13. Total Budget (lines 11-12)	**$839,140**	**$926,897**	**$934,574**	**$948,919**	**$3,649,530**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Iredell-Statesville Schools					
Project-Level Itemized Costs: Revolutionize Instruction					
BUDGET CATEGORY	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
I. PERSONNEL					
a. Project Director: (1 FTE) This 12-month employee will oversee our program, coordinate implementation, lead our management team, provide fiscal management and accountability, and develop capacity and sustainability. Estimated Cost: $80,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring.*(ongoing operational cost)*	16,667	20,600	21,218	21,854	**$80,339**
b. Accountability Coordinator: (1 FTE) This 12-month employee will ensure fiscal accountability through budget management, maintain accurate reporting to comply with federal requirements, as well as manage and coordinate all of the student and teacher data required to flow back out to the school teams relative to the various strategies being implemented through the grant. Estimated Cost: $32,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	6,667	8,240	8,487	8,742	**$32,136**
c. Curriculum Resource Specialist: (2 FTE) These 10-month employees will film, edit, and upload curriculum, and provide professional learning in designing standards aligned digital curricula and instruction. Estimated Cost: $33,000/year x 2 Specialists divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	13,750	16,995	17,505	18,030	**$66,280**
d. Digital Learning Service Technician: (4 FTE) These 12-month professionals will provide technology support, training, updates,	36,667	45,320	46,680	48,080	**$176,747**

infrastructure, and maintenance to schools and teachers. We have budgeted for one technician per high school feeder pattern. Estimated Cost: $44,000/year x 4 Technicians divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
e. Student Assistance Program Coordinator: (6 FTE) We will hire 6 additional SAP Coordinators, bringing us to one per school, to provide quality services to enhance students' emotional, social, and physical well-being, and train staff to recognize signs of problems and plan appropriate interventions for these students. Estimated Cost: $45,000/year x 6 Coordinators divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	56,250	69,525	71,610	73,759	**$271,144**
f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. Estimated Cost: $55,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	11,458	14,163	14,588	15,025	**$55,234**
g. Digital Lab Monitor: (part-time) These paraprofessionals will supervise digital instruction to support the districts' technology-enabled hybrid framework to provide students with highly differentiated learning experiences. Estimated Cost: $13,125/year x 4 Monitors divided across all four projects. *(ongoing operational cost)*	13,125	13,125	13,125	13,125	**$52,500**
h. Blended Learning Coach: (14 FTE) We will hire one Blended Learning Coach per school (and one shared between our two non-traditional schools due to lower enrollment) to model the blended personalization approach, provide coaching and professional development, and support digital curriculum implementation. Estimated Cost: $44,000/year x 14 Blended Learning Coaches divided across all four projects with an estimated 3% annual increase determined based on	128,333	158,620	163,379	168,280	**$618,612**

state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
k. Transition Activities Stipends: Teachers and other staff will provide rising 6th and 9th graders support in registering for classes, orientation, campus tours, open houses, and summer transition camps to support our Revolutionize Instruction project. Estimated Cost: $100/day x 5 staff/school x 15 schools x 3 days. *(ongoing operational cost)*	22,500	22,500	22,500	22,500	**$90,000**
Subtotal Personnel	**$305,417**	**$369,088**	**$379,092**	**$389,395**	**$1,442,992**
II. FRINGE BENEFITS					
a. Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus $5,192 per full-time employee for Workers' Compensation, health and life insurance. Fringe benefits are divided across all four projects in accordance with personnel costs. *(ongoing operational cost)*	102,279	116,210	118,399	120,654	**$457,542**
Subtotal Fringe Benefits	**$102,279**	**$116,210**	**$118,399**	**$120,654**	**$457,542**
III. TRAVEL					
c. Local Travel: Includes funds for Project Director, Service Technicians, Curriculum Resource Specialists, and Blended Learning Coordinator to travel throughout the district to support grant implementation. Estimated Cost: 150 miles/month x $.555/miles x 12 months x 8 staff divided across all four projects. *(ongoing operational cost)*	1,998	1,998	1,998	1,998	**$7,992**
d. Student Transportation for Transition Activities: Transportation provided for rising 6th and 9th graders to attend 4 day summer transition camp to support our Revolutionize Instruction project. Estimated Cost: 4 days x 15 buses x 40 miles x $3.18/mile for bus driver, gasoline, maintenance, etc. *(ongoing operational cost)*	7,632	7,632	7,632	7,632	**$30,528**
e. College Ready Institute Trips: To support our Revolutionize Instruction project, we will offer annual college visits to provide students with the initial exposure to college while communicating its importance and how it is similar to and different from their current scholastic	7,980	7,980	7,980	7,980	**$31,920**

experiences. Estimated Cost: One college visit/year x $1,495 for one chartered bus x 4 high schools. Lunch costs = $10/student x 50 students x 4 schools x 1 visit. *(ongoing operational cost)*					
Subtotal Travel	**$17,610**	**$17,610**	**$17,610**	**$17,610**	**$70,440**
IV. SUPPLIES					
e. Office Supplies: Ink cartridges for printers, copy machine support, and office supplies such as pens, folders, and tape to support communication and implementation. Estimated Cost: $170/month x 12 months divided across all four projects. *(ongoing operational cost)*	510	510	510	510	**$2,040**
i. Transition Activities: Supplies to support transition activities for rising 6th and 9th graders at each school to support our Revolutionize Instruction project. Estimated Cost: $2,000/school x 15 schools. *(ongoing operational cost)*	30,000	30,000	30,000	30,000	**$120,000**
j. College Ready Institutes: The College Readiness Institute will provide assistance to families in understanding the requirements for college, choosing the right courses, the details of the college application process, and establish linkages with students' guidance counselors. Estimated Cost: $150/event x 10 events/school x 15 schools for our Revolutionize Instruction project. *(ongoing operational cost)*	22,500	22,500	22,500	22,500	**$90,000**
Subtotal Supplies	**$53,010**	**$53,010**	**$53,010**	**$53,010**	**$212,040**
V. CONTRACTUAL					
c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing *Impact*. Contractors will assist in identifying and applying best practices and capacity building to achieve sustainability and scale up the program. ■Capacity Building: To strengthen the capacity beyond grant funding. Estimated Cost: 2 consultants x $95/hour x 40 hours/year x 15 school = $114,000. ■Project Sustainability: Information systems support for project staff, schools, and key partners to ensure efficient communications, data management, reporting, assessment, budget assistance, facilitation training, and meeting management as well as developing and implementing our sustainability plan. Estimated Cost: 3 consultants x $95/hour x 25	49,875	49,875	49,875	49,875	**$199,500**

hours/month x 12 months = $85,500. Amounts are divided across all four projects and are based on research conducted with recipients of other US Department of Education grants including ARRA funding such as i3. *(ongoing operational cost)*					
d. Digital Platform: Funds for digital platforms, online learning, virtual classrooms, distance education, linkages to the Instructional Improvement System (IIS) and Smarter Balanced Assessment Consortium (SBAC), social media platforms, tablet-based tools and applications for parents and stakeholders, creation of Family App to increase transparency via smart phones, and online curriculum development. Estimated Cost: $30,000/school x 15 schools divided across all four projects. *(ongoing operational cost)*	112,500	112,500	112,500	112,500	**$450,000**
e. Evaluation Services: We will contract with an experienced research team whose expertise includes formative and summative program evaluation, research design, performance measurement, benchmarking, test and survey construction, data visualization, data management, analysis, and reporting. This fixed-fee contract will provide for consultation to and development of a comprehensive web-based data dashboard and program fidelity index. The evaluation team will facilitate regular meetings with key stakeholders, using the dashboard to relay progress toward benchmarked program objectives. The evaluation team will continuously revisit and refine the fidelity index and program logic model to (a) determine the quality and the extent to which strategies are implemented and reach intended participants, (b) identify potential barriers and solutions to implementation, (c) assess the extent to which the project produces the expected outcomes on all target groups, (d) provide ad-hoc Summary Snapshots that include feedback and recommendations of concrete, practical suggestions for program improvement, (e) calculate and report on Return on Investment (ROI), and (f) produce an Annual Evaluation Report. The evaluation team of three to four skilled social scientists and their support staff will collaborate with key personnel in our district to design and conduct a rigorous evaluation aimed at continuous program improvement across all	124,998	124,998	124,998	124,998	**$499,992**

four projects as well as assessment of progress toward intended outcomes. The evaluation cost of approximately 10% of the grant budget represents the lowest end of the US Department of Education's recommended average ranging from 10%-15%. *(ongoing operational cost)*					
Subtotal Contractual	**$287,373**	**$287,373**	**$287,373**	**$287,373**	**$1,149,492**
TOTAL DIRECT COSTS	**$765,689**	**$843,291**	**$855,484**	**$868,042**	**$3,332,506**
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/netbooks, and contractual funds exceeding $25,000 divided across all four projects. See *Appendix M* for documentation. *(ongoing operational cost)*	73,451	83,606	79,090	80,877	**$317,024**
TOTAL COSTS	**$839,140**	**$926,897**	**$934,574**	**$948,919**	**$3,649,530**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-4: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Individualize Student-Driven Learning
Primary Associated Criterion and Location in Application: Part IX, Section C(1), pages 46-57
Additional Associated Criteria (if any) and Location in Application: Infused throughout the narrative

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$310,416	$374,087	$384,089	$394,396	**$1,462,988**
2. Fringe Benefits	$102,280	$116,211	$118,400	$120,653	**$457,544**
3. Travel	$1,998	$1,998	$1,998	$1,998	**$7,992**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$2,942,770	$2,942,770	$70,310	$70,310	**$6,026,160**
6. Contractual	$403,476	$287,376	$287,376	$287,376	**$1,265,604**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs (lines 1-8)	**$3,760,940**	**$3,722,442**	**$862,173**	**$874,733**	**$9,220,288**
10. Indirect Costs*	$73,450	$83,607	$79,088	$80,877	**$317,022**
11. Total Grant Funds Requested (lines 9-10)	**$3,834,390**	**$3,806,049**	**$941,261**	**$955,610**	**$9,537,310**
12. Funds from other sources used to support the project	$0	$0	$0	$0	**$0**
13. Total Budget (lines 11-12)	**$3,834,390**	**$3,806,049**	**$941,261**	**$955,610**	**$9,537,310**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Iredell-Statesville Schools					
Project-Level Itemized Costs: Individualize Student-Driven Learning					
BUDGET CATEGORY	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
I. PERSONNEL					
a. Project Director: (1 FTE) This 12-month employee will oversee our program, coordinate implementation, lead our management team, provide fiscal management and accountability, and develop capacity and sustainability. Estimated Cost: $80,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring.*(ongoing operational cost)*	16,666	20,600	21,218	21,856	**$80,340**
b. Accountability Coordinator: (1 FTE) This 12-month employee will ensure fiscal accountability through budget management, maintain accurate reporting to comply with federal requirements, as well as manage and coordinate all of the student and teacher data required to flow back out to the school teams relative to the various strategies being implemented through the grant. Estimated Cost: $32,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	6,666	8,240	8,488	8,741	**$32,135**
c. Curriculum Resource Specialist: (2 FTE) These 10-month employees will film, edit, and upload curriculum, and provide professional learning in designing standards aligned digital curricula and instruction. Estimated Cost: $33,000/year x 2 Specialists divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	13,750	16,995	17,504	18,030	**$66,279**
d. Digital Learning Service Technician: (4 FTE) These 12-month professionals will provide technology support, training, updates, infrastructure, and maintenance to schools and teachers. We have	36,666	45,320	46,678	48,080	**$176,744**

budgeted for one technician per high school feeder pattern. Estimated Cost: $44,000/year x 4 Technicians divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
e. Student Assistance Program Coordinator: (6 FTE) We will hire 6 additional SAP Coordinators, bringing us to one per school, to provide quality services to enhance students' emotional, social, and physical well-being, and train staff to recognize signs of problems and plan appropriate interventions for these students. Estimated Cost: $45,000/year x 6 Coordinators divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	56,250	69,525	71,613	73,759	**$271,147**
f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. Estimated Cost: $55,000/year divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10 months in Year 1 to allow time for hiring. *(ongoing operational cost)*	11,459	14,162	14,586	15,026	**$55,233**
g. Digital Lab Monitor: (part-time) These paraprofessionals will supervise digital instruction to support the districts' technology-enabled hybrid framework to provide students with highly differentiated learning experiences. Estimated Cost: $13,125/year x 4 Monitors divided across all four projects. *(ongoing operational cost)*	13,125	13,125	13,125	13,125	**$52,500**
h. Blended Learning Coach: (14 FTE) We will hire one Blended Learning Coach per school (and one shared between our two non-traditional schools due to lower enrollment) to model the blended personalization approach, provide coaching and professional development, and support digital curriculum implementation. Estimated Cost: $44,000/year x 14 Blended Learning Coaches divided across all four projects with an estimated 3% annual increase determined based on state approved district increases. Prorated for 10	128,334	158,620	163,377	168,279	**$618,610**

months in Year 1 to allow time for hiring. *(ongoing operational cost)*					
i. Substitute Teachers: Substitute teacher pay during digital curriculum development pre-work sessions to support our Individualized Student-Driven Learning project. Estimated Cost: $100/day x 15 substitutes x 2 days for pre-work sessions. *(ongoing operational cost)*	3,000	3,000	3,000	3,000	**$12,000**
j. Digital Curriculum Development Stipends: Teacher stipends for participation in the summer digital curriculum development week to support our Individualized Student-Driven Learning project. Estimated Cost: $100/day x 70 people x 3.5 days in the summer. *(ongoing operational cost)*	24,500	24,500	24,500	24,500	**$98,000**
Subtotal Personnel	**$310,416**	**$374,087**	**$384,089**	**$394,396**	**$1,462,988**
II. FRINGE BENEFITS					
a. Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus $5,192 per full-time employee for Workers' Compensation, health and life insurance. Fringe benefits are divided across all four projects in accordance with personnel costs. *(ongoing operational cost)*	102,280	116,211	118,400	120,653	**$457,544**
Subtotal Fringe Benefits	**$102,280**	**$116,211**	**$118,400**	**$120,653**	**$457,544**
III. TRAVEL					
c. Local Travel: Includes funds for Project Director, Service Technicians, Curriculum Resource Specialists, and Blended Learning Coordinator to travel throughout the district to support grant implementation. Estimated Cost: 150 miles/month x $.555/miles x 12 months x 8 staff divided across all four projects. *(ongoing operational cost)*	1,998	1,998	1,998	1,998	**$7,992**
Subtotal Travel	**$1,998**	**$1,998**	**$1,998**	**$1,998**	**$7,992**
IV. SUPPLIES					
a. Curriculum Materials: Funds to support digital curriculum development week through our Individualize Student-Driven Learning project. Estimated Cost: $95/person x 70 teachers. *(ongoing*	6,650	6,650	6,650	6,650	**$26,600**

operational cost)					
c. Tablets/Laptops: To achieve a 1:1 device ratio for our blended learning model, we will purchase devices (net books, tablets, laptops) to support our Individualize Student-Driven Learning project. Estimated Cost: $575/device x 9,380 devices rolled out over the first two years. *(one-time investment)*	2,696,750	2,696,750	0	0	**$5,393,500**
d. Protective Cases: Protective covers for our tablets/laptops in conjunction with our Individualize Student-Driven Learning project. Estimated Cost: $30/device x 9,380 devices rolled out over the first two years. *(one-time investment)*	140,700	140,700	0	0	**$281,400**
e. Office Supplies: Ink cartridges for printers, copy machine support, and office supplies such as pens, folders, and tape to support communication and implementation. Estimated Cost: $170/month x 12 months divided across all four projects. *(ongoing operational cost)*	510	510	510	510	**$2,040**
f. Technology Infrastructure: Power outlets and infrastructure needed to support newer technology at our older schools for our Individualize Student-Driven Learning project. Estimated Cost: $2,334/year x 15 schools for the first two years. *(one-time investment)*	35,010	35,010	0	0	**$70,020**
g. Technology Upgrades/Maintenance: Funds budgeted for maintenance, repairs and technology upgrades for our Individualize Student-Driven Learning project. Estimated Cost: $1,500/school x 15 schools. *(ongoing operational cost)*	22,500	22,500	22,500	22,500	**$90,000**
h. Wireless Connectivity: Air cards will be available for check out at each school for students who do not have home access to Internet in support of our Individualize Student-Driven Learning project. Estimated Cost: $95/card x 18 cards/school x 15 schools. *(ongoing operational cost)*	25,650	25,650	25,650	25,650	**$102,600**
k. Student Technology Summit: At the beginning of each school year, we will provide Summits for both students and parents to share our district's technology policies and how to access our digital learning platforms. Estimated Cost: $1,000/event x 15 schools for our Individualize Student-Driven Learning project. *(ongoing operational cost)*	15,000	15,000	15,000	15,000	**$60,000**

Subtotal Supplies	**$2,942,770**	**$2,942,770**	**$70,310**	**$70,310**	**$6,026,160**
V. CONTRACTUAL					
a. Design Consultation: We will secure a design partner to engage in a multi-month participatory design process for personalized learning models to support our Individualize Student-Driven Learning project. Our design partner will construct with us place based change efforts via discovery, exploration, investigation, and implementation phases aligned with *Impact* objectives. Estimated Cost: $7,740/school x 15 schools. *(one-time investment)*	116,100	0	0	0	**$116,100**
c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing *Impact*. Contractors will assist in identifying and applying best practices and capacity building to achieve sustainability and scale up the program. ■Capacity Building: To strengthen the capacity beyond grant funding. Estimated Cost: 2 consultants x $95/hour x 40 hours/year x 15 school = $114,000. ■Project Sustainability: Information systems support for project staff, schools, and key partners to ensure efficient communications, data management, reporting, assessment, budget assistance, facilitation training, and meeting management as well as developing and implementing our sustainability plan. Estimated Cost: 3 consultants x $95/hour x 25 hours/month x 12 months = $85,500. Amounts are divided across all four projects and are based on research conducted with recipients of other US Department of Education grants including ARRA funding such as i3. *(ongoing operational cost)*	49,875	49,875	49,875	49,875	**$199,500**
d. Digital Platform: Funds for digital platforms, online learning, virtual classrooms, distance education, linkages to the Instructional Improvement System (IIS) and Smarter Balanced Assessment Consortium (SBAC), social media platforms, tablet-based tools and applications for parents and stakeholders, creation of Family App to increase transparency via smart phones, and online curriculum development. Estimated Cost: $30,000/school x 15 schools divided across all four projects. *(ongoing operational cost)*	112,500	112,500	112,500	112,500	**$450,000**

e. Evaluation Services: We will contract with an experienced research team whose expertise includes formative and summative program evaluation, research design, performance measurement, benchmarking, test and survey construction, data visualization, data management, analysis, and reporting. This fixed-fee contract will provide for consultation to and development of a comprehensive web-based data dashboard and program fidelity index. The evaluation team will facilitate regular meetings with key stakeholders, using the dashboard to relay progress toward benchmarked program objectives. The evaluation team will continuously revisit and refine the fidelity index and program logic model to (a) determine the quality and the extent to which strategies are implemented and reach intended participants, (b) identify potential barriers and solutions to implementation, (c) assess the extent to which the project produces the expected outcomes on all target groups, (d) provide ad-hoc Summary Snapshots that include feedback and recommendations of concrete, practical suggestions for program improvement, (e) calculate and report on Return on Investment (ROI), and (f) produce an Annual Evaluation Report. The evaluation team of three to four skilled social scientists and their support staff will collaborate with key personnel in our district to design and conduct a rigorous evaluation aimed at continuous program improvement across all four projects as well as assessment of progress toward intended outcomes. The evaluation cost of approximately 10% of the grant budget represents the lowest end of the US Department of Education's recommended average ranging from 10%-15%. *(ongoing operational cost)*	125,001	125,001	125,001	125,001	**$500,004**
Subtotal Contractual	**$403,476**	**$287,376**	**$287,376**	**$287,376**	**$1,265,604**
TOTAL DIRECT COSTS	**$3,760,940**	**$3,722,442**	**$862,173**	**$874,733**	**$9,220,288**
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/netbooks, and contractual funds exceeding $25,000 divided across all four projects. See *Appendix M* for documentation. *(ongoing operational cost)*	73,450	83,607	79,088	80,877	**$317,022**
TOTAL COSTS	**$3,834,390**	**$3,806,049**	**$941,261**	**$955,610**	**$9,537,310**

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ✓ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: 7/1/2012 To: 6/30/2013

Current approved Indirect Cost Rate: 14.233%

Approving State agency: North Carolina Department of Public Instruction

(Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.

If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix