

Grantee Name: Iredell-Statesville Schools

Participating Students

Table (A)(2): Approach to Implementation

			School Demographics								
			Raw Data Actual numbers or estimates						Percentages		
			A	B	C	D	E	F	G	H	I
			# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Iredell-Statesville Schools	Brawley Middle	6-8	53	722	206	107	9,356	722	100%	14.82%	1.14%
Iredell-Statesville Schools	East Iredell Middle	6-8	47	540	497	360	9,356	540	100%	66.67%	3.85%
Iredell-Statesville Schools	Lakeshore Middle	6-8	47	531	247	166	9,356	531	100%	31.26%	1.77%
Iredell-Statesville Schools	Monticello School	6-12	26	63	54	54	9,356	63	100%	85.71%	0.58%
Iredell-Statesville Schools	Mount Mourne Middle	6-10	37	569	34	31	9,356	569	100%	5.45%	0.33%
Iredell-Statesville Schools	North Iredell High	9-12	83	1,117	655	440	9,356	1117	100%	39.39%	4.70%
Iredell-Statesville Schools	North Iredell Middle	6-8	47	652	434	311	9,356	652	100%	47.70%	3.32%
Iredell-Statesville Schools	Northview Middle	6-10	35	395	125	119	9,356	395	100%	30.13%	1.27%
Iredell-Statesville Schools	Pressly School	6-12	20	54	51	51	9,356	54	100%	94.44%	0.55%
Iredell-Statesville Schools	South Iredell High	9-12	97	1,265	566	411	9,356	1265	100%	32.49%	4.39%
Iredell-Statesville Schools	Statesville High	9-12	79	1,082	907	672	9,356	1082	100%	62.11%	7.18%
Iredell-Statesville Schools	Statesville Middle	6-8	46	425	498	370	9,356	425	100%	87.06%	3.95%
Iredell-Statesville Schools	Troutman Middle	6-8	42	425	321	239	9,356	425	100%	56.24%	2.55%
Iredell-Statesville Schools	West Iredell High	9-12	71	896	568	441	9,356	896	100%	49.22%	4.71%
Iredell-Statesville Schools	West Iredell Middle	6-8	58	737	619	472	9,356	737	100%	64.04%	5.04%
TOTAL			788	9473	5782	4244	9,356	9473	100%	44.80%	45.36%

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Student Outcome Performance Measures

Table (A)(4): LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): 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 (e.g., percent proficient and above): Percentage of students proficient and above.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Value-Added.

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)
<i>English Language Arts, Grade 3, Proficiency</i>	OVERALL	69.6	71.8	74.2	76.7	79.1	81.6	84.0
	Female	71.9	73.2	75.6	78.1	80.5	83.0	85.4
	Male	67.5	70.6	73.0	75.5	77.9	80.4	82.8
	Black	47.3	44.1	48.0	51.8	55.6	59.5	63.3
	Hispanic	48.3	43.3	46.9	50.4	53.9	57.5	61.0
	White	78.3	81.4	83.0	84.5	86.0	87.5	89.0
	Asian	66.7	75.5	77.3	79.0	80.8	82.5	84.2
	American Indian	*	*	*	*	*	*	*
	Multi-racial	72.4	68.3	70.6	72.8	75.0	77.2	79.5
	ED	55.2	54.9	58.4	61.9	65.4	68.9	72.5
	ELL	38.3	38.8	44.1	49.3	54.5	59.8	65.0
	SWD	35.4	34.2	39.1	44.1	49.2	54.2	59.3
<i>English Language Arts, Grade 3, Growth</i>	OVERALL							
	Female							
	Male							

*=n size less than 5

Black							
Hispanic							
White							
Asian							
American Indian							
Multi-racial							
ED							
ELL							
SWD							

3rd Graders will not have Growth data since this is their first year of NC State testing.

Mathematics, Grade 3, Proficiency	OVERALL	84.3	82.3	83.8	85.3	86.7	88.2	89.7
	Female	84.1	82.4	83.9	85.4	86.8	88.3	89.8
	Male	84.6	82.2	83.7	85.2	86.6	88.1	89.6
	Black	65.9	56.4	59.0	61.6	64.2	66.8	69.4
	Hispanic	73.2	71.5	73.3	75.1	76.9	78.7	80.5
	White	90.1	88.6	89.4	90.3	91.2	92.1	93.0
	Asian	88.1	87.8	88.5	89.2	89.9	90.6	91.4
	American Indian	*	*	*	*	*	*	*
	Multi-racial	89.7	82.9	84.2	85.6	87.0	88.4	89.8
	ED	74.9	69.0	71.1	73.3	75.5	77.6	79.8
	ELL	67.4	66.7	69.4	72.0	74.6	77.2	79.8
	SWD	57.1	42.7	46.4	50.0	53.7	57.3	61.0

Mathematics, Grade 3, Growth	OVERALL							
	Female							
	Male							
	Black							
	Hispanic							
	White							
	Asian							
	American Indian							
Multi-racial								

ED							
ELL							
SWD							

3rd Graders will not have Growth data since this is their first year of NC State testing.

English Language Arts, Grade 4, Proficiency	OVERALL	72.6	71.9	74.3	76.8	79.2	81.7	84.1
	Female	76.2	74.6	77.0	79.5	81.9	84.4	86.8
	Male	69.2	69.3	71.7	74.2	76.6	79.1	81.5
	Black	44.5	48.0	51.9	55.7	59.5	63.4	67.2
	Hispanic	56.2	49.3	52.9	56.4	59.9	63.5	67.0
	White	80.9	81.2	82.8	84.3	85.8	87.3	88.8
	Asian	67.4	62.5	63.3	65.0	66.8	68.5	69.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	75.9	71.8	74.1	76.3	78.5	80.7	83.0
	ED	58.6	56.1	59.6	63.1	66.6	70.1	73.7
	ELL	32.0	24.6	29.9	35.1	40.3	45.6	50.8
	SWD	33.9	32.3	37.4	42.4	47.5	52.5	57.6
	English Language Arts, Grade 4, Growth	OVERALL	0.0	0.0	0.1	0.1	0.1	0.1
Female		0.1	0.0	0.1	0.1	0.1	0.1	0.1
Male		0.0	0.0	0.1	0.1	0.1	0.1	0.1
Black		-0.1	-0.2	0.1	0.1	0.1	0.1	0.1
Hispanic		0.0	-0.1	0.1	0.2	0.2	0.2	0.2
White		0.1	0.0	0.1	0.1	0.1	0.1	0.1
Asian		0.1	0.0	0.1	0.1	0.1	1.0	0.0
American Indian		*	*	*	*	*	*	*
Multi-racial		0.1	-0.2	0.1	0.1	0.0	0.0	0.1
ED		0.0	-0.1	0.1	0.1	0.1	0.1	0.1
ELL		-0.1	-0.2	0.2	0.2	0.2	0.3	0.3
SWD		-0.1	-0.3	0.0	0.0	0.0	0.0	0.1
Mathematics, Grade 4, Proficiency		OVERALL	84.2	84.8	86.3	87.8	89.2	90.7
	Female	85.9	85.6	87.1	88.6	90.0	91.5	93.0
	Male	82.6	84.0	85.5	87.0	88.4	89.9	91.4

	Black	63.6	66.5	69.1	71.7	74.3	76.9	79.5
	Hispanic	79.5	72.0	73.8	75.6	77.4	79.2	81.0
	White	88.9	90.5	91.3	92.2	93.1	94.0	94.9
	Asian	88.4	92.5	93.2	93.9	94.6	95.3	95.9
	American Indian	*	*	*	*	*	*	*
	Multi-racial	86.2	87.2	88.5	89.9	91.3	92.7	94.1
	ED	75.1	74.0	76.1	78.3	80.5	82.6	84.8
	ELL	68.0	56.1	58.8	61.4	64.0	66.6	69.2
	SWD	50.7	52.3	56.0	59.6	63.3	66.9	70.6
<i>Mathematics, Grade 4, Growth</i>	OVERALL	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Black	0.0	-0.1	0.1	0.2	0.2	0.2	0.2
	Hispanic	0.1	0.0	0.1	0.1	0.1	0.1	0.2
	White	0.2	0.2	0.1	0.1	0.1	0.1	0.1
	Asian	0.2	0.1	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.0	0.1	0.1	0.0	0.0	0.0
	ED	0.0	0.0	0.0	0.1	0.1	0.1	0.1
	ELL	0.0	-0.1	0.3	0.3	0.3	0.3	0.3
	SWD	0.0	0.0	0.1	0.1	0.1	0.1	0.1
<i>English Language Arts, Grade 5, Proficiency</i>	OVERALL	73.2	72.1	74.5	77.7	79.4	81.9	84.3
	Female	78.7	75.8	78.2	80.7	83.1	85.6	88.0
	Male	68.0	68.7	71.1	73.6	76.0	78.5	80.9
	Black	48.2	47.1	51.0	54.8	58.6	62.5	66.3
	Hispanic	53.3	58.0	61.6	65.1	68.6	72.2	75.7
	White	81.3	79.5	81.1	82.6	84.1	85.6	87.1
	Asian	69.0	67.4	69.2	70.9	72.7	74.4	76.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	69.2	64.7	67.0	69.2	71.4	73.6	75.9
	ED	57.8	57.0	60.5	64.0	67.5	71.0	74.6

	ELL	24.1	24.4	29.7	34.9	40.1	45.4	50.6
	SWD	33.5	29.6	34.7	39.7	44.8	49.8	54.9
English Language Arts, Grade 5, Growth	OVERALL	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Male	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Black	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Hispanic	0.0	0.0	0.1	0.2	0.2	0.2	0.2
	White	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Asian	0.1	0.1	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.1	0.1	0.1	0.1	0.0	0.0	0.1
	ED	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	ELL	0.1	0.0	0.2	0.2	0.2	0.3	0.3
	SWD	0.0	0.0	0.0	0.0	0.0	0.0	0.1
	Mathematics, Grade 5, Proficiency	OVERALL	82.3	80.5	82.0	83.5	84.9	86.4
Female		83.2	83.1	84.6	86.1	87.5	89.0	90.5
Male		81.4	78.1	79.6	81.1	82.5	84.0	85.5
Black		57.5	53.8	56.4	59.0	61.6	64.2	66.8
Hispanic		73.4	69.9	71.7	73.5	75.3	77.1	78.9
White		88.2	87.6	88.4	89.3	90.2	91.1	92.0
Asian		91.4	81.4	82.1	82.8	83.5	84.2	84.8
American Indian		*	*	*	*	*	*	*
Multi-racial		74.4	73.5	74.8	76.2	77.6	79.0	80.4
ED		71.5	68.5	70.6	72.8	75.0	77.1	79.3
ELL		59.8	48.8	51.5	54.1	56.7	59.3	61.9
SWD		42.5	45.4	49.1	52.7	56.4	60.0	63.7
Mathematics, Grade 5, Growth		OVERALL	0.0	0.0	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Black	-0.1	-0.1	0.1	0.2	0.2	0.2	0.2
	Hispanic	0.1	0.0	0.1	0.1	0.1	0.1	0.2

English Language Arts, 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
	Asian	73.5	73.8	75.6	77.3	79.1	80.8	82.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	80.6	50.0	52.3	54.5	56.7	58.9	61.2
	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	
English Language Arts, Grade 7, Growth	OVERALL	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Female	0.1	0.1	0.1	0.1	0.1	0.2	0.2
	Male	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Black	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Hispanic	0.2	0.1	0.1	0.2	0.2	0.2	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.2	0.1	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.0	0.1	0.1	0.0	0.0	0.1
	ED	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	ELL	0.2	0.0	0.1	0.1	0.1	0.1	0.1
SWD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
English Language Arts, 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
	Asian	69.2	70.0	71.8	73.5	75.3	77.0	78.7

	American Indian	*	*	*	*	*	*	*
	Multi-racial	73.1	70.3	72.6	74.8	77.0	79.2	81.5
	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
English Language Arts, Grade 8, Growth	OVERALL	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Male	0.1	0.0	0.1	0.1	0.1	0.1	0.1
	Black	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Hispanic	0.0	0.0	0.0	0.0	0.0	0.1	0.1
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.2	0.1	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.1	-0.1	0.1	0.1	0.0	0.0	0.1
	ED	0.1	0.0	0.0	0.1	0.1	0.1	0.1
	ELL	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	SWD	-0.2	-0.1	-0.1	-0.1	-0.1	0.0	0.0
	Mathematics, Grade 6, Proficiency	OVERALL	81.2	82.8	82.8	83.8	84.8	86.8
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
Asian		85.7	91.7	92.4	93.1	93.8	94.5	95.1
American Indian		*	*	*	*	*	*	*
Multi-racial		68.8	80.0	81.3	82.7	84.1	85.5	86.9
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
Mathematics, Grade 6, Growth		OVERALL	0.0	0.1	0.1	0.1	0.1	0.1
	Female	0.0	0.1	0.1	0.1	0.1	0.1	0.2

	Male	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	Black	0.1	0.1	0.1	0.2	0.2	0.2	0.2
	Hispanic	0.0	0.1	0.1	0.1	0.1	0.1	0.2
	White	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.1	0.2	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.1	0.1	0.1	0.0	0.0	0.0
	ED	0.0	0.0	0.0	0.1	0.1	0.1	0.1
	ELL	0.2	0.3	0.3	0.3	0.3	0.3	0.3
	SWD	0.0	0.1	0.1	0.1	0.1	0.1	0.1
<i>Mathematics, Grade 7, Proficiency</i>	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	88.0	88.9	89.9	90.0	92.9	94.9
	Asian	89.8	95.0	95.7	96.4	97.1	97.8	98.4
	American Indian	*	*	*	*	*	*	*
	Multi-racial	90.3	66.7	68.0	69.4	70.8	72.2	73.6
	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
<i>Mathematics, Grade 7, Growth</i>	OVERALL	0.1	0.0	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.1	0.0	0.0	0.1	0.1	0.1	0.1
	Black	0.1	-0.1	0.0	0.0	0.0	0.0	0.1
	Hispanic	0.1	0.1	0.1	0.1	0.2	0.2	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.3	0.2	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.0	0.1	0.1	0.0	0.0	0.0

	ED	0.1	0.0	0.0	0.0	0.0	0.1	0.1
	ELL	0.2	0.2	0.2	0.2	0.2	0.3	0.3
	SWD	0.1	0.0	0.0	0.0	0.1	0.1	0.1
Mathematics, 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
	Asian	94.9	95.0	95.7	96.4	97.1	97.8	98.4
	American Indian	*	*	*	*	*	*	*
	Multi-racial	84.6	86.5	87.8	89.2	90.6	92.0	93.4
	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
	Mathematics, Grade 8, Growth	OVERALL	0.3	0.4	0.4	0.4	0.4	0.4
Female		0.4	0.4	0.4	0.4	0.4	0.4	0.4
Male		0.3	0.3	0.3	0.3	0.3	0.4	0.4
Black		0.4	0.3	0.4	0.4	0.4	0.4	0.4
Hispanic		0.4	0.4	0.4	0.4	0.4	0.4	0.4
White		0.3	0.4	0.4	0.4	0.4	0.4	0.4
Asian		0.4	0.5	0.0	0.0	0.0	0.0	-0.1
American Indian		*	*	*	*	*	*	*
Multi-racial		0.2	0.3	0.1	0.1	0.0	0.0	0.0
ED		0.4	0.3	0.3	0.3	0.4	0.4	0.4
ELL		0.4	0.3	0.4	0.4	0.4	0.4	0.4
SWD		0.4	0.2	0.3	0.3	0.3	0.3	0.3
Integrated Math I/ Algebra I End-of- Course Test, Proficiency (note:		OVERALL	81.5	84.8	84.8	85.8	86.8	88.8
	Female	84.1	88.6	88.6	89.6	90.6	92.6	94.6
	Male	79.0	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

<i>the State changed the name from Algebra I to the above)</i>	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
	Asian	87.1	93.9	94.6	95.3	96.0	96.7	97.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	80.0	82.1	83.5	84.9	86.3	87.7	89.1
	ED	71.8	72.4	72.4	73.9	75.4	77.4	79.4
	ELL	62.7	50.0	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
<i>Integrated Math I/ Algebra I End-of-Course Test, Growth</i> (note: the State changed the name from Algebra I to the above)	OVERALL	-0.1	-0.2	-0.2	-0.2	-0.1	-0.1	-0.1
	Female	-0.1	-0.3	-0.2	-0.1	-0.1	-0.1	-0.1
	Male	-0.2	-0.2	-0.2	-0.2	-0.2	-0.1	-0.1
	Black	-0.1	-0.4	-0.2	-0.2	-0.2	-0.2	-0.2
	Hispanic	-0.2	-0.3	-0.3	-0.2	-0.2	-0.2	-0.2
	White	-0.1	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1
	Asian	0.2	-0.5	0.0	0.0	0.0	0.0	0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.2	0.1	0.0	0.0	0.0	0.0	0.0
	ED	-0.2	-0.4	-0.3	-0.3	-0.2	-0.2	-0.2
	ELL	-0.3	-0.6	-0.4	-0.4	-0.4	-0.4	-0.4
SWD	-0.4	-0.6	-0.5	-0.5	-0.4	-0.4	-0.4	
<i>English II End-of-Course Test, Proficiency</i> (note: English I is no longer tested, so we changed this to English II)	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
	Asian	95.0	90.0	91.0	92.1	93.1	94.2	95.3
	American Indian	*	*	*	*	*	*	*
	Multi-racial	91.7	95.0	96.0	96.9	97.9	99.0	99.9
	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
<i>English II End-of-Course Test, Growth (note: English I is no longer tested, so we changed this to English II)</i>	OVERALL	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.2	0.2	0.2	0.2	0.2	0.2	0.2
	Male	0.1	0.0	0.0	0.0	0.0	0.1	0.1
	Black	0.0	-0.1	0.0	0.0	0.0	0.0	0.0
	Hispanic	0.1	0.1	0.1	0.2	0.2	0.2	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Asian	0.3	0.0	0.0	0.0	0.0	0.0	0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.2	0.5	0.0	0.0	0.0	0.0	0.0
	ED	0.1	0.0	0.0	0.0	0.0	0.1	0.1
	ELL	0.1	0.0	0.1	0.1	0.1	0.1	0.1
	SWD	-0.1	0.0	0.0	0.0	0.0	0.0	0.0

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice): 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.

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)
<i>Grade 3, EOG English Language Arts, State Standardized Test, % Proficiency Gap</i>	Female vs. White	6.4	8.2	7.4	6.4	5.5	4.5	3.6
	Male vs. White	10.8	10.8	10.0	9.0	8.1	7.1	6.2
	Black vs. White	31.0	37.3	35.0	32.7	30.4	28.0	25.7
	Hispanic vs. White	30.0	38.1	36.1	34.1	32.1	30.0	28.0
	Asian vs. White	11.6	5.9	5.7	5.5	5.2	5.0	4.8
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	5.9	13.1	12.4	11.7	11.0	10.3	9.5
	ED vs. White	23.1	26.5	24.6	22.6	20.6	18.6	16.5

	ELL vs. White	40.0	42.6	38.9	35.2	31.5	27.7	24.0
	SWD vs. White	42.9	47.2	43.9	40.4	36.8	33.3	29.7
Grade 4, EOG English Language Arts, State Standardized Test, % Proficiency Gap	Female vs. White	4.7	6.6	5.8	4.8	3.9	2.9	2.0
	Male vs. White	11.7	11.9	11.1	10.1	9.2	8.2	7.3
	Black vs. White	36.4	33.2	30.9	28.6	26.3	23.9	21.6
	Hispanic vs. White	24.7	31.9	29.9	27.9	25.9	23.8	21.8
	Asian vs. White	13.5	18.7	19.5	19.3	19.0	18.8	19.3
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	5.0	9.4	8.7	8.0	7.3	6.6	5.8
	ED vs. White	22.3	25.1	23.2	21.2	19.2	17.2	15.1
	ELL vs. White	48.9	56.6	52.9	49.2	45.5	41.7	38.0
	SWD vs. White	47.0	48.9	45.4	41.9	38.3	34.8	31.2
Grade 5, EOG English Language Arts, State Standardized Test, % Proficiency Gap	Female vs. White	2.6	3.7	2.9	1.9	1.0	0.0	-0.9
	Male vs. White	13.3	10.8	10.0	9.0	8.1	7.1	6.2
	Black vs. White	33.1	32.4	30.1	27.8	25.5	23.1	20.8
	Hispanic vs. White	28.0	21.5	19.5	17.5	15.5	13.4	11.4
	Asian vs. White	12.3	12.1	11.9	11.7	11.4	11.2	11.0
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	12.1	14.8	14.1	13.4	12.7	12.0	11.2
	ED vs. White	23.5	22.5	20.6	18.6	16.6	14.6	12.5
	ELL vs. White	57.2	55.1	51.4	47.7	44.0	40.2	36.5
	SWD vs. White	47.8	49.9	46.4	42.9	39.3	35.8	32.2
Grade 6, EOG English Language Arts, State Standardized Test, % Proficiency Gap	Female vs. Asian	2.3	10.5	12.3	12.5	12.8	12.1	10.1
	Male vs. Asian	8.2	17.2	19.0	18.2	17.5	15.8	13.8
	Black vs. Asian	19.5	36.9	36.2	35.4	34.7	33.0	30.0
	Hispanic vs. Asian	19.5	26.3	28.1	27.8	27.6	26.9	24.9
	White vs. Asian	-0.9	7.9	9.7	10.4	11.2	10.5	8.5
	American Indian vs. Asian	*	*	*	*	*	*	*
	Multi-racial vs. Asian	20.4	18.3	17.8	17.3	16.9	16.0	13.7
	ED vs. Asian	21.1	27.2	29.0	28.7	28.5	26.8	24.8
	ELL vs. Asian	48.2	54.2	56.0	52.7	49.5	43.8	40.8

	SWD vs. Asian	59.4	64.5	66.3	63.0	59.8	54.1	51.1
Grade 7, EOG English Language Arts, State Standardized Test, % Proficiency Gap	Female vs. White	3.1	4.2	3.7	3.7	3.6	3.6	3.6
	Male vs. White	10.9	8.9	8.6	8.1	7.6	6.6	6.6
	Black vs. White	32.9	25.5	27.2	26.2	25.2	24.2	23.2
	Hispanic vs. White	26.2	23.2	24.7	23.7	22.7	21.7	20.7
	Asian vs. White	6.9	3.2	3.1	2.9	2.6	2.9	3.2
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	-0.2	27.0	26.4	25.7	25.0	24.8	24.5
	ED vs. White	23.6	24.1	23.8	22.8	21.8	20.8	19.8
	ELL vs. White	54.3	48.4	50.1	46.6	43.1	38.1	37.1
	SWD vs. White	55.8	57.0	56.4	52.9	49.4	44.4	43.4
Grade 8, EOG English Language Arts, State Standardized Test, % Proficiency Gap	Female vs. White	3.2	5.3	5.3	4.8	4.3	4.3	4.3
	Male vs. White	8.4	9.5	9.5	9.0	8.5	8.5	8.5
	Black vs. White	28.8	30.7	30.7	29.2	27.7	27.7	27.7
	Hispanic vs. White	17.2	27.0	23.9	22.9	21.9	20.9	20.9
	Asian vs. White	11.6	14.4	12.6	11.9	11.1	11.4	11.7
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	7.7	14.1	11.8	10.6	9.4	9.2	8.9
	ED vs. White	20.1	23.5	23.5	22.5	21.5	20.5	19.5
	ELL vs. White	64.8	63.2	63.2	59.2	55.2	50.2	49.2
	SWD vs. White	56.3	56.2	56.2	52.2	48.2	43.2	42.2
Grade 3, EOG Mathematics State Standardized Test, % Proficiency Gap	Female vs. White	6.0	6.2	5.5	4.9	4.4	3.8	3.2
	Male vs. White	5.5	6.4	5.7	5.1	4.6	4.0	3.4
	Black vs. White	24.2	32.2	30.4	28.7	27.0	25.3	23.6
	Hispanic vs. White	16.9	17.1	16.1	15.2	14.3	13.4	12.5
	Asian vs. White	2.0	0.8	0.9	1.1	1.3	1.5	1.6
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	0.4	5.7	5.2	4.7	4.2	3.7	3.2
	ED vs. White	15.2	19.6	18.3	17.0	15.7	14.5	13.2
	ELL vs. White	22.7	21.9	20.0	18.3	16.6	14.9	13.2
	SWD vs. White	33.0	45.9	43.0	40.3	37.5	34.8	32.0

Grade 4, EOG Mathematics State Standardized Test, % Proficiency Gap	Female vs. Asian	2.5	6.9	6.1	5.3	4.6	3.8	2.9
	Male vs. Asian	5.8	8.5	7.7	6.9	6.2	5.4	4.5
	Black vs. Asian	24.8	26.0	24.1	22.2	20.3	18.4	16.4
	Hispanic vs. Asian	8.9	20.5	19.4	18.3	17.2	16.1	14.9
	White vs. Asian	-0.5	2.0	1.9	1.7	1.5	1.3	1.0
	American Indian vs. Asian	*	*	*	*	*	*	*
	Multi-racial vs. Asian	2.2	5.3	4.7	4.0	3.3	2.6	1.8
	ED vs. Asian	13.3	18.5	17.1	15.6	14.1	12.7	11.1
	ELL vs. Asian	20.4	36.4	34.4	32.5	30.6	28.7	26.7
	SWD vs. Asian	37.7	40.2	37.2	34.3	31.3	28.4	25.3
Grade 5, EOG Mathematics State Standardized Test, % Proficiency Gap	Female vs. White	5.0	4.5	3.8	3.2	2.7	2.1	1.5
	Male vs. White	6.8	9.5	8.8	8.2	7.7	7.1	6.5
	Black vs. White	30.7	33.8	32.0	30.3	28.6	26.9	25.2
	Hispanic vs. White	14.8	17.7	16.7	15.8	14.9	14.0	13.1
	Asian vs. White	-3.2	6.2	6.3	6.5	6.7	6.9	7.2
	American Indian vs. White	*	*	*	*	*	*	*
	Multi-racial vs. White	13.8	14.1	13.6	13.1	12.6	12.1	11.6
	ED vs. White	16.7	19.1	17.8	16.5	15.2	14.0	12.7
	ELL vs. White	28.4	38.8	36.9	35.2	33.5	31.8	30.1
SWD vs. White	45.7	42.2	39.3	36.6	33.8	31.1	28.3	
Grade 6, EOG Mathematics State Standardized Test, % Proficiency Gap	Female vs. Asian	3.3	7.1	7.8	7.5	7.2	5.9	4.5
	Male vs. Asian	5.6	10.6	11.3	11.0	10.7	9.4	8.0
	Black vs. Asian	21.1	29.9	29.2	27.9	26.6	24.3	22.9
	Hispanic vs. Asian	14.3	11.6	12.3	12.0	11.7	10.4	9.0
	White vs. Asian	-0.6	4.5	5.2	4.9	4.6	3.3	1.9
	American Indian vs. Asian	*	*	*	*	*	*	*
	Multi-racial vs. Asian	16.9	11.7	11.1	10.4	9.7	9.0	8.2
	ED vs. Asian	16.8	20.1	20.8	20.0	19.2	17.9	16.5
	ELL vs. Asian	33.2	27.6	28.3	27.0	25.7	23.4	22.0
SWD vs. Asian	46.5	53.8	53.9	49.6	45.3	39.0	36.6	
Grade 7, EOG	Female vs. Asian	0.8	9.7	8.6	8.3	8.0	6.7	5.3

Mathematics State Standardized Test, % Proficiency Gap	Male vs. Asian	8.1	13.1	13.8	13.5	13.2	11.9	10.5
	Black vs. Asian	26.2	28.9	29.6	28.3	27.0	24.7	23.3
	Hispanic vs. Asian	12.6	16.9	17.6	16.3	15.0	13.7	12.3
	White vs. Asian	-0.1	7.0	6.8	6.5	7.1	4.9	3.5
	American Indian vs. Asian	*	*	*	*	*	*	*
	Multi-racial vs. Asian	-0.5	28.3	27.7	27.0	26.3	25.6	24.8
	ED vs. Asian	14.8	23.7	22.6	21.8	21.0	19.7	18.3
	ELL vs. Asian	28.9	28.3	29.0	27.7	26.4	24.1	22.7
	SWD vs. Asian	48.1	52.6	53.3	51.0	48.7	45.4	43.0
Grade 8, EOG Mathematics State Standardized Test, % Proficiency Gap	Female vs. Asian	2.9	1.9	2.6	2.8	3.0	2.7	2.3
	Male vs. Asian	5.9	6.6	5.8	5.0	3.7	2.4	2.0
	Black vs. Asian	11.6	15.9	14.1	13.3	12.0	10.7	9.3
	Hispanic vs. Asian	7.5	9.8	9.4	9.1	8.8	7.5	6.1
	White vs. Asian	2.7	1.6	2.4	2.6	2.8	2.5	2.1
	American Indian vs. Asian	*	*	*	*	*	*	*
	Multi-racial vs. Asian	7.1	11.8	11.1	10.4	9.7	9.0	8.4
	ED vs. Asian	10.9	10.6	11.3	11.0	10.7	9.4	8.0
	ELL vs. Asian	18.9	20.8	20.6	19.8	19.0	17.7	16.3
SWD vs. Asian	35.8	48.1	42.7	40.9	39.1	36.8	34.4	
Integrated Math I/ Algebra I End-of-Course State Standardized Test, % Proficiency Gap	Female vs. Asian	3.0	5.3	6.0	5.7	5.4	4.1	2.9
	Male vs. Asian	8.1	13.0	13.7	13.4	13.1	11.8	10.6
	Black vs. Asian	19.6	31.2	29.5	28.2	26.9	24.6	23.4
	Hispanic vs. Asian	12.5	18.0	18.7	17.9	17.1	15.8	14.6
	White vs. Asian	1.5	3.7	4.4	4.6	4.8	3.5	3.3
	American Indian vs. Asian	*	*	*	*	*	*	*
	Multi-racial vs. Asian	7.1	11.8	11.1	10.4	9.7	9.0	8.4
	ED vs. Asian	15.3	21.5	22.2	21.4	20.6	19.3	18.1
	ELL vs. Asian	24.4	43.9	38.3	36.5	34.7	32.4	30.2
SWD vs. Asian	47.9	52.3	53.0	50.7	48.4	45.1	42.9	
English II, State End-of-Course	Female vs. Multi-racial	1.0	3.4	4.4	4.8	5.3	5.4	5.3
	Male vs. Multi-racial	6.2	8.7	9.7	9.6	9.6	8.7	7.6

Standardized Test, % Proficiency Gap	Black vs. Multi-racial	21.3	19.8	20.8	20.2	19.7	18.8	17.7
	Hispanic vs. Multi-racial	11.2	17.4	16.9	16.3	15.8	14.9	13.8
	Asian vs. Multi-racial	-3.3	5.0	5.0	4.8	4.8	4.8	4.6
	American Indian vs. Multi-racial	*	*	*	*	*	*	*
	White vs. Multi-racial	-0.9	2.4	3.4	3.8	4.3	4.4	4.3
	ED vs. Multi-racial	12.5	15.2	16.2	15.6	15.1	14.2	13.1
	ELL vs. Multi-racial	33.1	49.4	43.9	42.3	40.8	38.9	36.8
	SWD vs. Multi-racial	47.1	50.0	51.0	48.9	46.9	44.0	41.9

(A)(4)(c) Graduation rates (as defined in this notice)								
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
	Asian	92.1	94.3	94.3	94.3	95.3	95.8	96.3
	American Indian	*	*	*	*	*	*	*
	Multi-racial	82.4	80.8	80.8	81.3	81.3	81.3	81.3
	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	

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation
- o (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100

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)
<i>College Enrollment Rate</i>	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
	Asian	51.4	56.4	56.4	59.4	63.4	68.4	73.4
	American Indian	*	*	*	*	*	*	*
	Multi-racial	57.1	50.0	50.0	53.0	57.0	62.0	67.0
	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

Grantee Name: Iredell-Statesville Schools

Project #1 Project Management and Support for Overall Implementation

Project Goals/Desired Outcomes: Supports all four program goals (individualize student-driven learning, revolutionize instruction, cultivate high-quality educators, and infuse cross-cutting data-driven decision-making)

Narrative: This project focuses on activities needed to guide our LEA-wide reform and ensure proper grant and fiscal management to support overall project implementation.

Key Performance Measures: Indirectly supports all performance measures.

Cross-reference to other projects: This project provides the infrastructure and foundation needed to implement the other four projects.

Activities for Project 1

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
1.1	Activity 1.1: Hire Grant Personnel (29 FTE)		12/27/12	6/30/13					
1.1.1	Task 1.1.1: Create job descriptions	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction, Research Associates	12/27/12	01/11/13					Supplies: e
1.1.2	<i>Deliverable: Job descriptions</i>	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction, Research Associates	01/11/13	01/11/13					
1.1.3	Task 1.1.3: Post positions	Human Resources	01/15/13	02/15/13					
1.1.4	Task 1.1.4: Interview candidates and hire the Project Director	District leadership team	02/15/13	05/01/13					Personnel: a, Fringe: a
1.1.5	Task 1.1.5: Interview candidates and hire the Accountability Coordinator	Asst. Superintendent of Curriculum/ Instruction, Project Director	02/15/13	05/01/13					Personnel: b, Fringe: a
1.1.6	Task 1.1.6: Interview candidates and hire the Instructional Facilitator for Lakeshore Middle	Director of Student Services	02/15/13	05/01/13					Personnel: c, Fringe: a
1.1.7	Task 1.1.7: Interview candidates and hire the Digital Service Learning Technicians	Director of IT	02/15/13	05/01/13					Personnel: d, Fringe: a
1.1.8	Task 1.1.8: Interview candidates and hire the SAP for Brawley and East Iredell Middle	Director of Student Services	02/15/13	05/01/13					Personnel: e, Fringe: a
1.1.9	Task 1.1.9: Interview candidates and hire the SAP for Lakeshore Middle and South Iredell High	Director of Student Services	02/15/13	05/01/13					Personnel: e, Fringe: a
1.1.10	Task 1.1.10: Interview candidates and hire the SAP for North Iredell Middle and High	Director of Student Services	02/15/13	05/01/13					Personnel: e, Fringe: a
1.1.11	Task 1.1.11: Interview candidates and hire the SAP for Statesville High and Pressly, Monticello, Mt. Mourne, and Northview as needed	Director of Student Services	02/15/13	05/01/13					Personnel: e, Fringe: a
1.1.12	Task 1.1.12: Interview candidates and hire the SAP for Troutman and Statesville Middle	Core Team	02/15/13	05/01/13					Personnel: e, Fringe: a
1.1.13	Task 1.1.13: Interview candidates and hire the SAP for West Iredell Middle and High	Core Team	02/15/13	05/01/13					Personnel: e, Fringe: a

1.1.14	Task 1.1.14: Interview candidates and hire the Blended Learning Coordinator	Core Team	02/15/13	05/01/13					Personnel: f, Fringe: a
1.1.15	Task 1.1.15: Interview candidates and hire the Blended Learning Coach for Brawley Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.16	Task 1.1.16: Interview candidates and hire the Blended Learning Coach for East Iredell Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.17	Task 1.1.17: Interview candidates and hire the Blended Learning Coach for Lakeshore Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.18	Task 1.1.18: Interview candidates and hire the Blended Learning Coach for Monticello School/Pressly School	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.19	Task 1.1.19: Interview candidates and hire the Blended Learning Coach for Mount Mourne Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.20	Task 1.1.20: Interview candidates and hire the Blended Learning Coach for North Iredell High	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.21	Task 1.1.21: Interview candidates and hire the Blended Learning Coach for North Iredell Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.22	Task 1.1.22: Interview candidates and hire the Blended Learning Coach for Northview Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.23	Task 1.1.23: Interview candidates and hire the Blended Learning Coach for South Iredell High	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.24	Task 1.1.24: Interview candidates and hire the Blended Learning Coach for Statesville High	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.25	Task 1.1.25: Interview candidates and hire the Blended Learning Coach for Statesville Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.26	Task 1.1.26: Interview candidates and hire the Blended Learning Coach for West Iredell High	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.27	Task 1.1.27: Interview candidates and hire the Blended Learning Coach for West Iredell Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.28	Task 1.1.28: Interview candidates and hire the Blended Learning Coach for Troutman Middle	BL Coordinator, Principal, District Leadership Team	02/15/13	05/01/13					Personnel: h, Fringe: a
1.1.29	<i>Deliverable: Employment records on file</i>	Human Resources	05/30/13	05/30/13					
1.1.30	Task 1.1.30: Train new personnel	District and School leadership teams	05/01/13	06/30/13					
1.1.31	Task 1.1.31: Provide an overview of blended learning and key grant components to grant staff	Project Director	06/17/13	06/30/13					

1.1.32	Milestone: All grant staff hired	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction	06/30/13	06/30/13					
1.1.33	Task 1.1.33: Provide an overview of blended learning to district leadership based on design process	Project Director	07/01/13	08/02/13					
1.1.34	Task 1.1.34: Provide a PDSA/School Implementation Plan to teachers that illustrates progress toward blended learning model and plan for the academic year	BL Coaches and Principals	08/15/13	09/30/13				Dependent on Task 3.1.5	
1.1.35	Task 1.1.35: Hire Digital Lab Monitors	Project Director	01/01/14	04/01/14					
1.1.36	Task 1.1.36: Conduct annual employee performance reviews to ensure continuous project improvement	Asst. Superintendent of Curriculum/ Instruction, Project Director, BL Coordinator, IT Director	05/01/14	05/30/14				Repeat Annually	
1.1.37	Deliverable: Employee performance review documentation	Human Resources	06/01/14	06/01/14				Repeat Annually	
1.1.38	Deliverable: Semi-annual time/effort documentation on file	Human Resources	06/01/14	06/01/14				Repeat Annually	
1.2	Activity 1.2: Attend Required RTT-D Meetings		12/27/12	3/1/13					
1.2.1	Task 1.2.1: Participate in required US ED hosted webinars	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction, Research Associates	12/27/12	12/26/13				Repeat Annually	
1.2.2	Task 1.2.2: Book travel and attend required US ED hosted meeting in DC	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction, Research Associates	01/09/13	03/01/13					Travel: a
1.2.3	Milestone: Attended March 1 US ED meeting	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction, Research Associates	03/01/13	03/01/13					
1.3	Activity 1.3: Contract with Technical Assistance Provider		12/27/12	1/4/13					
1.3.1	Task 1.3.1: Select technical assistance provider to support grant implementation and management	I-SS Procurement Office	12/27/12	12/30/12				I-SS created a competitive bid package for technical assistance services prior to receiving the award. We selected an approved vendor from this list.	
1.3.2	Task 1.3.2: Contract with provider for services	Director of Student Services	01/02/13	01/04/13					
1.3.3	Deliverable: Contract on file	Director of Student Services	01/04/13	01/04/13					
1.3.4	Milestone: Provider begins services	Director of Student Services	01/04/13	01/04/13					
1.3.5	Task 1.3.5: Convene district leadership to discuss next steps for grant implementation	Research Associates	01/04/13	01/30/13					
1.3.6	Task 1.3.6: Create grant overview PowerPoint for dissemination at the schools and for community meetings	Research Associates	01/04/13	01/30/13					
1.3.7	Deliverable: PowerPoint slide bank for presentations	Research Associates	01/30/13	01/30/13					
1.3.8	Task 1.3.8: Develop procurement bid and scoring rubric for design partner selection	Research Associates	01/04/13	01/15/13					
1.3.9	Deliverable: Procurement bid	Research Associates	01/15/13	01/15/13					
1.3.10	Deliverable: Scoring rubric	Research Associates	01/15/13	01/15/13					

1.3.11	Task 1.3.11: Assist in the selection and contracting process for the design partner	Research Associates	01/15/13	02/15/13					
1.3.12	Task 1.3.12: Convene evaluator and IT Department to create an IT needs assessment	Research Associates	01/15/13	01/30/13					Contractual: c
1.3.13	Task 1.3.13: Facilitate a program evaluation kick-off meeting	Research Associates	03/01/13	03/30/13					
1.3.14	Task 1.3.14: Facilitate scope of work development meetings	Research Associates	03/01/13	03/30/13					
1.3.15	Task 1.3.15: Develop a project director's toolkit to provide resources for effective grants management	Research Associates	04/01/13	05/01/13					
1.3.16	Task 1.3.16: Work with finance department to set up budget management tools	Research Associates	04/01/13	05/01/13					
1.3.17	Task 1.3.17: Develop time and effort and inventory tracking tools and guidance	Research Associates	04/01/13	05/01/13					
1.3.18	<i>Deliverables: Project Director's toolkit</i>	Research Associates	05/01/13	05/01/13					
1.3.19	<i>Deliverables: Budget management tool</i>	Research Associates	05/01/13	05/01/13					
1.3.20	<i>Deliverables: Time and effort forms</i>	Research Associates	05/01/13	05/01/13					
1.3.21	<i>Deliverables: Inventory tracking spreadsheet</i>	Research Associates	05/01/13	05/01/13					
1.3.22	Task 1.3.22: Convene at least quarterly grant implementation check-in meetings to discuss budget management, progress toward grant goals, PDSA, and scope of work	Project Director, Research Associates	07/01/13	09/01/13				Repeat Quarterly	
1.3.23	<i>Deliverable: Revised PDSA with quarterly updates to be shared with executive cabinet, school leadership, and community partners if applicable</i>	Project Director, Accountability Coordinator	09/01/13	09/01/13				Repeat Quarterly	
1.4	Activity 1.4: Purchase Digital Devices & Platform to Serve as the Backbone and Host of our Student Learner and Teacher Professional Learning Platform Based on Needs Determined through the Design Process		8/1/2013	2/15/2014					
1.4.1	Task 1.4.1: Survey PL teams for instructional device options for grade levels and instructional needs	Project Director, IT Department	7/15/2013	8/15/2013					
1.4.2	Task 1.4.2: Review survey data and select device option for RFP.	Project Director IT Department	8/21/2013	9/5/2013					
1.4.3	Task 1.4.3: Develop procurement bid for digital devices	IT Department, Project Director, Research Associates	09/08/13	10/01/13					
1.4.4	<i>Deliverable: Request for bid for digital devices</i>	IT Department, Project Director, Research Associates	10/01/13	10/01/13					

1.4.26	<i>Deliverable: Scoring rubric</i>	Project Director	03/10/14	03/10/14			to build on and incorporate, not duplicate the efforts of the state RTT grant program. Although the proposal listed a specific time frame for purchasing the devices, which we address above, we did not provide a specific timeframe for the digital platform as we wanted to first use, review and analyze if the state system is successfully able to meet the identified goals of the grant prior to the district using RTTT-D funds to purchase a PD platform. Now that the HomeBase roll out has been released, we are better able to incorporate into our SOW. The purchase of additional digital platforms will be informed by our experience with HomeBase. Throughout this process, we continue to demo and research digital content options so that we are ready to move forward if we determine there are gaps in the content provided on HomeBase.		
1.4.27	Task 1.4.27: Contract with provider for services	Project Director	03/11/14	03/25/14					
1.4.28	<i>Deliverable: Contract on file</i>	Project Director, BL Coordinator, Exec Dir of Tech & Media	03/25/14	03/25/14					
1.4.29	Task 1.4.29: Install digital platform	Provider TBD	04/01/14	05/01/14					
1.4.30	Task 1.4.30: Train teachers and staff to use digital platform during PLC meetings or early release professional development days	Provider TBD	04/01/14	07/31/14					
1.4.31	<i>Deliverable: Classroom walkthrough data that demonstrates digital platform usage by teachers</i>	Project Director	09/30/14	09/30/14					
1.4.32	Task 1.4.32: Review available professional development digital platforms	Project Director, IMPACT core team, Exec. Director of PD, BL Coaches, Principals, Asst. Superintendent of Curriculum/Instruction	06/01/13	04/01/14					
1.4.33	Task 1.4.33: Develop procurement bid for PD platform with stakeholders if not available in HomeBase	IT Department, Project Director, Research Associates	06/01/14	06/30/14					
1.4.34	<i>Deliverable: Request for bid</i>	IT Department, Project Director, Research Associates	07/01/14	07/01/14					
1.4.35	Task 1.4.35: Post bid on NC e-procurement website	I-SS Procurement Office	07/02/14	07/31/14					
1.4.36	Task 1.4.36: Review procurement bids and select provider	IT Department, Project Director	08/01/14	08/11/14					
1.4.37	<i>Deliverable: Scoring rubric</i>	Project Director	08/01/14	08/01/14					
1.4.38	Task 1.4.38: Contract with provider for services	Project Director	08/12/14	08/12/14					
1.4.39	<i>Deliverable: Contract on file</i>	Project Director, BL Coordinator, Exec Dir of Tech & Media	08/12/14	08/12/14					
1.4.40	Task 1.4.40: Install digital PD platform	Provider TBD	09/01/14	09/30/14					
1.4.41	Task 1.4.41: Train teachers and staff to use PD platform during early release professional development days	Provider TBD	10/01/14	12/05/14					
1.4.42	Milestone: Digital platform utilized by teachers for current and ongoing professional development needs	Project Director	12/31/16	12/31/16					
1.5	Activity 1.5: Convene Core Team		2/28/2013	12/26/2016					
1.5.1	Task 1.5.1: Identify and recruit Core team members	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction	02/28/13	04/15/13					
1.5.2	Task 1.5.2: Create a Core team meeting schedule	Project Director, BL Coordinator, Exec Dir of Tech & Media	06/01/13	06/30/13					Supplies: e
1.5.3	<i>Deliverable: Core team meeting schedule</i>	BL Coaches, IFs, EC, ESL Lead Teacher	06/30/13	06/30/13					
1.5.4	Task 1.5.4: Convene quarterly Core team meetings to review PDSA, share evaluation results, and discuss implementation successes and challenges	Project Director	07/01/13	07/30/13			Repeat Quarterly	Travel: c	

1.5.5	Task 1.5.5: Share quarterly updates with the executive cabinet and during principal meetings	Project Director	08/01/13	08/15/13			Repeat Quarterly		
1.5.6	<i>Deliverables: Meeting minutes</i>	Accountability Coordinator	07/30/13	07/30/13			Repeat Quarterly		
1.5.7	<i>Deliverables: Evaluation snapshots if applicable</i>	The Evaluation Group (TEG)	07/30/13	07/30/13			Repeat Quarterly		
1.5.8	<i>Deliverables: Updated PDSA</i>	Accountability Coordinator	07/30/13	07/30/13			Repeat Quarterly		
1.6	Activity 1.6: Submit Grant Condition B Materials		2/7/2013	8/30/2013					
1.6.1	Task 1.6.1: Develop scope of work	Director of Student Services, Research Associates	02/07/13	04/08/13					
1.6.2	Task 1.6.2: Convene work team to finalize SOW	Director of Student Services, Research Associates	03/11/13	03/14/13					
1.6.3	Task 1.6.3: Provide low-income verification information	Director of Testing/Student Information	02/07/13	03/08/13					
1.6.4	<i>Deliverable: Scope of work document</i>	Research Associates	04/08/13	04/08/13					
1.6.5	Task 1.6.5: Develop school implementation plan	Director of Student Services, Research Associates	02/07/13	04/08/13					
1.6.6	<i>Deliverable: School implementation plan</i>	Research Associates	04/08/13	04/08/13					
1.6.7	Task 1.6.7: Revised documents based on US ED feedback.	Project Director, Research Associates	04/29/13	07/30/13					
1.6.8	Milestone: Approval from US ED	US ED Provides	08/30/13	08/30/13					
1.7	Activity 1.7: Engage Internal and External Stakeholders		1/4/2013	9/1/2013					
1.7.1	Task 1.7.1: Conduct grant overview at each target schools for Administrators and Teachers	Director of Student Services, Asst. Superintendent of Curriculum/Instruction	01/04/13	03/31/13					
1.7.2	<i>Deliverable: PowerPoint slide bank for presentations</i>	Research Associates	01/15/13	01/15/13					

Grantee Name: Iredell-Statesville Schools									
Project #2 Cultivate High-Quality Educators									
Project Goals/Desired Outcomes: Goal 3: Cultivate High-Quality Educators by elevating teacher and leader effectiveness while expanding student access to excellent teachers.									
Narrative: This project focuses on redefining educator roles, ensuring excellent teachers reach more students combined with digital instruction, increasing high-quality, effective teachers, fostering collaborative instruction, and providing intensive professional learning.									
Key Performance Measures: All applicant (a) and (b)									
Cross-reference to other projects: Cultivating high-quality educators is the first step toward individualizing student-driven learning and revolutionizing instruction.									
Activities for Project 2									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
2.1	Activity 2.1: Implement Job-Embedded Professional Development Focused on Personalized Learning		6/1/13	12/15/16					
2.1.1	Task 2.1.1: Identify annual teacher professional development needs using educator evaluations, effectiveness ratings, surveys	Project Director, Director of Curr Support, Exec Dir of MS, Exec Dir of HS, Exec Dir of Tech & Media	06/01/13	09/30/13			Repeat Annually		
2.1.2	Task 2.1.2: Create individual Professional Development Plans to be used to focus coaching and to inform the districtwide professional development plan.	Teachers, BL Coaches	08/15/13	09/07/13			Repeat Annually		
2.1.3	Task 2.1.3: Create a districtwide professional development plan based on individual and grant-specific needs (including blended learning and technology-focused PD)	BL Coordinator	08/15/13	10/30/13			Repeat Annually		
2.1.4	<i>Deliverable: Annual professional development plan</i>	Project Director	09/15/13	09/15/13			Repeat Annually		
2.1.5	Task 2.1.5: Identify and contract with professional development providers if needed	Project Director	09/15/13	11/15/13			Repeat Annually		Contractual: b; Supplies: b
2.1.6	<i>Deliverable: Contract on file</i>	Project Director	11/01/13	11/01/13			Repeat Annually		

2.1.7	Task 2.1.7: Conduct quarterly professional development using internal and external professional development providers on early release professional development days.	Dir of Curriculum Support, BL Coordinator, Coaches, IFs, Principals	10/02/13	12/15/13			Repeat Quarterly (Scheduled: 10/2/13, 11/6/13, 12/11/13, 2/12/14, 3/19/14, 5/7/14)	Timing is dependent on staff hiring from Project 1 and completion of Design Process Activity 3.3	Contractual: b
2.1.8	Task 2.1.8: Post professional development follow-up materials on website for reference and review	BL Coordinator	10/03/13	12/20/13			Repeat Quarterly		
2.1.9	<i>Deliverable: Professional Learning Schedule Created</i>	Project Director	05/31/14	05/31/14			Repeat Annually		
2.1.10	Task 2.1.10: Develop BLC evaluation rubric using components of the IT and IF rubrics currently utilized by I-SS	Project Director, BL Coordinator	08/01/13	09/01/13					
2.1.11	<i>Deliverable: BLC Evaluation Rubric</i>	Project Director, BL Coordinator	09/01/13	09/01/13					
2.1.12	Task 2.1.12: Provide ongoing coaching and support (and formative assessment/CWTs) for instructional staff	BL Coordinator, BL Coaches, IFs	09/01/13	10/01/13			Repeat Monthly		
2.1.13	Task 2.1.13: Incorporate feedback from ongoing coaching into school implementation plan and district PDSA through PLC meetings	BL Coordinator, BL Coaches, IFs	09/01/13	10/01/13			Repeat Quarterly		
2.1.14	Task 2.1.14: Conduct semi-annual evaluation of BL Coaches using the BLC Evaluation Rubric to assess the quality of the coaching	Project Director, BL Coordinator	01/01/14	01/31/14			Semi-Annually		
2.2	Activity 2.2: Attend National FETC Conference	Core Team	10/1/13	3/1/16					
2.2.1	Task 2.2.1: Book travel for the annual FETC conference	Core Team	10/1/13	12/1/13			Repeat Annually		Travel: b
2.2.2	Task 2.2.2: Attend annual FETC conference	Project Director, BL Coordinator, Exec Dir of Tech & Media	1/20/14	1/31/14			Repeat Annually		
2.2.3	Milestone: Incorporate information into professional learning plans district wide to disseminate information	Project Director, BL Coordinator	3/1/14	3/1/14			Repeat Annually		
2.3	Activity 2.3: Collaborate with Existing District Initiatives		8/1/13	12/20/16					

2.3.1	Task 2.3.1: Meet at least quarterly to align services and strategies for cultivating highly effective educators throughout district initiatives including i3 grant, common core implementation, school implementation plans	Project Director, Dir of Curr Support, Exec Dir of MS, Exec Dir of HS, Exec Dir of Tech & Media, i3 PD	8/1/13	8/30/13			Repeat Quarterly		
2.3.2	<i>Deliverable: Meeting agenda and minutes</i>	Project Director	9/1/13	9/1/13			Repeat Monthly		
2.3.3	Task 2.3.3: Utilize PLC comprised of the PL Team at each school to focus on blended learning strategies and share results of quarterly alignment meetings	BL Coaches, IFs	9/1/13	9/30/13			Repeat Annually	Dependent on PL Teams identified in Task 3.3.1	
2.3.4	Task 2.3.4: Re-examine, and modify if necessary, the composition of the PLC at each school to focus on blended learning strategies and share results of quarterly alignment meetings	BL Coaches, IFs	9/1/14	9/30/14			Repeat Annually		
2.3.5	<i>Deliverable: List of IMPACT PLC members at each target school</i>	Project Director	10/1/14	10/1/14			Repeat Annually		
2.4	Activity 2.4: Increase Student Access to Highly Effective Educators		7/1/13	9/1/14					
2.4.1	Task 2.4.1: Identify membership of cross functional Highly Effective Educators Team (HEET)	Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	7/1/13	7/10/13					
2.4.2	Task 2.4.2: Convene HEET to communicate scope and sequence of HEET project	HEET	7/10/13	7/19/13					
2.4.3	Task 2.4.3: Develop deployment plan for HEET project	HEET	7/10/13	7/19/13					
2.4.4	<i>Deliverable: Deployment plan</i>	Project Director, Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	8/1/13	8/1/13					
2.4.5	Task 2.4.5 Communicate deployment plan to building and district leadership	Project Director, Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR, Exec Dir MS/HS	8/5/13	8/8/13					

2.4.6	Task 2.4.6: Research strategic staffing structures based on available information (i.e. Aldine, Texas performance appraisal model) to utilize and leverage highly effective educators (i.e. Transfers to struggling schools, serving as learning facilitators, coaches, and mentors)	Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	7/19/13	10/30/13				
2.4.7	Task 2.4.7: Refine and align existing components of career ladder (i.e. Aspiring Leaders Academy, Teacher Leader Academy and Powerful Principals) including investigating Take 1 as a framework for leadership development of teachers and ensuring advancement in leadership career ladder is tied to application of knowledge by individuals	Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	7/19/13	11/26/13				Successful launch of NC Educator Effectiveness Ratings System
2.4.8	Task 2.4.8: Define recruitment bonus by establishing criteria and expectations such that participants understand what needs to be accomplished to receive them (i.e. application of cultural relevancy professional development, evidence of closing achievement gaps, exemplar attendance) and investigating travel stipends, community based tutoring and MOUs to support establishing community connections as a component.	Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	7/19/13	11/26/13				
2.4.9	Task 2.4.9: Define district strategic staffing structure that details options for redefining instructional roles, creating career ladders, and providing recruitment bonuses, all designed to increase access to highly effective teachers	Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	10/30/13	11/26/13				
2.4.10	<i>Deliverable: District Strategic staffing plan</i>	Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR	11/26/13	11/26/13				

2.4.11	Task 2.4.11: Develop criteria and process for identification and selection of exemplar teachers utilizing a rubric to be developed that is informed by NCEES, EVAAS, leadership team input and other relevant indicators	Project Director, Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR	11/26/13	12/8/13				
2.4.12	Task 2.4.12: Analyze EVAAS/NCEES data, rubric results and leadership team input to identify exemplar teacher for transfer and who will create modules to leverage for professional development	Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR	12/13/13	2/28/14			Review Annually	
2.4.13	<i>Deliverable: NC educator effectiveness ratings by school with exemplar teachers identified</i>	Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR	2/28/14	2/28/14			Review Annually	
2.4.14	Task 2.4.14: Recruit highly effective educators to transfer for SY 14-15 to struggling schools as needed based on district strategic staffing plan	Asst. Superintendent of Instruction/Curriculum, Asst. Superintendent of HR	4/1/14	5/1/14			Review Annually	
2.4.15	Task: 2.4.15: Transfer highly effective educators who agree to transfer to identified schools	Board of Education, Superintendent, Asst. Superintendent of HR, Asst. Superintendent of Instruction/Curriculum	6/1/14	8/1/14			Repeat Annually	
2.4.16	Task 2.4.16: Pilot strategic staffing plan at a minimum of 2 schools in 2014-15	Asst. Superintendent of HR, Exec Dir of PD, Exec Dir HR	8/1/14	9/1/14				
2.4.17	Milestone: Strategic staffing plan pilot is complete	Project Director	9/1/14	9/1/14				
2.5	Activity 2.5: Use Instructional Improvement System to Inform Instruction		9/1/13	12/15/14				
2.5.1	Task 2.5.1: Provide professional learning on the Home Base	Director of Testing/Student Information	7/1/13	12/15/13			Repeat Annually	
2.5.2	Task 2.5.2: Review monthly utilization reports and data associated with the IIS and digital resources implemented under the grant program	Project Director, BL Coaches	10/1/13	12/30/13			Repeat Monthly	
2.5.3	Task 2.5.3 Use student learning profiles pulled from Homebase and other district data sources to design instructional activities	BL Coaches, IFs, Teachers	1/1/14	2/1/14			Repeat Monthly	

2.5.4	Task 2.5.4: Capture instruction of highly effective educators (including written materials and modules) for district wide professional development	BL Coordinator, BL Coaches, IFs	2/28/14	6/30/14			Repeat Quarterly	Dependent on teachers identified in Task 2.4.12	
2.5.5	Task 2.5.5: Create digital content or recordings from classroom best practices on essential concepts or skills at least quarterly	BL Coaches	10/1/14	12/30/14			Repeat Quarterly		
2.5.6	Task 2.5.6: Review and vet selected materials, modules, and videos to ensure quality teaching content, variety of instructional methods, and alignment to curriculum standards	BL Coordinator	10/1/14	12/30/14			Repeat Quarterly		
2.5.7	Task 2.5.7: Post modules and content to IIS or district digital platform	BL Coaches	10/1/14	12/30/14			Repeat Quarterly		
2.5.8	Task 2.5.8: Use PDSA process to analyze usage data to determine levels of usage among teachers for continuous improvement	BL Coaches	10/1/14	12/30/14			Repeat Quarterly		
2.5.9	Task 2.5.9: Review quarterly classroom walk-through, common assessment, and benchmark data in PLCs to analyze how student learning profiles and data are being used to inform instruction and if it is working	BL Coaches	10/1/14	12/30/14			Repeat Quarterly		
2.5.10	Milestone: Collection of digital recordings for all subjects across each grade level of best practices are posted to the website for widespread dissemination and replication	Project Director	1/1/15	1/1/15					

Grantee Name: Iredell-Statesville Schools									
Project #3 Individualize Student-Driven Learning									
Project Goals/Desired Outcomes: 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.									
Narrative: This project focuses on competency based progression, offering applied, authentic learning, accelerated learning that improves impact of instruction, in-person flex strategy with flexible groupings for PBL, seminars, small-groups & tutoring, and technology-enabled learning.									
Key Performance Measures: Grades 4-8 (a) and (b), Grades 9-12 (b-d), All LEA-wide Measures									
Cross-reference to other projects: All projects are intertwined with student-driven learning with blended learning environments being a key outcome.									
Activities for Project 3									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
3.1	Activity 3.1: Address Potential Barriers to Creating Highly Personalized Learning Environments		01/15/13	05/30/14					
3.1.1	Task 3.1.1: Identify potential barriers at each school such as space, infrastructure, etc.	ED of Technology, Asst. Superintendent of Facilities, Design Partner	01/15/13	06/01/13			Repeat Annually		
3.1.2	Task 3.1.2: Identify barriers at district such as enrollment and graduation options using PDSA	ED of Technology, Asst. Superintendent of Facilities, Design Partner	03/01/13	06/01/13			Repeat Quarterly		
3.1.3	Task 3.1.3: Identify barriers at State level such as attendance and seat time requirements	Project Director, Director of Student Services, Asst. Superintendent of Curriculum/Instruction	04/01/13	07/01/13			Repeat Bi-Annually		
3.1.4	<i>Deliverable: Comprehensive analysis of barriers for each school with district themes noted</i>	Project Director, BL Coordinator	07/15/13	08/15/13			Repeat Annually		
3.1.5	Task 3.1.5: PL teams use PDSA cycle to update school implementation plans to address barriers identified in readiness assessments, and for continuous analysis and improvement across the grant and in specific identified subject areas	PL Team, Core Team	08/15/13	09/30/13			Repeat Monthly		
3.1.6	<i>Deliverable: School implementation plans</i>	PL Team, Core Team	09/30/13	09/30/13			Repeat Quarterly		
3.1.7	Milestone: School Implementation plan complete on barriers	Core Team	09/30/13	09/30/13					
3.1.8	Task 3.1.8: Review updated school implementation plans quarterly with PL Teams at each school to gauge progress	Project Director, BL Coordinator	09/30/13	12/01/13			Repeat Quarterly		
3.2	Activity 3.2: Contract with Personalize Learning Design Partner		01/04/13	08/30/14					
3.2.1	Task 3.2.1: Develop procurement bid	Director of Student Services, Asst. Superintendent of Curriculum/ Instruction, Research Associates	01/04/13	01/15/13					
3.2.2	<i>Deliverable: Request for bid and scoring rubric</i>	Research Associates	01/15/13	01/15/13					
3.2.3	Task 3.2.3: Post bid on NC e-procurement website	I-SS Procurement Office	02/01/13	02/28/13					
3.2.4	Task 3.2.4: Review procurement bids and select provider	Director of Student Services and Procurement Team	03/01/13	03/15/13					
3.2.5	<i>Deliverable: Submitted bids and scoring rubrics</i>	Director of Student Services	03/15/13	03/15/13					

Contractual: a

3.2.6	Task 3.2.6: Contract with provider for services	Director of Student Services	03/15/13	03/31/13					
3.2.7	<i>Deliverable: Contract on file</i>	Director of Student Services	03/31/13	03/31/13					
3.2.8	Milestone: Provider begins services	Director of Student Services	04/15/13	04/15/13					
3.3	Activity 3.3: Develop and Implement Phased Plan to Transform the Learning Environment		02/15/13	12/15/14					
3.3.1	Task 3.3.1: Create Personalized Learning (PL) Teams at each targeted school	Project Director	03/01/13	04/15/13					
3.3.2	Task 3.3.2: Assign PL Team members responsibility for analysis of specific data areas to examine	BL Coordinator	03/15/13	04/30/13					
3.3.3	Task 3.3.3: Implement Phase I design kick-off session to provide orientation to staff on key IMPACT strategies, design parameters and team roles.	Project Director, Design Partner	05/01/13	05/07/13					
3.3.4	Task 3.3.4: Conduct school-level readiness assessments to assess each schools' facility technology infrastructure, needs for redesign to allow for anytime, anywhere access, staffing structure to support selected framework, and schedule including meeting with PL Team, school tour/classroom visits, and key personnel interviews at each school	Design Partner	05/06/13	05/10/13					
3.3.5	Task 3.3.5: Present readiness assessments and BL cohort groupings to district and individual schools	Design Partner	05/10/13	05/31/13					
3.3.6	Task 3.3.6: Participate in bi-weekly calls with the design partner to lead exploration, plan for early consensus and prepare for the design workshop	PL Teams	05/31/13	06/14/13					
3.3.7	Task 3.3.7: PL Teams from each school meet to analyze school needs data to help inform the BL model selection process	PL Teams	05/31/13	08/08/13					
3.3.8	Task 3.3.8: Conduct Phase II design workshops for each of the five cohorts of school-level PL Teams (including Principal, AP, BL Coach, and Lead Teacher) and use the needs and gaps analysis/readiness assessment to help this representative team determine which blended learning models best match their needs based on the readiness assessments	Design Partner	06/26/13	06/27/13					
3.3.9	Task 3.3.9: Use PL Team meetings to draft customized, blended learning instructional models for each school	Design Partner, PL Teams	06/27/13	07/30/13					
3.3.10	Task 3.3.10: Plan logistics for two-day blended learning leadership academy including materials, location, schedule, attendees, agenda, etc.	Design Partner, Project Director	06/27/13	07/15/13					

3.3.11	Task 3.3.11: Present instructional model design to district leadership and each cohort of schools	Design Partner, PL Teams	08/08/13	08/08/13					
3.3.12	Task 3.3.12: Conduct two-day blended learning leadership academy for all cohorts in preparation to implement the different blended learning models	Design Partner, PL Teams	08/13/13	08/14/13					
3.3.13	Task 3.3.13: Participate in bi-weekly conference calls with design experts to provide feedback, answer questions, provide tutorials, etc. regarding the selected blended learning model	Project Director, Design Partner	08/15/13	12/15/13					
3.3.14	Task 3.3.14: Develop comprehensive implementation plans at each targeted school to implement bold, new learning environment that outlines teachers staffing structure, allocation of aides, training and tools for digital integration, instructional content options for teachers, content to be addressed in digital instruction, scheduling/reallocation of instructional time, modifications to teacher evaluations, facility modifications, financial models and impact on PLCs	BL Coaches, IFs, EC, ESL Lead Teacher	08/15/13	10/01/13				District-wide plan is reflected in Activity 1.6	
3.3.15	Task 3.3.15: Offer Phase III fall professional development on BL models to continue prototyping, convening PL Team meetings, and making revisions prior to implementation	Design Partner, PL Teams	10/14/13	11/14/13					
3.3.16	<i>Deliverable: School implementation plans for BL roll out</i>	Project Director, Accountability Coordinator, Design Partner	12/15/13	12/15/13					
3.3.17	Task 3.3.17: Launch Phase IV, selected blended learning model in each school, using a phased approach until the model is used school-wide	PL Teams, BL Coaches	01/01/14	04/01/14					
3.3.18	Task 3.3.18: Provide ongoing coaching through weekly PLCs and quarterly early release days	BL Coordinator, BL Coaches	04/01/14	06/01/14			Repeat Quarterly		
3.3.19	Task 3.3.19: Refine and update BL model for each school annually based on evaluation findings and lessons learned through implementation	PL Teams, BL Coaches	06/01/14	08/01/14			Repeat Annually		
3.3.20	Task 3.3.20: Present refined model to school-level educators for feedback, consensus and buy-in using the district plus/delta feedback loop	PL Teams, BL Coaches	08/01/14	09/15/14			Repeat Annually		
3.3.21	Milestone: Blended learning begins in all target schools as evidenced by classroom walkthrough rubric	Project Director	12/15/14	12/15/14					
3.3.22	Milestone: Blended learning is implemented in subjects and grades across all target schools as evidenced by classroom walkthrough rubric	Project Director	12/20/16	12/20/16					
3.3.23	Task 3.3.23: PL teams use PDSA cycle to update school implementation plans for continuous analysis and improvement across the grant and in specific identified subject areas	PL Team, Core Team	08/15/13	09/30/13			Repeat Monthly		
3.3.24	<i>Deliverable: School implementation plans</i>	PL Team, Core Team	09/30/13	09/30/13			Repeat Quarterly		
3.4	Activity 3.4: Improve Technical Capacity to Support Blended Learning Strategies		01/04/13	12/31/13					
3.4.1	Task 3.4.1: Plan logistics of annual technology summit including location, agenda, materials, attendees, etc.	Project Director, Technology Teams	11/01/13	12/15/13			Repeat Annually in the Fall		Supplies: k

3.4.2	Task 3.4.2: Develop district annual technology action plan	Director of Technology	02/01/14	02/28/14			Repeat Bi-Annually		
3.4.3	Task 3.4.3: Conduct annual parent, student, and staff technology summits during fall open house and registration event	Project Director, Technology Teams	01/01/14	03/01/14			Repeat Annually in the Fall		Supplies: k
3.5	Activity 3.5: Conduct Curriculum Planning and Review Week		04/01/13	12/15/16					
3.5.1	Task 3.5.1: Plan logistics of curriculum review week including materials, location, scheduling, agenda, attendees, etc.	Assistant Superintendent of Curriculum and Instruction	01/01/13	04/01/13			Repeat Annually		Personnel: i, Fringe: a
3.5.2	Task 3.5.2: Conduct curriculum review week planning meeting (i.e. review Common Core/Essential Standards and create key skills for success by aligning discussions and assessments on key skills needed to be addressed across all grades) to plan for the curriculum review week targeted for BL Coaches	Assistant Superintendent of Curriculum and Instruction staff	04/01/13	06/13/13			Repeat Annually		
3.5.3	Task 3.5.3: Purchase supplies for curriculum review week	Accountability Coordinator	05/31/13	6/31/13			Repeat Annually		Supplies: a
3.5.4	Task 3.5.4: Host curriculum review week in target schools, which entails creating baseline and benchmark assessments and course sequences for the next school year, reviewing district strategic goals and priorities, and creating curriculum guides, which detail the unpacking of each standard, learning targets and criteria for success for each standard to help teachers have consistency for understanding and what is need to teach each standard	PD, BL Coordinator	06/17/13	08/15/13			Repeat Annually		Personnel: j
3.5.5	<i>Deliverable: Curriculum materials</i>	PD, BL Coordinator	08/15/13	08/15/13			Repeat Annually		
3.5.6	Milestone: Curriculum review week complete	PD, BL Coordinator	08/15/13	08/15/13			Repeat Annually		
3.5.7	Task 3.5.7: Provide professional development on the outputs of curriculum review week including project documents, alignment and strategies, and priorities and goals for the upcoming school year with school staff to be used in each PLC and early release professional development days	BL Coordinator, BL Coaches, PL Teams	08/21/13	12/15/13			Repeat Annually		
3.6	Activity 3.6: Ensure LEA Policies Support Blended Learning Implementation		06/01/13	12/26/16					
3.6.1	Task 3.6.1: Revise district policies on seat-time versus mastery of course content of course credit	Project Director, Asst. Superintendent of Curriculum/ Instruction, Board of Education	06/01/13	12/15/13					
3.6.2	Task 3.6.2: Create district PDSA focused on IMPACT strategies as one of the five district PDSAs (i3, literacy, technology, IMPACT, marketing)	Project Director, Asst. Superintendent of Curriculum/ Instruction	07/01/13	07/31/13			Repeat Monthly		
3.6.3	Task 3.6.3: Provide monthly updates to Administration regarding progress of the IMPACT initiative to ensure LEA policies support the blended learning environment	Project Director, Asst. Superintendent of Curriculum/ Instruction	09/01/13	09/30/13			Repeat Monthly		
3.6.4	<i>Deliverable: Revised district policies</i>	Project Director, Asst. Superintendent of Curriculum/ Instruction, Board of Education	12/26/13	12/26/13					
3.6.5	Milestone: Revised LEA policies regarding seat-time, scheduling and staffing structures that fully support blended learning implementation	Asst. Superintendent of Curriculum/ Instruction, Superintendent, Board of Education	12/26/13	12/26/13					
3.6.6	Task 3.6.6: Approve individual schools' annual school implementation plan to allow flexible schedules	Project Director, Asst. Superintendent of Curriculum/Instruction, HR	09/01/13	01/01/14			Repeat Annually		

3.6.7	Task 3.6.7: Convene task force to determine if we need to approach NC Department of Public Instruction for a waiver process or adoption of new State-level guidelines to support strategy	Project Director, Asst. Superintendent of Curriculum/ Instruction, Board of Education, IMPACT team	01/01/14	05/30/14			Repeat Bi-Monthly		
3.6.8	Task 3.6.8: Conduct system checks using SOW, evaluation results, and PDSA documents to ensure fidelity of implementation.	Senior Leadership and Executive Cabinet	02/01/14	02/28/14			Repeat semi-annually		
3.6.9	Task 3.6.9: Approach NC Department of Public Instruction for a waiver process or adoption of new State-level guidelines to support strategy if needed based on Task 3.6.4	Project Director, Asst. Superintendent of Curriculum/ Instruction, Board of Education	06/01/14	12/20/14					
3.6.10	<i>Deliverable: NCDPI waiver</i>	Asst. Superintendent of Curriculum/ Instruction, Superintendent, Board of Education	12/20/14	12/20/14					

Narrative: This project focuses on differentiated, digital, group instruction, individualized digital instruction with adaptive content, teacher-led instruction, and learning stations with collaborative activities.

Key Performance Measures: All applicants (c) and (d), Grades 4-8 (c), Grades 9-12 (a) and (e), and CPP (a-e)

Cross-reference to other projects: By cultivating high-quality educators and individualizing student learning, we are enabling teachers to revolutionize instruction in the classroom

Activities for Project 4

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
4.1	Activity 4.1: Implement Transition Activities for Rising 6th and 9th grade students		04/30/13	06/15/16					
4.1.1	Task 4.1.1: Plan summer transition camp for rising 6th and 9th graders	School Principals	08/01/13	12/01/13			Repeat Annually		
4.1.2	Task 4.1.2: Plan fall orientation for rising 6th and 9th graders to include meeting new teachers, reviewing school policies, and high school campus tours	School Principals	08/01/13	12/01/13			Repeat Annually		
4.1.3	Task 4.1.3: Plan fall open house for rising 6th and 9th graders and their families	School Principals	08/01/13	12/01/13			Repeat Annually		
4.1.4	<i>Deliverable: Schedule of activities</i>	School Principals	12/15/13	12/15/13			Repeat Annually		
4.1.5	Task 4.1.5: Purchase and/or develop materials to support transition activities	School Principals	01/01/14	05/01/14			Repeat Annually		Supplies: i
4.1.6	Task 4.1.6: Recruit students to participate in transition activities	School Principals	01/01/14	05/01/14			Repeat Annually		
4.1.7	Task 4.1.7: Conduct summer transition camp for rising 6th and 9th graders	School Principals	08/01/14	08/15/14			Repeat Annually		Personnel: k; Fringe: a; Travel: d
4.1.8	Task 4.1.8: Conduct fall orientation for rising 6th and 9th graders to include meeting new teachers, reviewing school policies, and high school campus tours	School Principals	08/01/14	08/15/14			Repeat Annually		
4.1.9	Task 4.1.9: Conduct open house for rising 6th and 9th graders and their families	School Principals	08/01/14	09/15/14			Repeat Annually		
4.1.10	Milestone: Summer camp, high school campus tours, open house, and orientation completed	School Principals	09/15/14	09/15/14			Repeat Annually		
4.2	Activity 4.2: Offer College Ready Institute		05/31/13	12/26/16					
4.2.1	Task 4.2.1: Develop college readiness activities in collaboration with UNC-Charlotte and Mitchell Community College (i.e. college entrance exam prep, academic tutoring and instruction, mentoring)	Project Director, Director of Student Services, Principals, Career Dev. Specialists, Counselors	05/31/13	10/30/13			Repeat Annually		Supplies: j

4.2.2	<i>Deliverable: Schedule of activities</i>	Project Director, Director of Student Services, Principals, Career Dev. Specialists, Counselors	09/30/13	10/30/13			Repeat Annually		
4.2.3	Task 4.2.3: Conduct quarterly workshops on understanding the academic requirements for college, choosing the right college, course selection, and the application and financial aid process	Project Director, Director of Student Services, Principals, Career Dev. Specialists, Counselors	10/01/13	12/20/13			Repeat Quarterly		Supplies: j
4.2.4	Task 4.2.4: Schedule annual college visits to provide students with initial exposure to college campuses, college life	Project Director, School Counselors Post-Secondary Partners	10/01/13	12/20/13			Repeat Annually		
4.2.5	Task 4.2.5: Recruit students for annual college visits to provide students with initial exposure to college campuses, college life	Project Director, School Counselors Post-Secondary Partners	11/01/13	02/01/14			Repeat Annually		
4.2.6	Task 4.2.6: Conduct annual college visits to provide students with initial exposure to college campuses, college life	Project Director, School Counselors Post-Secondary Partners	02/01/14	07/30/14			Repeat Annually		Travel: e
4.2.7	Milestone: College visits are complete	Project Director	07/30/14	07/30/14			Repeat Annually		
4.3	Activity 4.3: Refine Ability to Support High-Need Students		03/01/13	12/16/16					
4.3.1	Task 4.3.1: Host annual community information sessions (i.e. Rotary, PTSO) to orient partners to the IMPACT model and build relationships with partners	Project Director, Director of Student Services, Asst. Superintendent of Curriculum/Instruction	01/30/13	05/30/13			Repeat Annually		
4.3.2	Task 4.3.2: Integrate services provided by community partners into IMPACT practices through expansion of our student assistance program as detailed in Tasks 4.3.10-12 below	Project Director, Director of Student Services	02/01/13	05/30/13			Repeat Quarterly		
4.3.3	Task 4.3.3: Continue building on and expanding community partnerships and relationships to recruit volunteers and mentors to help serve high-need students aligned with the IMPACT grant	Project Director, Director of Student Services	03/01/13	05/30/13			Repeat Quarterly		
4.3.4	Task 4.3.4: Provide ongoing individualized socio-emotional services, supports, and interventions to students identified through our blended learning model on an ongoing basis provided by our Student Assistance Program (SAP) Coordinators .5 FTE at each target school	Director of Student Services	03/01/13	06/01/13			Repeat Quarterly		Personnel: e; Fringe: a
4.3.5	Task 4.3.5: Create a schedule of professional learning, volunteer tutors and mentors, and mental health supports at each school to provide academic and socio-emotional support to complement our blended learning environment	Director of Student Services	09/01/13	12/15/13			Repeat Annually		

4.3.6	Milestone: Support system being utilized as evidenced by number of referrals to mental health providers and PLC minutes	Director of Student Services	01/01/14	01/01/14			Repeat Annually		
4.3.7	Task 4.3.7: Provide training on Positive Behavioral Intervention Supports and other interventions in partnership with NC DPI	BL Coordinator, i3 Project Director	09/01/13	12/01/13			Repeat Annually		Contractual: b
4.3.8	<i>Deliverable: Professional development materials</i>	i3 Project Team, Project Director, Principals	06/01/14	06/01/14					
4.3.9	Task 4.3.9: Obtain an external release agreement to obtain follow up information from external provider and offer ongoing support until no longer deemed necessary	SAPs, School Counselor	09/01/13	12/20/13			Repeat Annually		
4.3.10	Task 4.3.10: Provide introductory training to new volunteer mentors and tutors at the school level in the context of using the new blended learning tools	SAPs, School Counselor	09/01/13	12/15/13			Repeat Annually		
4.3.11	Task 4.3.11: Follow up with volunteers and mentors as needed	SAPs, School Counselor	09/01/13	12/20/13			Repeat Quarterly		
4.3.12	<i>Deliverable: Volunteer/mentor time logs</i>	Director of Student Services, Accountability Coordinator	06/01/14	06/01/14			Repeat Annually		
4.4	Activity 4.4: Enhance career exploration.		09/01/13	06/01/16					
4.4.1	Task 4.4.1: Plan weekly advisory time at each school for students to more deeply explore areas of interest, career exploration activities (including providing information about job shadowing and/or work study opportunities) and/or close achievement gaps based on individual student data	Project Director, Principals	07/01/13	10/15/13			Repeat Annually		
4.4.2	Milestone: Advisory time scheduled and implemented in each target school	Project Director, Principals	12/15/13	12/15/13			Repeat Annually		
4.4.3	Task 4.4.3: Use ACT student interest inventories from EXPLORE, PLAN, and ACT to develop student college and career plans to guide discussions regarding discuss college and career options with students and parents	BL Coaches, School Counselors, CDC	09/01/13	12/15/13			Repeat Annually		
4.4.4	<i>Deliverable: Student college and career plans</i>	BL Coaches, School Counselors	01/01/14	01/01/14			Repeat Annually		
4.4.5	Task 4.4.5: Revisit individual student college and career plans as part of the graduation projects with students, parents, and advisors annually	BL Coaches, School Counselors	01/01/14	05/15/14			Repeat Annually		
4.4.6	Task 4.4.6: Identify opportunities for new career academies at high schools as needed based on student interests, PDSA action items, community needs and stakeholder feedback	Project Director, Principals	01/01/14	05/15/14					Contractual:b

4.4.7	Task 4.4.7: Plan new career academies (curriculum, teachers, courses, partners) at high schools as applicable	Project Director, Principals	06/01/14	10/01/14					
4.4.8	Task 4.4.8: Recruit and register students for new career academies at high schools as applicable	Project Director, Principals	10/01/14	03/15/15					
4.4.9	Task 4.4.9: Implement new career academies at high schools as needed	Project Director, Principals	09/01/15	03/15/15					
4.4.10	Milestone: At least one new career academy is added in the district	Project Director, Principals	09/01/15	09/01/15					

Grantee Name: Iredell-Statesville Schools									
Project #5 Cross-Cutting Data-Driven Decisions									
Project Goals/Desired Outcomes: Goal 4: Infuse Cross-Cutting Data-Driven Decision-Making at all levels to support instruction and continuous program improvement.									
Narrative: This project focuses on leveraged technology in real time feedback loops, yearly growth via Common Core & college/career standards, increased fidelity & responsiveness, and instruction based on review of student work and digital assessments.									
Key Performance Measures: Program evaluation and infusing cross-cutting data-driven decisions examines all performance measures.									
Cross-reference to other projects: This project focuses on evaluating the other four projects and using the findings to make data-driven decisions and continuous improvement.									
Activities for Project 5									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
5.1	Activity 5.1: Contract with Independent Evaluator		12/27/12	1/31/16					
5.1.1	Task 5.1.1: Select provider and confirm scope of work	I-SS Procurement Office	12/27/12	01/04/13			I-SS created a competitive bid package for evaluation services prior to receiving the award. We selected an approved vendor from this list.		Contractual: e
5.1.2	Task 5.1.2: Contract with provider for services	Director of Student Services	12/27/12	01/04/13					
5.1.3	Deliverable: Contract on file	Director of Student Services	01/04/13	01/04/13					
5.1.4	Milestone: Provider begins services	Director of Student Services	01/04/13	01/04/13					
5.2	Activity 5.2: Design a Utilization-Focused Participatory Evaluation with Timely Reporting								
5.2.1	Task 5.2.1: Convene key stakeholders to discuss evaluation activities outlined in SOW, including I-SS responsibilities, timelines and deliverables to ensure that I-SS administration takes a participatory role in the evaluation, and that all findings will be presented and communicated in a format that will promote data-utilization within the school district.	The Evaluation Group (TEG), Core Team	04/01/13	08/01/13					
5.2.2	Task 5.2.2: Prepare Needs Assessment Report by analyzing needs assessment data collected via survey from teachers, parents, and students throughout the current program year. Teacher, parent, and student needs will also be examined in relation to the partnership survey to identify additional needed supports and to target new partnerships.	TEG	06/01/13	08/01/13			Repeat Annually. Refer to evaluation activity 5.3 for more information regarding available data.		
5.2.3	Milestone: Annual Needs Assessment Report	TEG	08/01/13	08/01/13			Repeat Annually. The Needs Assessment Report will examine all the needs assessment data collected via Evaluation Activity 5.3. The report will address the needs/gaps for each target school, as well as the district with the intent to inform instructional decisions and support student-driven learning. The analysis will also examine barriers to creating personalized learning environments.		
5.2.4	Task 5.2.4: Schedule meeting with key stakeholders to discuss Needs Assessment report with a focus on informing professional development needs and school improvement plans in relation to this grant.	TEG	8/1/13	8/31/13			Repeat Annually		
5.2.5	Task 5.2.5: Develop management plan for all evaluation activities, including evaluation design, data collection, data analysis and fidelity index, as well as report delivery and dissemination of findings.	TEG	8/1/13	10/31/13					

5.2.6	Task 5.2.6: Hold Evaluation Kick-Off Meeting with key stakeholders to confirm the management plan, with an emphasis on evaluation activities, confirm data collection requirements and timelines, and agree upon key report formats and deadlines.	TEG, Core Team	09/01/13	10/01/13				
5.2.7	Task 5.2.7: Prepare US ED Required Annual Performance report by analyzing all available data collected throughout program year to determine the status on all project objectives. Data collected via students, parent and teacher surveys, as well as data collected within the data dashboard will also be analyzed to measure the outcomes of partnerships, as well as determine additional supports needed.	TEG	01/01/14	03/01/14			Repeat Annually. Refer to evaluation activities 5.4 through 5.7 for more information regarding available data.	
5.2.8	Milestone: US ED Required Annual Performance Report (APR)	TEG	03/01/14	03/01/14			Repeat Annually. For the first year, the APR will describe all efforts that have been taken to develop strong measurements to assess project objectives. This includes both instrument development and pilot testing. Subsequent reports will include a description of any instrument revisions or updates that were needed, in addition to an analysis of the data collected. The APR will also include a brief report on the needs assessment data, and sustainability data, however the separate reports for each of these activities will provide a more in-depth analysis, including recommendations for program improvement and sustainability.	Contractual: e
5.2.9	Task 5.2.9: Schedule meeting with key stakeholders to discuss APR and the current progress towards meeting program objectives, as well as to plan for data-utilization and program improvement.	TEG, Core Team	03/01/14	04/01/14			Repeat Annually	
5.2.10	Task 5.2.10: Schedule meeting with I-SS School Board to discuss APR and the current progress towards meeting program objectives, as well as to plan for data-utilization and program improvement.	TEG, Core Team	03/01/14	04/01/14			Repeat Annually	
5.2.11	Task 5.2.11: Review evaluation management plan and modify design, data collection methods, analysis, and reporting plan as needed based on findings of previous year and challenges with evaluation implementation.	TEG	08/01/14	10/01/14			Repeat Annually	
5.2.12	Task 5.2.12: Prepare I-SS Evaluation Report by analyzing data from all evaluation activities conducted throughout the program year. The report will extend beyond commentary on the project objectives, and provide more specific information about the relationships between program implementation and outcomes, with a focus on analyzing data by key variables important to I-SS. Data collected via students, parent and teacher surveys, as well as data provided by the school district will also be analyzed to measure the outcomes of partnerships, as well as determine additional supports needed.	TEG	08/01/14	12/20/14			Repeat Annually. Refer to evaluation activities 5.4 through 5.7 for more information regarding available data.	

5.2.13	Milestone: I-SS Evaluation Report	TEG	12/20/14	12/20/14			Repeat Annually. The I-SS Evaluation Report will be generated once all data has been collected for the program year. The analysis will examine data collected via evaluation activities (Activities 5.4 to 5.7), as well as the relationships between each of the variables. The purpose of the I-SS evaluation report is to provide the district with useful information that will assist them in programmatic decision-making and grant success.	
5.2.14	Task 5.2.14: Convene with I-SS administration to discuss the annual final evaluation report with an emphasis on assessing program impact by exploring the relationships between program implementation and outcomes	TEG, Core Team	12/20/14	01/31/15			Repeat Annually	
5.2.15	Task 5.2.15: Convene with I-SS school board to discuss the annual final evaluation report with an emphasis on assessing program impact by exploring the relationships between program implementation and outcomes	TEG, Core Team	12/20/14	01/31/15			Repeat Annually	
5.3	Activity 5.3: Conduct Needs Assessment of Participating Schools		1/4/13	12/20/14				
5.3.1	Task 5.3.1: Develop needs assessment that focuses on understanding the individual needs of program participants to support ongoing IMPACT success. In addition to infrastructure, questions will be asked regarding professional development, school culture, attitudes towards reform, and comfort/familiarity with technology. This information will complement the EdElements Readiness Assessments, as well as the Infrastructure Needs Assessment, so together, a comprehensive understanding of I-SS technology needs is obtained.	TEG	4/1/13	6/10/13			Repeat Annually	
5.3.2	<i>Deliverable: Teacher, parent, and student needs assessment surveys</i>	TEG	5/15/13	5/15/13			Repeat Annually	
5.3.3	Task 5.3.3 Collect survey data to assess school, parent, and student needs individually. We will survey parents at EdMatters meetings, teachers during in-service day, and students via the SLC annual survey.	TEG	5/15/13	6/30/13			Repeat Annually	
5.3.4	Task 5.3.4: Analyze data and write needs assessment report to inform school and professional development needs	TEG	6/1/13	8/1/13			Repeat Annually	

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5.3.5	Task 5.3.5: Share needs assessment report with Core team to inform professional development needs and school improvement plan in relation to this grant.	TEG	8/1/13	9/30/13			Repeat Annually	
5.3.6	Task 5.3.6: Revise teacher, parent, and student needs assessment surveys, if needed	TEG	1/1/14	3/31/14			Repeat Annually.	
5.3.7	Task 5.6.7: Administer teacher, parent, and student needs assessment surveys	TEG	4/1/14	6/30/14			Repeat Annually.	
5.3.8	Task 5.3.8: Analyze data and write needs assessment report to inform school and professional development needs	TEG	6/1/14	8/1/14			Repeat Annually.	
5.3.9	Task 5.3.9: Share needs assessment report with Core team to inform professional development needs and school improvement plan in relation to this grant.	TEG	8/1/14	9/30/14			Repeat Annually.	
5.4	Activity 5.4: Evaluate Training and Professional Development (PD)		5/1/13	3/1/17				
5.4.1	Task 5.4.1: Schedule call with project director to discuss upcoming professional development opportunities to be evaluated throughout the summer.	TEG, Project Director	6/1/13	7/1/13			Repeat Annually	
5.4.2	Task 5.4.2: Prepare professional development surveys for each upcoming training/professional development workshop to assess constructs such as teacher satisfaction, quality of presentation, comfort with material, etc.	TEG	7/1/13	8/31/13			Repeat Annually. Surveys will be revised to align better with content of professional development.	
5.4.3	<i>Deliverable: Professional Development (PD) Survey, one for each opportunity provided.</i>	TEG	7/1/13	8/31/13			Repeat Annually.	
5.4.4	Task 5.4.4: Administer PD survey at the end of each training/professional development workshop.	TEG	7/1/13	8/31/13			Repeat Annually. I-SS will inform TEG of the dates and content to be covered for each professional development and training session.	
5.4.5	Task 5.4.5: Analyze data from PD surveys to inform upcoming training and professional development decisions.	TEG	8/1/13	10/31/13			Repeat Annually	
5.4.6	Task 5.4.6: Schedule call with project director to discuss upcoming professional development opportunities to be evaluated throughout the fall semester.	TEG, Project Director	9/1/13	9/30/13			Repeat Annually	
5.4.7	Task 5.4.7: Prepare professional development surveys for each upcoming training/professional development workshop to assess constructs such as teacher satisfaction, quality of presentation, comfort with material, etc.	TEG	9/1/13	12/20/13			Repeat Annually. Surveys will be revised to align better with content of professional development.	
5.4.8	<i>Deliverable: Professional Development (PD) Survey, one for each opportunity provided.</i>	TEG	12/20/13	12/20/13			Repeat Annually	
5.4.9	Task 5.4.9: Administer PD survey at the end of each training/professional development workshop.	TEG	9/1/13	12/20/13			Repeat Annually. I-SS will inform TEG of the dates and content to be covered for each professional development and training session.	
5.4.10	Task 5.4.10: Analyze data from PD surveys to inform upcoming training and professional development decisions.	TEG	11/1/13	1/1/14			Repeat Annually	
5.4.11	Task 5.4.11: Schedule call with project director to discuss upcoming professional development opportunities to be evaluated throughout the spring.	TEG, Project Director	1/1/14	1/31/14			Repeat Annually	
5.4.12	Task 5.4.12: Prepare professional development surveys for each upcoming training/professional development workshop to assess constructs such as teacher satisfaction, quality of presentation, comfort with material, etc.	TEG	1/1/14	6/1/14			Repeat Annually. Surveys will be revised to align better with content of professional development.	

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5.4.13	<i>Deliverable: Professional Development (PD) Survey, one for each opportunity provided.</i>	TEG	6/1/14	6/1/14			Repeat Annually.	
5.4.14	Task 5.4.14: Administer PD survey at the end of each training/professional development workshop.	TEG	1/1/14	6/1/14			Repeat Annually. I-SS will inform TEG of the dates and content to be covered for each professional development and training session.	
5.4.15	Task 5.4.15: Analyze data from PD surveys to inform upcoming training and professional development decisions.	TEG	6/1/14	8/1/14			Repeat Annually.	
5.5	Activity 5.5: Monitor Grant and Program Implementation		3/1/13	3/1/17				
5.5.1	Task 5.5.1: Convene team to determine online data dashboard needs and functionality	TEG, Project Director	3/1/13	8/31/13				
5.5.2	Task 5.5.2: Develop data dashboard with web designer to be used to provide timely and useful feedback for the purpose of informing decisions, and to infuse data driven decision making in to instruction and continuous program improvement.	TEG, Project Director	7/31/13	10/31/13			Through these conversations, as well as the information provided by the new Home Base system, we will identify the target audience and intended use of the data dashboard. It is important that we wait for the information on Home Base to assure that the data dashboard will provide a unique contribution to I-SS and not be redundant with any other district resources or requirements.	
5.5.3	<i>Deliverable: Online data dashboard functional for testing</i>	TEG, Project Director	10/31/13	10/31/13			The data dashboard will be made available by the end of October to allow time for pilot testing and needed modifications prior to implementation in January 2014.	
5.5.4	Task 5.5.4: Train I-SS administration on how to access the data dashboard at any time to obtain current information regarding project implementation	TEG, Project Director	11/1/13	12/20/13				
5.5.5	Task 5.5.5: Pilot data dashboard with I-SS teachers to identify any challenges or discrepancies that need attention prior to full implementation.	TEG	11/1/13	12/20/13				
5.5.6	Task 5.5.6: Revise data dashboard in response to pilot testing results.	TEG	11/1/13	12/20/13				
5.5.7	Milestone: Data dashboard launched	TEG, Project Director	1/1/14	1/1/14				
5.5.8	Task 5.5.8: Schedule quarterly meetings to review current status of data dashboard with program management and key stakeholders to discuss progress towards key goals, strategies, and data.	TEG, Core Team	1/1/14	6/30/16			Repeat quarterly in April, July, October, and January of each year.	
5.5.9	Task 5.5.9: Develop classroom observation protocol	TEG	9/1/13	12/31/13				

5.5.10	Task 5.5.10: Develop College Readiness Institute implementation measure	TEG	9/1/13	12/31/13			
5.5.11	Task 5.5.11: Develop school transition implementation measure	TEG	9/1/13	12/31/13			
5.5.12	Task 5.5.12: Develop classroom implementation teacher log to collect regular information regarding teacher BL implementation in the classroom including topics related to empirically-based best practices (e.g. small groups, pacing, materials used)	TEG	9/1/13	12/31/13			This information will provide us with a more in-depth understanding of classroom implementation and will be used in concert with site observations.
5.5.13	<i>Deliverable: Classroom Observation Protocol</i>	TEG	12/31/13	12/31/13			The data collection methods used to measure implementation will be finalized as program decisions are finalized and operating. All program activities will be evaluated to some degree, based on school need, interest as well as level of student participation. Any information already collected from the school regarding implementation (e.g. teacher meeting minutes) will be used when appropriate to minimize teacher burden.
5.5.14	<i>Deliverable: College Readiness Institute Implementation Measure</i>	TEG	12/31/13	12/31/13			
5.5.15	<i>Deliverable: School Transition Implementation Measure</i>	TEG	12/31/13	12/31/13			
5.5.16	<i>Deliverable: Classroom Implementation Teacher Log</i>	TEG	12/31/13	12/31/13			
5.5.17	Task 5.5.17: Pilot observation protocol in multiple BL classrooms	TEG	1/1/14	6/20/14			
5.5.18	Task 5.5.18: Pilot College Readiness Institute implementation Measure	TEG	1/1/14	6/20/14			
5.5.19	Task 5.5.19: Pilot school transition implementation measure	TEG	1/1/14	6/20/14			
5.5.20	Task 5.5.20: Pilot classroom implementation teacher log	TEG	1/1/14	6/20/14			
5.5.21	Task 5.5.21: Analyze pilot implementation data from evaluation activities 5.5.15 through 5.5.18, as well as teacher effectiveness ratings to determine fidelity index and assess program implementation.	TEG	1/1/14	6/20/14			
5.5.22	Task 5.5.22: Schedule meeting with key stakeholders to discuss fidelity index and implementation recommendations, as well as confirm fidelity index to be used throughout grant.	TEG, Core Team	6/20/14	8/1/14			
5.5.23	Milestone: Finalized Fidelity Index	TEG	8/1/14	8/1/14			
5.5.24	Task 5.5.24: Revise implementation data collection tools at the end of each academic year based on previously collected data and changes within the program context	TEG	6/1/14	8/31/14			Repeat Annually
5.5.25	Task 5.5.25: Conduct classroom observations during fall semester, using finalized protocol.	TEG	9/1/14	11/30/14			Repeat Annually
5.5.26	Task 5.5.26: Conduct classroom observations during spring semester, using finalized protocol.	TEG	3/1/15	6/1/15			Repeat Annually
5.5.27	Task 5.5.27: Collect implementation data on College Readiness Institute in fall semester, using finalized protocol.	TEG	9/1/14	11/30/14			Repeat Annually
5.5.28	Task 5.5.28: Collect implementation data on College Readiness Institute in spring semester, using finalized protocol.	TEG	3/1/15	6/1/15			Repeat Annually

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5.5.29	Task 5.5.29: Collect implementation data on school transitions in fall semester, using finalized protocol.	TEG	9/1/14	11/30/14			Repeat Annually	
5.5.30	Task 5.5.30: Collect implementation data on school transitions in spring semester, using finalized protocol.	TEG	3/1/15	6/1/15			Repeat Annually	
5.5.31	Task 5.5.31: Collect classroom implementation teacher logs in fall semester, using finalized protocol.	TEG	9/1/14	11/30/14			Repeat Annually	
5.5.32	Task 5.5.32: Collect classroom implementation teacher logs in spring semester, using finalized protocol.	TEG	3/1/15	6/1/15			Repeat Annually	
5.5.33	Task 5.5.33: Analyze pilot implementation data from evaluation activities 5.5.29 through 5.5.18, as well as teacher effectiveness ratings to determine fidelity index.	TEG	1/1/14	6/1/14			Repeat Quarterly	
5.5.34	Task 5.5.34: Deliver quarterly implementation updates to identify and share best practices as well as improve on challenges.	TEG	9/1/14	12/1/14			Repeat Quarterly	
5.6	Activity 5.6: Measure Program Impact – Analyze Teacher and Student Outcomes		9/1/13	3/1/17				
5.6.1	Task 5.6.1: Develop student survey to capture non-academic indicators of student performance that may be more indicative of post-secondary success (e.g. social-emotional development, academic aspirations, 21st century skills) using a pre-post design to assess change over time	TEG	9/1/13	12/31/13				
5.6.2	<i>Deliverable: Student Survey</i>	TEG	12/31/13	12/31/13				
5.6.3	Task 5.6.3: Request sample download of school district student-level academic data from the Director of Testing and Student Information	TEG	8/1/13	12/31/13				
5.6.4	Task 5.6.4: Develop student focus group protocol to collect information regarding student outcomes related to IMPACT	TEG	1/1/14	3/1/14				
5.6.5	Task 5.6.5: Develop teacher focus group or interview protocol	TEG	1/1/14	3/1/14				
5.6.6	Task 5.6.6: Develop partnership survey to assess the activities and impact of local partnerships on implementation and teacher and student outcomes	TEG	3/1/14	5/1/14				
5.6.7	<i>Deliverable: Student focus group protocol</i>	TEG	3/1/14	3/1/14				
5.6.8	<i>Deliverable: Teacher focus group/interview protocol</i>	TEG	3/1/14	3/1/14				
5.6.9	<i>Deliverable: Partnership Survey</i>	TEG	5/1/14	5/1/14				
5.6.10	Task 5.6.10: Pilot student survey	TEG	3/1/14	5/1/14				
5.6.11	Task 5.6.11: Conduct Student Focus Groups	TEG	3/1/14	6/1/14				
5.6.12	Task 5.6.12: Conduct Teacher Focus Groups or Interviews	TEG	4/1/14	7/1/14				
5.6.13	Task 5.6.13: Pilot Partnership Survey	TEG	5/1/14	7/1/14				
5.6.14	Task 5.6.14: Request Teacher Effectiveness Ratings from the state	Director of Testing and Student Information	5/1/14	8/30/14			Repeat Annually	
5.6.15	Task 5.6.15: Request student grades and standardized test scores for Math and English, graduation and college enrollment rates from Director of Testing and Student Information	TEG	5/1/14	8/30/14			Repeat Annually	

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5.6.16	Task 5.6.16: Analyze data from each evaluation activity individually, as well as examine relationships between indicators, with an emphasis on outcomes for high-needs students.	TEG	5/1/14	12/1/14			Repeat Annually. The analysis will identify successful efforts to individualize student-driven learning and isolate the features of learning environments that are strongly correlated with academic achievement. By identifying best teacher practices, the information will be disseminated to cultivate high-quality educators and revolutionize instruction. Additionally, student, teacher and parent needs assessment outcomes will be examined in relation to partnership survey responses to identify additional needed supports and to target new partnerships.	
5.6.17	Task 5.6.17: Revise student survey, if needed	TEG	7/1/14	8/31/14			Repeat Annually	
5.6.18	Task 5.6.18: Administer finalized student survey pretest to assess change over time	TEG	9/1/14	12/20/14			Repeat Annually	
5.6.19	Task 5.6.19: Revise focus group/interview protocols	TEG	1/1/15	3/1/15			Repeat Annually	
5.6.20	Task 5.6.20: Review partnership survey, if needed	TEG	3/1/15	5/1/15			Repeat Annually	
5.6.21	Task 5.6.21: Administer finalized student survey posttest to assess change over time	TEG	3/1/15	6/1/15			Repeat Annually	
5.6.22	Task 5.6.22: Conduct Student Focus Groups, using finalized protocol	TEG	3/1/15	6/1/15			Repeat Annually	
5.6.23	Task 5.6.23: Conduct Teacher Focus Groups or Interviews, using finalized protocol	TEG	4/1/15	7/1/15			Repeat Annually	
5.6.24	Task:5.6.24: Administer partnership survey, using finalized protocol	TEG	5/1/15	7/1/15			Repeat Annually	
5.7 Activity 5.7: Evaluate Program Sustainability			1/1/14	3/1/17				
5.7.1	Task 5.7.1: Develop Sustainability Survey for stakeholders to examine their project roles and the efforts required for program sustainability using empirically-validated constructs of sustainability (e.g. political support, organizational capacity, communications)	TEG	1/1/14	3/1/14				Dependent on Activity 1.8
5.7.2	<i>Deliverable: Stakeholder survey(s)</i>	TEG	3/1/14	3/1/14				
5.7.3	Task 5.7.3: Pilot Sustainability Survey to assess stakeholder engagement, level of participation and opportunity	TEG	3/1/14	6/1/14				
5.7.4	Task 5.7.4: Analyze LEA policies that further or hinder program efforts using document analysis, in concert with the survey findings to understand levels of political support for the program	TEG	5/1/14	7/1/14				
5.7.5	Task 5.7.5: Data analysis, including Return on Investment (ROI) analysis.	TEG	6/1/14	12/20/14			Repeat Annually	
5.7.6	Task 5.7.6: Share results of pilot analyses with sustainability committee and other key stakeholders to inform sustainability plans.	TEG	10/01/14	12/31/14				
5.7.7	Task 5.7.7: Revise Sustainability Survey, as needed each year in response to the previous years' findings as well as changes in the program context.	TEG	1/1/15	3/1/15				
5.7.8	Task 5.7.8: Administer finalized Sustainability Survey	TEG	3/1/15	6/1/15				

5.7.9	Task 5.7.9: Develop focus group protocol for sustainability planning process to identify any additional best practices or challenges that will be essential for program sustainability	TEG	3/1/15	4/1/15				
5.7.10	Task 5.7.10: Collect focus group data on sustainability planning process	TEG	4/1/15	6/1/15				
5.7.11	Task 5.7.11: Share results of data analyses with sustainability committee and other key stakeholders to inform sustainability plan.	TEG	6/1/15	8/1/15				
5.7.12	Milestone: Sustainability plan in place	Project Director	12/31/15	12/31/15				

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Grantee Name: Iredell-Statesville Schools

Performance Measure (All Applicants – a)

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). *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 EVAAS (Education Value-Added Assessment 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.*

Applicable Population: All participating students

		Baseline SY 2011-12			Target														
					SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16		SY 2016-17						
		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	0	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
Asian	Teacher	78	289	26.99	78	289	26.99	82	289	29.99	86	289	33.99	90	289	38.99	94	289	40.99
	Principal	78	289	26.99	78	289	26.99	82	289	29.99	86	289	33.99	90	289	38.99	94	289	40.99
American Indian	Teacher	6	20	30.00	6	20	30.00	7	20	33.00	8	20	37.01	9	20	42.01	10	20	44.01
	Principal	6	20	30.00	6	20	30.00	7	20	33.00	8	20	37.01	9	20	42.01	10	20	44.01
Multi-racial	Teacher	44	183	24.04	44	183	24.04	47	183	27.04	50	183	31.04	53	183	36.04	56	183	38.04
	Principal	44	183	24.04	44	183	24.04	47	183	27.04	50	183	31.04	53	183	36.04	56	183	38.04
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
	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

SWD	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
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Performance Measure (All Applicants – b)

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). *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 EVAAS (Education Value-Added Assessment 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.*

Applicable Population: All participating students

Subgroup		Baseline SY 2011-12			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	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	888	1153	77	911	1153	79	945	1153	82	992	1153	86	1026	1153	89
	Principal	888	1153	77	888	1153	77	911	1153	79	945	1153	82	992	1153	86	1026	1153	89
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	3918	5517	71	4027	5517	73	4193	5517	76	4414	5517	80	4524	5517	82
	Principal	3918	5517	71	3918	5517	71	4027	5517	73	4193	5517	76	4414	5517	80	4524	5517	82
Asian	Teacher	144	289	49.83	144	289	49.83	150	289	51.83	156	289	54.83	162	289	58.83	168	289	60.83
	Principal	144	289	49.83	144	289	49.83	150	289	51.83	156	289	54.83	162	289	58.83	168	289	60.83
American Indian	Teacher	12	20	60.00	12	20	60.01	15	20	62.01	18	20	65.01	21	20	69.01	24	20	71.01
	Principal	12	20	60.00	12	20	60.01	15	20	62.01	18	20	65.01	21	20	69.01	24	20	71.01
Multi-racial	Teacher	114	183	62.30	114	183	62.3	120	183	64.3	126	183	67.3	132	183	71.3	136	183	73.3
	Principal	114	183	62.30	114	183	62.3	120	183	64.3	126	183	67.3	132	183	71.3	136	183	73.3
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	212	662	32	245	662	37	298	662	45	364	662	55	397	662	60
	Principal	212	662	32	212	662	32	245	662	37	298	662	45	364	662	55	397	662	60

SWD	Teacher	490	817	60	490	817	60	523	817	64	572	817	70	637	817	78	686	817	84
	Principal	490	817	60	490	817	60	523	817	64	572	817	70	637	817	78	686	817	84

Performance Measure (All Applicants – c-d) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline		Target									
			SY 2011-12		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	1844	38	1651	34	1408	29	1214	25	1068	22
		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	879	14
		Asian	8	2.9	8	2.9	7	2.5	6	2.2	5	1.8	4	1.5
		American Indian	20	80.0	20	80.0	19	76.0	17	68.00	14	56.0	11	44.0
		Multi-racial	81	50.0	81	50	74	45.7	66	40.7	60	37.0	55	34.0
		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	504	50	464	46	413	41	312	31	262	26		
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
		Asian	12	4.36	12	4.36	11	4.0	10	3.6	9	3.2	8	2.9
		American Indian	22	88.0	22	88.0	21	84.0	19	69.0	16	64.0	13	52.0
		Multi-racial	98	60.5	98	60.5	91	56.2	83	51.2	74	45.7	65	40.1
		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		

Grantee Name: Iredell-Statesville Schools

Performance Measure (Grades 4-8 – a):														Applicable Population: All participating students in				
Subgroup	Baseline			Target														
	SY 2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# 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	3645	5134	71	4056	5134	79	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
Asian	114	152	75	114	152	75	118	152	78.5	122	152	82	126	152	80	130	152	83.5
American Indian	7	10	70	7	10	70	8	10	73.5	9	10	77	10	10	85	10	10	88.5
Multi-racial	56	106	52.8	56	106	52.8	59	106	56.3	62	106	59.8	66	106	87.8	70	106	90.8
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		Target									
			SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16		SY 2016-17 (Post-	
			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
		Asian	116	42.1	116	42.1	130	47.2	146	53.1	165	60.0	176	64.0
		American Indian	7	28.0	7	28.0	8	32.0	10	40.0	12	48.0	14	56.0
Multi-racial	65	40.1	65	40.1	73	45.1	84	51.9	95	58.6	101	62.3		

		ED	1176	52.1	1176	52.1	1288	57.1	1424	63.1	1581	70.1	1649	73.1
		LEP	52	12	52	12	74	17	109	25	152	35	174	40
		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 learning 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
		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
		Asian	7	2.5	7	2.5	6	2.2	5	1.8	4	1.5	3	1.1
		American Indian	5	20.0	5	20.0	4	16.0	4	16.0	3	12.0	2	8.0
		Multi-racial	60	37	60	37	55	34	49	30.2	40	24.7	35	21.6
		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

Grantee Name: Iredell-Statesville Schools

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

Performance Measure (Grades 9-12 – a)										Applicable Population: High school graduating seniors in participating high schools								
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																		
Grades																		
Subgroup	Baseline			Target														
	SY 2011-12			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
	# 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

Performance Measure (Grades 9-12 – b)										Applicable Population: All participating students in the 9th grade.								
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.																		
Subgroup	Baseline			Target														
	SY 2011-12			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
	# 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
Asian	27	33	81.8	28	33	81.8	29	33	83.8	30	33	87.8	31	33	93.8	32	33	96.8

d) Applicant's grade-appropriate academic leading indicator of successful implementation of its plan: #, % of participating 11 th 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
		Asian	12	4.4	12	4.4	15	5.5	30	10.9	45	16.3	60	21.2
		American Indian	*	*	*	*	*	*	*	*	*	*	*	*
		Multi-racial	5	3.1	5	3.1	10	6.2	20	12.3	30	18.5	45	27.8
		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	4	5	8	10	16	20	28	35	34	42
		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
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
Asian	5			1.8	5	1.8	4	1.5	4	1.5	3	1.1	2	0.72
American Indian	17			68.0	17	68.0	15	60.0	12	48.0	9	36.0	7	28.0
Multi-racial	38			23.5	38	23.5	35	21.6	29	17.9	24	14.8	20	12.3
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

There were only 1 American Indian 11th grade students in 2011-2012 - ISS is unable to report on students when the population is below 5 students

Grantee Name: Iredell-Statesville Schools

Competitive Preference Priority Performance Measures

Performance Measures	Applicable Population	Subgroup	Baseline		Annual Targets									
			SY 2011-12		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	1844	38	1651	34	1408	29	1214	25	1068	22
		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	879	14
		Asian	8	2.9	8	2.9	7	2.5	7	2.5	6	2.2	5	1.8
		American Indian	20	80.0	20	80.0	19	76	17	68	14	56	12	48
		Multi-racial	81	50.0	81	50.0	76	46.9	66	40.7	51	31.5	41	25.3
		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	504	50	464	46	413	41	312	31	262	26		
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
		Asian	12	4.4	12	4.4	11	4	10	3.6	9	3.3	7	2.5
		American Indian	22	88	22	88	21	84	19	76	16	64	14	56
		Multi-racial	98	60.5	98	60.5	89	54.9	76	46.9	63	38.9	52	32.1
		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 of 9 th grade students with 10 day or fewer absences per year.	All participating students in grade 9	Overall	885	71.7	885	71.7	909	73.7	959	77.7	1033	83.7	1070	86.7
		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
		Asian	27	9.8	27	9.8	45	16.3	80	29.1	110	40	140	50.9

		American Indian	*	*	*	*	*	*	*	*	*	*	*	
		Multi-racial	15	9.3	15	9.3	30	18.5	60	37	85	52.4	120	74.1
		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	519	67	652	72	873	80	995	84
		Families	248**	73.0**	248	73	330	76	457	81	638	85	743	88

There were only 4 American Indian 9th grade students in 2011-2012 - ISS is unable to report on students when the population is below 5 students

*Performance measure (d) baselines are estimated based on a recent NIMH study[i] 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[ii] of adults and youth receiving mental health services.

[i] <http://www.nimh.nih.gov/science-news/2009/national-survey-tracks-rates-of-common-mental-disorders-among-american-youth.shtml>. Higher prevalence rates (20%) and lower service rates (36%) are

[ii] See <http://pediatrics.aappublications.org/content/117/6/2138.full.pdf>

Table 1-1 Total

Worksheet for Table 1-1

APPLICANT NAME	Iredell-Statesville Schools				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	#REF!	#REF!	#REF!	#REF!	#REF!
2. Fringe Benefits	#REF!	#REF!	#REF!	#REF!	#REF!
3. Travel	#REF!	#REF!	#REF!	#REF!	#REF!
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	#REF!	#REF!	#REF!	#REF!	#REF!
6. Contractual	#REF!	#REF!	#REF!	#REF!	#REF!
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	#REF!	#REF!	#REF!	#REF!	#REF!
10. Indirect Costs	#REF!	#REF!	#REF!	#REF!	#REF!
11. Total Grant Funds Requested (lines 9-10)	#REF!	#REF!	#REF!	#REF!	#REF!
12. Funds from other sources used to support the project	\$ 1,552,246.00	\$ 1,472,045.00	\$ 1,085,311.00	\$ -	\$ 4,109,602.00
13. Total Budget (lines 11-12)	\$ 7,782,507.00	\$ 7,937,235.00	\$ 4,708,745.00	\$ 3,680,818.00	\$ 24,109,305.00

Worksheet for Table 2-1

APPLICANT NAME	Iredell-Statesville Schools			
Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
Project Management and Support for Overall Implementation	Entire Application	Infused throughout the narrative	#REF!	#REF!
Cultivate High-Quality Educators	Section C(2), pages 60-74	Infused throughout the narrative	#REF!	#REF!
Individualize Student-Driven Learning	Section C(1), pages 46-57	Infused throughout the narrative	#REF!	#REF!
Revolutionize Instruction	Section C(1), pages 46-57	Infused throughout the narrative	#REF!	#REF!
Cross-Cutting Data-Driven Decisions	Section E, pages 88-107	Infused throughout the narrative	#REF!	#REF!
TOTALS			#REF!	#REF!

Iredell-Statesville Schools

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					
<p>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. <u>Estimated Cost:</u> \$80,000/year 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)</p>	66,667	82,400	84,872	87,418	\$321,357
<p>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. <u>Estimated Cost:</u> \$32,000/year 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)</p>	26,667	32,960	33,949	34,967	\$128,543
<p>c. Instructional Facilitator: (1 FTE) Currently, most schools participating in IMPACT have a school-based Instructional Facilitator. Adding one additional position will allow every school to have one, dedicated Instructional Facilitator. As a member of the support team, this person will serve as a trainer and coach for teachers and will support the quality of teachers through intensive on-site professional development using the Professional Learning Communities (PLC) and RtI strategies. IF's work closely with BL Coaches at each school. This change was approved 5/10/13.</p>	55,000	67,980	70,019	72,120	\$265,119

<p>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. <u>Estimated Cost:</u> \$44,000/year x 4 Technicians 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. (<i>ongoing operational cost</i>)</p>	146,667	181,280	186,718	192,320	\$706,985
<p>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. <u>Estimated Cost:</u> \$45,000/year x 6 Coordinators 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. (<i>ongoing operational cost</i>)</p>	225,000	278,100	286,443	295,036	\$1,084,579
<p>f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. <u>Estimated Cost:</u> \$55,000/year 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. (<i>ongoing operational cost</i>)</p>	45,833	56,650	58,350	60,101	\$220,934
<p>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. <u>Estimated Cost:</u> \$13,125/year x 4 Monitors. (<i>ongoing operational cost</i>). Year 1 costs are reduced by 2/3 as this is primarily a planning and pilot year so the demand for lab monitors is less. We divided the remaining amount across Years 2-4 to support implementation.</p>	17,500	64,167	64,166	64,167	\$210,000

<p>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. <u>Estimated Cost:</u> \$44,000/year x 14 Blended Learning Coaches 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. (<i>ongoing operational cost</i>)</p>	513,333	634,480	653,514	673,119	\$2,474,446
<p>i. Substitute Teachers: Substitute teacher pay during digital curriculum development pre-work sessions to support our Individualized Student-Driven Learning project. <u>Estimated Cost:</u> \$100/day x 15 substitutes x 2 days for pre-work sessions. (<i>ongoing operational cost</i>)</p>	3,000	3,000	3,000	3,000	\$12,000
<p>j. Digital Curriculum Development Stipends: Teacher stipends for participation in the summer digital curriculum development week to support our Individualized Student-Driven Learning project. <u>Estimated Cost:</u> \$100/day x 70 people x 3.5 days in the summer. (<i>ongoing operational cost</i>)</p>	24,500	24,500	24,500	24,500	\$98,000
<p>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. <u>Estimated Cost:</u> \$100/day x 5 staff/school x 15 schools x 3 days. (<i>ongoing operational cost</i>)</p>	22,500	22,500	22,500	22,500	\$90,000
Subtotal Personnel	\$1,146,667	\$1,448,017	\$1,488,031	\$1,529,248	\$5,611,963
II. FRINGE BENEFITS					

<p>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. <i>(ongoing operational cost)</i></p>	401,459	467,394	476,149	485,169	\$1,830,171
<i>Subtotal Fringe Benefits</i>	\$401,459	\$467,394	\$476,149	\$485,169	\$1,830,171
III. TRAVEL					
<p>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. <u>Estimated Cost:</u> 2 staff x \$1,225/trip x 2 conference/year. <i>(ongoing operational cost)</i></p>	\$4,900	\$4,900	\$4,900	\$4,900	\$19,600
<p>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. <u>Estimated Cost:</u> 4 staff x \$1,225/trip x 1 conference/year. <i>(ongoing operational cost)</i></p>	4,900	4,900	4,900	4,900	\$19,600
<p>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. <u>Estimated Cost:</u> 150 miles/month x \$.555/miles x 12 months x 8 staff divided across all four projects. <i>(ongoing operational cost)</i></p>	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 3 day summer transition camp to support our Revolutionize Instruction project. <u>Estimated Cost:</u> 3 days x 15 buses x 53 miles x \$3.18/mile for bus driver, gasoline, maintenance, etc. (<i>ongoing operational cost</i>)	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 experiences. <u>Estimated Cost:</u> 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. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost:</u> \$95/person x 70 teachers. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost</u> \$1,000/school x 15 schools. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost:</u> \$575/device x 9,380 devices rolled out over the first two years. (<i>one-time investment</i>)	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. <u>Estimated Cost:</u> \$30/device x 9,380 devices rolled out over the first two years. <i>(one-time investment)</i>	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. <u>Estimated Cost:</u> \$170/month x 12 months. <i>(ongoing operational cost)</i>	2,040	2,040	2,040	2,040	\$8,160
f. Technology Infrastructure: Power outlets and infrastructure needed to support newer technology at our older schools for our Individualize Student-Driven Learning project. <u>Estimated Cost:</u> \$2,334/year x 15 schools for the first two years. <i>(one-time investment)</i>	35,010	35,010	0	0	\$70,020
g. Technology Upgrades/Repairs: Funds budgeted for repairs and technology upgrades for our Individualize Student-Driven Learning project. <u>Estimated Cost</u> \$1,500/school x 15 schools. <i>(ongoing operational cost)</i>	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. <u>Estimated Cost:</u> \$95/card x 18 cards/school x 15 schools. <i>(ongoing operational cost)</i>	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. <u>Estimated Cost:</u> \$2,000/school x 15 schools. <i>(ongoing operational cost)</i>	30,000	30,000	30,000	30,000	\$120,000

<p>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. <u>Estimated Cost:</u> \$150/event x 10 events/school x 15 schools for our Revolutionize Instruction project. <i>(ongoing operational cost)</i></p>	22,500	22,500	22,500	22,500	\$90,000
<p>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. <u>Estimated Cost:</u> \$1,000/event x 15 schools for our Individualize Student-Driven Learning project. <i>(ongoing operational cost)</i></p>	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					
<p>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 <i>Impact</i> objectives. <u>Estimated Cost:</u> \$264,400. <i>(one-time investment)</i> This contract was greater than we originally estimated.</p>	264,400	0	0	0	\$264,400

<p>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. <u>Estimated Cost:</u> 3 days of training/school x 15 schools x \$775/day. (ongoing operational cost) We transferred \$8,500 in Year 1 and \$1,000 in each of Years 2-4 to line item f. Career Academies.</p>	26,375	33,875	33,875	33,875	\$128,000
<p>c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing <i>Impact</i>. 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. <u>Estimated Cost:</u> 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. <u>Estimated Cost:</u> 3 consultants x \$95/hour x 25 hours/month x 12 months = \$85,500. Amounts are based on research conducted with recipients of other US Department of Education grants including ARRA funding such as i3. (ongoing operational cost)</p>	199,500	199,500	199,500	199,500	\$798,000

<p>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. <u>Estimated Cost:</u> \$30,000/school x 15 schools divided across all four projects. <i>(ongoing operational cost)</i> We transferred \$148,300 from Year 1 funds to line item a. Design Partner to support our comprehensive design contract as we underestimated this initial cost. The remaining \$301,700 from Year 1 was transferred to Year 2 to more accurately reflect when we expect to contract with a digital platform provider.</p>	0	751,700	450,000	450,000	\$1,651,700
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<p>e. Evaluation Services: To ensure cross-cutting data-driven decision, 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 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%. <i>(ongoing operational cost)</i></p>	499,995	499,995	499,995	499,995	\$1,999,980
<p>f. Career Academies: Funds will be used for registration, training and application fees necessary for the creation of new career academies (i.e. IB Career-related Certificate pathway at South Iredell High School). <u>Estimated Cost:</u> \$8,500 in Year 1 with an annual \$1,000 fee in each of Years 2-4. Added new line item.</p>	8,500	1,000	1,000	1,000	\$11,500

Subtotal Contractual	\$998,770	\$1,486,070	\$1,184,370	\$1,184,370	\$4,853,580
TOTAL DIRECT COSTS	\$5,592,100	\$6,446,685	\$3,321,294	\$3,371,531	\$18,731,610
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 <i>Appendix M</i> for documentation. (<i>ongoing operational cost</i>)	287,731	336,449	318,381	325,532	\$1,268,093
TOTAL COSTS	\$5,879,831	\$6,783,134	\$3,639,675	\$3,697,063	\$19,999,703
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 <i>Impact</i> .	959134	878933	895311	0	\$2,733,378
b. Iredell County Community Foundation: i3 match.	10000	10000	10000	0	\$30,000
c. Lowe's Charitable & Educational Foundation: i3 match.	6000	6000	6000	0	\$18,000
d. JP Morgan Chase Foundation: i3 match.	45000	45000	45000	0	\$135,000
e. Oak Foundation: i3 match.	54000	54000	54000	0	\$162,000
f. Z. Smith Reynolds Foundation: i3 match.	45000	45000	45000	0	\$135,000
g. Mebane Foundation: i3 match.	30000	30000	30000	0	\$90,000
h. State Race to the Top: Allocation	403112	403112	0	0	\$806,224
TOTAL OTHER SOURCES	\$1,552,246	\$1,472,045	\$1,085,311	\$0	\$4,109,602

Iredell-Statesville Schools

Project-Level Itemized Costs: Project Management and Support for Overall Implementation

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Total
I. PERSONNEL					
<p>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. <u>Estimated Cost:</u> \$80,000/year 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.(<i>ongoing operational cost</i>)</p>	66,667	82,400	84,872	87,418	\$321,357
<p>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. <u>Estimated Cost:</u> \$32,000/year 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. (<i>ongoing operational cost</i>)</p>	26,667	32,960	33,949	34,967	\$128,543
<p>c. Instructional Facilitator: (1 FTE) Currently, most schools participating in IMPACT have a school-based Instructional Facilitator. Adding one additional position will allow every school to have one, dedicated Instructional Facilitator. As a member of the support team, this person will serve as a trainer and coach for teachers and will support the quality of teachers through intensive on-site professional development using the Professional Learning Communities (PLC) and RtI strategies. IF's work closely with BL Coaches at each school. This change was approved 5/10/13.</p>	55,000	67,980	70,019	72,120	\$265,119

<p>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. <u>Estimated Cost:</u> \$44,000/year x 4 Technicians 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. <i>(ongoing operational cost)</i></p>	146,667	181,280	186,718	192,320	\$706,985
<p>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. <u>Estimated Cost:</u> \$45,000/year x 6 Coordinators 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. <i>(ongoing operational cost)</i></p>	225,000	278,100	286,443	295,036	\$1,084,579
<p>f. Blended Learning Coordinator: (1 FTE) This 12-month employee will provide leadership, oversight, and coaching to the Blended Learning Coaches. <u>Estimated Cost:</u> \$55,000/year 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. <i>(ongoing operational cost)</i></p>	45,833	56,650	58,350	60,101	\$220,934
<p>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. <u>Estimated Cost:</u> \$13,125/year x 4 Monitors. <i>(ongoing operational cost)</i>. Year 1 costs are reduced by 2/3 as this is primarily a planning and pilot year so the demand for lab monitors is less. We divided the remaining amount across Years 2-4 to support implementation.</p>	17,500	64,167	64,166	64,167	\$210,000

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. <u>Estimated Cost:</u> \$44,000/year x 14 Blended Learning Coaches 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. <i>(ongoing operational cost)</i>	513,333	634,480	653,514	673,119	\$2,474,446
Subtotal Personnel	\$1,096,667	\$1,398,017	\$1,438,031	\$1,479,248	\$5,411,963
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. <i>(ongoing operational cost)</i>	390,519	456,454	465,209	474,231	\$1,786,413
Subtotal Fringe Benefits	\$390,519	\$456,454	\$465,209	\$474,231	\$1,786,413
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. <u>Estimated Cost:</u> 2 staff x \$1,225/trip x 2 conference/year. <i>(ongoing operational cost)</i>	\$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. <u>Estimated Cost:</u> 150 miles/month x \$.555/miles x 12 months x 8 staff. <i>(ongoing operational cost)</i>	7,992	7,992	7,992	7,992	\$31,968
Subtotal Travel	\$12,892	\$12,892	\$12,892	\$12,892	\$51,568
IV. SUPPLIES					

<p>e. Office Supplies: Ink cartridges for printers, copy machine support, and office supplies such as pens, folders, and tape to support communication and implementation. <u>Estimated Cost:</u> \$170/month x 12 months. (<i>ongoing operational cost</i>)</p>	2,040	2,040	2,040	2,040	\$8,160
Subtotal Supplies	\$2,040	\$2,040	\$2,040	\$2,040	\$8,160
V. CONTRACTUAL					
<p>c. Technical and Program Assistance: We will secure specialized program and technical assistance experts to augment roles of regular, full-time district staff implementing <i>Impact</i>. 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. <u>Estimated Cost:</u> 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. <u>Estimated Cost:</u> 3 consultants x \$95/hour x 25 hours/month x 12 months = \$85,500. Amounts are based on research conducted with recipients of other US Department of Education grants including ARRA funding such as i3. (<i>ongoing operational cost</i>)</p>	199,500	199,500	199,500	199,500	\$798,000
<p>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. <u>Estimated Cost:</u> \$30,000/school x 15 schools divided across all four projects. (<i>ongoing operational cost</i>) We transferred \$148,300 from Year 1 funds to line item a. Design Partner to support our comprehensive design contract as we underestimated this initial cost. The remaining \$301,700 from Year 1 was transferred to Year 2 to more accurately reflect when we expect to contract with a digital platform provider.</p>	0	751,700	450,000	450,000	\$1,651,700

<i>Subtotal Contractual</i>	\$199,500	\$951,200	\$649,500	\$649,500	\$2,449,700
TOTAL DIRECT COSTS	\$1,701,618	\$2,820,603	\$2,567,672	\$2,617,911	\$9,707,804
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding \$25,000. See <i>Appendix M</i> for documentation. (<i>ongoing operational cost</i>)	226,984	271,165	278,106	285,256	\$1,061,511
TOTAL COSTS	\$1,928,602	\$3,091,768	\$2,845,778	\$2,903,167	\$10,769,315
BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Total
OTHER SOURCES OF FUNDING (Foundations, LEA, State, Federal Funding)					
h. State Race to the Top: Allocation	403112	403112	0	0	\$806,224
TOTAL OTHER SOURCES	\$403,112	\$403,112	\$0	\$0	\$806,224

Iredell-Statesville Schools

Project-Level Itemized Costs: Cultivate High-Quality Educators

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Total
III. TRAVEL					
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. <u>Estimated Cost:</u> 4 staff x \$1,225/trip x 1 conference/year. <i>(ongoing operational cost)</i>	4,900	4,900	4,900	4,900	\$19,600
<i>Subtotal Travel</i>	\$4,900	\$4,900	\$4,900	\$4,900	\$19,600
IV. SUPPLIES					
b. Training Materials: Supplies to support ongoing professional development at each school through our Cultivate High-Quality Educators project. <u>Estimated Cost:</u> \$1,000/school x 15 schools. <i>(ongoing operational cost)</i>	15,000	15,000	15,000	15,000	\$60,000
<i>Subtotal Supplies</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
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. <u>Estimated Cost:</u> 3 days of training/school x 15 schools x \$775/day. (ongoing operational cost) We transferred \$8,500 in Year 1 and \$1,000 in each of Years 2-4 to line item f. Career Academies.	26,375	33,875	33,875	33,875	\$128,000
Subtotal Contractual	\$26,375	\$33,875	\$33,875	\$33,875	\$128,000
TOTAL DIRECT COSTS	\$46,275	\$53,775	\$53,775	\$53,775	\$207,600
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding \$25,000. See <i>Appendix M</i> for documentation. (ongoing operational cost)	\$6,391	\$6,391	\$6,391	\$6,391	\$25,564
TOTAL COSTS	\$52,666	\$60,166	\$60,166	\$60,166	\$233,164

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 <i>Impact</i> .	959134	878933	895311	0	\$2,733,378
b. Iredell County Community Foundation: i3 match.	10000	10000	10000	0	\$30,000
c. Lowe's Charitable & Educational Foundation: i3 match.	6000	6000	6000	0	\$18,000
d. JP Morgan Chase Foundation: i3 match.	45000	45000	45000	0	\$135,000
e. Oak Foundation: i3 match.	54000	54000	54000	0	\$162,000
f. Z. Smith Reynolds Foundation: i3 match.	45000	45000	45000	0	\$135,000
g. Mebane Foundation: i3 match.	30000	30000	30000	0	\$90,000
TOTAL OTHER SOURCES	\$1,149,134	\$1,068,933	\$1,085,311	\$0	\$3,303,378

Iredell-Statesville Schools

Project-Level Itemized Costs: Individualize Student-Driven Learning

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Total
I. PERSONNEL					
i. Substitute Teachers: Substitute teacher pay during digital curriculum development pre-work sessions to support our Individualized Student-Driven Learning project. <u>Estimated Cost:</u> \$100/day x 15 substitutes x 2 days for pre-work sessions. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost:</u> \$100/day x 70 people x 3.5 days in the summer. (<i>ongoing operational cost</i>)	24,500	24,500	24,500	24,500	\$98,000
Subtotal Personnel	\$27,500	\$27,500	\$27,500	\$27,500	\$110,000
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. (<i>ongoing operational cost</i>)	\$6,017	\$6,017	\$6,017	\$6,017	\$24,068
Subtotal Fringe Benefits	\$6,017	\$6,017	\$6,017	\$6,017	\$24,068
IV. SUPPLIES					
a. Curriculum Materials: Funds to support digital curriculum development week through our Individualize Student-Driven Learning project. <u>Estimated Cost:</u> \$95/person x 70 teachers. (<i>ongoing operational cost</i>)	6,650	6,650	6,650	6,650	\$26,600
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. <u>Estimated Cost:</u> \$575/device x 9,380 devices rolled out over the first two years. (<i>one-time investment</i>)	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. <u>Estimated Cost:</u> \$30/device x 9,380 devices rolled out over the first two years. (<i>one-time investment</i>)	140,700	140,700	0	0	\$281,400
f. Technology Infrastructure: Power outlets and infrastructure needed to support newer technology at our older schools for our Individualize Student-Driven Learning project. <u>Estimated Cost:</u> \$2,334/year x 15 schools for the first two years. (<i>one-time investment</i>)	35,010	35,010	0	0	\$70,020
g. Technology Upgrades/Repairs: Funds budgeted for repairs and technology upgrades for our Individualize Student-Driven Learning project. <u>Estimated Cost</u> \$1,500/school x 15 schools. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost:</u> \$95/card x 18 cards/school x 15 schools. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost:</u> \$1,000/event x 15 schools for our Individualize Student-Driven Learning project. (<i>ongoing operational cost</i>)	15,000	15,000	15,000	15,000	60,000
Subtotal Supplies	\$2,942,260	\$2,942,260	\$69,800	\$69,800	\$6,024,120
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 <i>Impact</i> objectives. <u>Estimated Cost:</u> \$264,400 . (<i>one-time investment</i>) This contract was greater than we originally estimated.	264,400	0	0	0	\$264,400

<i>Subtotal Contractual</i>	\$264,400	\$0	\$0	\$0	\$264,400
TOTAL DIRECT COSTS	\$3,240,177	\$2,975,777	\$103,317	\$103,317	\$6,422,588
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding \$25,000. See <i>Appendix M</i> for documentation. (<i>ongoing operational cost</i>)	\$43,272	\$39,714	\$14,705	\$14,705	\$112,396
TOTAL COSTS	\$3,283,449	\$3,015,491	\$118,022	\$118,022	\$6,534,984

Iredell-Statesville Schools

Project-Level Itemized Costs: Revolutionize Instruction

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Total
I. PERSONNEL					
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. <u>Estimated Cost:</u> \$100/day x 5 staff/school x 15 schools x 3 days. <i>(ongoing operational cost)</i>	22,500	22,500	22,500	22,500	\$90,000
<i>Subtotal Personnel</i>	\$22,500	\$22,500	\$22,500	\$22,500	\$90,000
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. <i>(ongoing operational cost)</i>	\$4,923	\$4,923	\$4,923	\$4,923	\$19,692
<i>Subtotal Fringe Benefits</i>	\$4,923	\$4,923	\$4,923	\$4,923	\$19,692
III. TRAVEL					
d. Student Transportation for Transition Activities: Transportation provided for rising 6th and 9th graders to attend 3 day summer transition camp to support our Revolutionize Instruction project. <u>Estimated Cost:</u> 3 days x 15 buses x 53 miles x \$3.18/mile for bus driver, gasoline, maintenance, etc. <i>(ongoing operational cost)</i>	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 experiences. <u>Estimated Cost:</u> 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. <i>(ongoing operational cost)</i>	7,980	7,980	7,980	7,980	\$31,920
<i>Subtotal Travel</i>	\$15,612	\$15,612	\$15,612	\$15,612	\$62,448
IV. SUPPLIES					

i. Transition Activities: Supplies to support transition activities for rising 6th and 9th graders at each school to support our Revolutionize Instruction project. <u>Estimated Cost:</u> \$2,000/school x 15 schools. (<i>ongoing operational cost</i>)	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. <u>Estimated Cost:</u> \$150/event x 10 events/school x 15 schools for our Revolutionize Instruction project. (<i>ongoing operational cost</i>)	22,500	22,500	22,500	22,500	\$90,000
Subtotal Supplies	\$52,500	\$52,500	\$52,500	\$52,500	\$210,000
V. CONTRACTUAL					
f. Career Academies: Funds will be used for registration, training and application fees necessary for the creation of new career academies (i.e. IB Career-related Certificate pathway at South Iredell High School). <u>Estimated Cost:</u> \$8,500 in Year 1 with an annual \$1,000 fee in each of Years 2-4. Added new line item.	8,500	1,000	1,000	1,000	\$11,500
Subtotal Contractual	\$8,500	\$1,000	\$1,000	\$1,000	\$11,500
TOTAL DIRECT COSTS	\$104,035	\$96,535	\$96,535	\$96,535	\$393,640
Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding \$25,000. See <i>Appendix M</i> for documentation. (<i>ongoing operational cost</i>)	\$13,597	\$13,597	\$13,597	\$13,597	\$54,388
TOTAL COSTS	\$117,632	\$110,132	\$110,132	\$110,132	\$448,028

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
V. CONTRACTUAL					
<p>e. Evaluation Services: To ensure cross-cutting data-driven decisions, 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%. (<i>ongoing operational cost</i>)</p>	499,995	499,995	499,995	499,995	\$1,999,980
<i>Subtotal Contractual</i>	\$499,995	\$499,995	\$499,995	\$499,995	\$1,999,980
TOTAL DIRECT COSTS	\$499,995	\$499,995	\$499,995	\$499,995	\$1,999,980
<p>Approved Unrestricted Indirect Cost Rate: Calculated at 14.233% of direct cost base minus capital outlays, laptops/ netbooks, and contractual funds exceeding \$25,000. See <i>Appendix M</i> for documentation. (<i>ongoing operational cost</i>)</p>	\$3,558	\$3,558	\$3,558	\$3,558	\$14,232
TOTAL COSTS	\$503,553	\$503,553	\$503,553	\$503,553	\$2,014,212