

Exhibit A: 2023-2024 Description of Support

#	2023-24 DESCRIPTION OF SUPPORT	IMPLEMENTATION TIMELINE	DELIVERABLES/ OUTCOMES
1	Goal: Supporting SEL and Student Resiliency (SIP # A1.07, A1.08, A4.01)		
1.1	Provide customized, job-embedded professional learning, focused on evidence-based strategies for integrating social-emotional learning into academics (up to four [4] full-day in-person sessions)	August 2023 – June 2024	School culture will be positively impacted thus students will feel safe in a nurturing environment and learning can occur at a higher rate.
	Align best practices for SEL to the MTSS framework through collaboration with school staff		
	Active listening and responding with empathy sessions for staff		
1.2	MTSS and student and staff resilience building with staff (up to three [3] full-day in-person sessions)	July 2023 – June 2024	Systems to support student and staff resilience will be sustained
	Transfer resilience across and among school community		
2	Goal: High-Quality Teaching and Learning and Teacher Externships /9SIP # A2.04, A4.16, A4.20, B1.03, B2.03, C2.01)		
2.1	Provide support for School Improvement and implementation of processes to develop embedded practices for continuous improvement (up to six [6] one-hour virtual sessions unless RTI staff is already onsite)	July 2023 – June 2024	Sustainable processes will be implemented for continuous improvement
	Mini training session for team on utilization of structures for planning improvement		
	Support virtually with feedback aligned to indicators and school goals for improvement		
2.2	Engage in quarterly (4) facilitated leadership team work sessions (virtually for one hour, every quarter) with RTI	July 2023 – June 2024	Capacity for teamwork and distributive leadership will be enhanced
2.3	Receive job-embedded professional learning and coaching to enhance instructional rigor (up to four [4] full-day in-person sessions)	July 2023 – June 2024	Rigorous instruction will increase and have a positive impact on student growth and achievement
	Follow up using data to design standards aligned lessons and units of instruction-PLC sessions		
	Planning period sessions using standards to explore opportunities for integration across subject areas and pathways		

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3	Goal: Business and Industry Task Force (SIP # A4.20, E1.06)		
3.1	Coordinate with IPG Coach to facilitate Business and Industry Task Force meeting once per semester (2) (first semester in-person, second semester virtual)	August 2023 – May 2024	Increase engagement between school and community to support transitions upon graduation
3.2	Engage in efforts to secure opportunities for students to build employability skills (up to three [3] one-hour virtual sessions)	July 2023 – February 2024	Student confidence and skills will increase probability of employment
	B&I homeroom curriculum support		
4	Goal: Build Leadership Capacity (SIP # B1.03, B2.03, C2.01)		
4.1	Conduct midyear continuous improvement assessment (one [1] full-day in-person session)	January – February 2024	Adjust plans based on variables, opportunity to course correct
4.2	Monthly virtual check-in meetings with school leadership/improvement team to assist with project management, engage in customized executive consulting support to extend capacity	July 2023 – June 2024	Calibrated expectations for instruction are clear, consistent, and understood by all stakeholders
4.3	Organize professional development and coaching plan for 2023-2024 year (one [1] half-day in-person session)	July 2023 – August 2023	Processes and systems in place for school improvement to include yearly needs assessment, goal setting, and monitoring of plans, aligned professional development and criteria for success.
4.4	Refine blueprint during summer planning period by developing implementation schedule for 2023-24	July 2023	Plan for optimal implementation of activities to ensure sustainable improvement strategies
4.5	Support DPI IPG reporting needs	July 2023 – June 2024	Reporting for DPI shows decrease in ISS and OSS infractions and increase in staff and student attendance



NCStar Key Indicators

A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them
A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.
A2.04	Instructional teams develop standards-aligned units of instruction for each subject and grade level
A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers
A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level
A4.20	All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.
B1.03	A leadership team consisting of the principal, teachers who lead the instructional teams, and other professional staff meets regularly (at least twice/month) to review implementation of effective practices
B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning
B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers
C2.01	The LEA/school regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs
C3.04	The LEA/school has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff
E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning)