THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Subcommittee on Laboratory Schools

September 14, 2021 at 4:00 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

A-1.   Approval of the Minutes of November 9, 2020...C. Philip Byers

A-2.   Renewal of East Carolina University Community School..Laura Bilbro-Berry

A-3.   Renewal of The Catamount School...Laura Bilbro-Berry

A-4.   Adjourn

DRAFT MINUTES

November 9, 2020 at 4:00 p.m.
Via Video Conference and UNC-TV Live Stream
Chapel Hill, North Carolina

This meeting of the Subcommittee on Laboratory Schools was presided over by Chair C. Philip Byers. The following committee members, constituting a quorum, were also present via video conference: Reginald Holley.
The following committee members were absent: Jimmy Clark

Staff members present included Andrew Kelly, and others from the UNC System Office.

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1. **Approval of the Minutes of November 5, 2019 (Item A-1)**

 MOTION: Resolved, that the Subcommittee on Laboratory Schools approved the open session minutes of November 5, 2019, as distributed.

Motion: Reginald Holley
Motion carried

Roll Call Vote	
Byers	Yes
Holley	Yes

2. **Review and Approve Laboratory Schools Evaluation Report (Item A-2)**

The chair underscored the need for the committee to recognize that the report is necessarily incomplete due the ongoing COVID-19 pandemic. The chair also emphasized that the report takes a closer look at the data from the 2018-2019 school year, when three of the laboratory schools had only been in operation for a year, which is not sufficient time to measure their impact. Following the chairs' introduction Kevin Bastian presented the in-depth findings of the report, highlighting that again the focus was on the 2018-2019 school year.

The chair called for the approval of the Laboratory Schools Evaluation Report
Motion: Reginald Holley
Approved

Roll Call Vote	
Byers	Yes
Holley	Yes

3. **Other Lab School Updates (Item A-3)**

Dr. Laura Bilbro-Berry provided the group with general laboratory school updates including plans for in-person learning that will take place in the coming weeks.

There being no further business, the meeting adjourned at 4:30 p.m.

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Reginald Holley, Secretary

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MEETING OF THE BOARD OF GOVERNORS
Subcommittee on Laboratory Schools
September 14, 2021

AGENDA ITEM

A-2.   Renewal of the East Carolina University Community School……………………………………………………….Laura Bilbro-Berry

Situation: Pursuant to G.S. 116-239.7, a laboratory school shall operate for a period of five years. At the end of the initial five years of operation, the subcommittee shall renew the term of operation for additional five-year periods if the laboratory school is still located in a local school administrative unit that has 25 percent (25%) or more of the schools identified as low-performing under G.S. 115C-105.37, or if the subcommittee renews a waiver of this requirement. If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii) meeting the purposes of this Article under a waiver at the end of five years, the subcommittee may renew the term of operation for additional five-year periods if the subcommittee finds the school is successfully meeting its mission to improve student performance and provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program.

Background: In partnership with Pitt County Schools, the ECU Community School opened in fall 2017 co-located on the South Greenville Elementary campus. The school reflects a whole child approach by integrating health, wellness, and learning into instruction. The laboratory school uses an intentional approach to build literacy and numeracy skills through the core academic subjects and focuses on engaging children in learning experiences that support their curiosity, creativity, inquiry, and intellectual growth.

The 2021-22 school year marks the fifth year of operation for ECU Community School. East Carolina University is seeking a renewal period of five additional years to operate.

Assessment: A renewal report summarizing the progress of the school is presented for subcommittee review. The school will provide a brief presentation to outline its success to date, describe future plans, and propose renewal for an additional five years of operation.

Action: This item requires a vote by the subcommittee.

ECU Community School
East Carolina University
Renewal – Executive Summary

Enrollment:
The ECU Community School's (ECUCS) population has grown from its inaugural year of fewer than 75 students to 115 scholars for this school year. The school's population is primarily African American (96 percent), with 30 percent of students being classified as students with disabilities. Eighty-eight percent of the school population lives at or below the poverty line. Results from Biopsychosocial screeners of students/families indicate that 82 percent of the children experienced at least one Adverse Childhood Experience (ACE), with 26percent of the scholars having had experienced at least four or more ACEs.

Student Outcomes:
Beginning in 2017-18, ECUCS established goals to improve student proficiency in reading and math by five percent each year on the North Carolina End-of-Grade (EOG) Reading Assessment. Students improved reading proficiency by 6.8 percent in 2018-19 and by 7.1 percent in 2020-21. In math, ECUCS improved proficiency by 6.8 percent in 2018-19 and 1.5% in 2020-21. State testing data was not available during the 2019-20 school year due to the pandemic.

On both of the reading and math EOG assessments, ECUCS met expected growth in both 2017-18 and 2018-19. Growth calculations did not occur in 2019-20 or for 2020-21. ECUCS's students with disabilities in grades 3-5 made significant gains in reading Lexile levels over the past four years, and 90 percent of students with disabilities for the school met their Individualized Education Plan goals.

The ECUCS has spent significant time in enhancing reading instruction for all students, with particular attention to the integration of evidence-based literacy practices to include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students engage in a 120-minute literacy block each day, with kindergarten through second grade students participating in flexible groups based on student needs and the reading skill addressed. During the 2020-21 school year for each nine weeks, ECUCS administered to all students the **P**honological **A**wareness **L**iteracy **S**creening (PALS), an assessment for tracking student growth toward grade-level skills.

The school applies an Integrated Health Collaborative (IHC) approach to identifying and caring for students, with a team consisting of a director of integrated health, a full-time school counselor, a full-time social worker, a marriage and family therapy intern (senior level), and a psychology intern (graduate level). A variety of health-focused activities for students and families are offered by the School of Nursing, the School of Dental Medicine, and the Marriage and Family Therapy program at ECU.

Educator Preparation:
The ECUCS integrates a variety of pre-service educator candidates into the instructional programs offered at the school. On average, two to five student teachers and interns are engaged at the school. In 2018, for early field experiences for elementary, special education and birth-to-kindergarten teacher education, 46 candidates engaged in interactions with ECUCS students through small group instruction and one-on-one experiences. In 2019, 80 pre-service candidates participated in early field experiences. In addition, students in practicum courses participate in livestreamed video observations of the laboratory classrooms while in class at the university. Principal interns are also assigned to the school to gain on-the-job experience in principal preparation. ECU's Principal Fellows Program hosts classes at the ECUCS and has completed a variety of projects to support school instructional operations.

Operational:
ECUCS conducts its fiscal administration in accordance with the North Carolina Department of Public Instruction (DPI), the University of North Carolina System Office, and ECU policies and directives pertaining to fiscal governance, reporting, and compliance monitoring. A considerable amount of time and effort has been committed over the past four school years (2017-18 to 2020-21) to develop and refine the infrastructure and process for the management and administration of fiscal operations, defined as finance, personnel, and business operations, within two enterprise systems, ECU and DPI.

Partnerships/Community Outreach:
ECUCS maintains a strong partnership with Pitt County Schools, with a variety of interactions between the district's central office personnel and the school to support daily operations. As ECUCS is co-located at South Greenville Elementary School, the lab school has collaborated on a variety of family events and student activities to support positive community relations.

Partnerships with units across the university occur to support the work of ECUCS and provide unique learning experiences for the school's students. For example, in response to the observed language development needs in students with special needs, the "Pirate Play Group" was created in partnership with the Department of Communication Sciences & Disorders to provide an integrated literacy and language program that aims to promote language development and early literacy skills among young children. Under the supervision of a licensed speech-language pathologist, graduate student clinicians facilitate small group activities with all kindergarteners once per week for 45-60 minutes.

Food insecurity is addressed through a variety of partners to include faith-based organizations, the Food Bank of Central & Eastern North Carolina, as well as Beast Philanthropy, which has donated boxes of non-perishable items to the school's food pantry. The philanthropy group also conducts a weekly food distribution program to all of the ECUCS and South Greenville Elementary families. These distributions includes boxes of fresh produce, meats, and canned goods.

Highlights of Future Goals:
- ECUCS seeks to expand one grade level per year to create a K-8 school configuration through years six to 10 of operation. The goal is to offer a seamless transition from the existing elementary environment to the middle school structure. A focus on career and college readiness is embedded within plans for expanding into grades sixth-eighth.
- The school will utilize a new evidence-based reading program in grades K-5 to further advance foundational literacy skills of students.
- The school will hire a full-time nurse, utilizing pandemic relief dollars to support the health care needs of the student population.
- Financial literacy training will be offered to school families in partnership with ECU's College of Business.
- ECUCS will continue to host teacher interns and practicum students for a variety of field experiences at the school.
- ECU's Education Leadership Department will complete the Pre-Service Leaders Framework and design professional development experiences that will prepare school leaders as a part of their engagement with ECUCS.

Laboratory Schools Renewal Report

Pursuant to SL 2020-56, the requirements for renewal or non-renewal of a laboratory school after the initial five year term are defined with these parameters:

- Initial terms of operation for the laboratory schools shall be five years from the date of initial operation. At the end of the initial five years of operation, the Subcommittee **shall** renew the term of operation for additional five-year periods under the existing resolution if the laboratory school is 1) still located in a local school administrative unit that has twenty-five percent (25%) or more of the schools located in the unit identified as low-performing under G.S. 115C-105.37; **or** 2) if the Subcommittee renews a waiver of this requirement by determining that the current location of the laboratory school satisfies the purposes of the laboratory school statute as set forth in G.S. 116-239.5.
- If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii) meeting the purposes of this Article under a waiver at the end of five years, the Subcommittee **may** renew the term of operation for additional five-year periods under the <u>existing</u> resolution **if** the Subcommittee finds the school is successfully meeting its mission to 1) improve student performance **and** 2) provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program.
- The Subcommittee **may** terminate operation of any laboratory school during the initial term of operation or during a five-year renewal period if the Subcommittee finds it is failing to meet expected progress toward meeting the mission of the school consistent with the requirements of this Article.

To assess eligibility for renewal for an additional five year period, the UNC Board of Governors' Sub-Committee on Laboratory Schools requests that each institution seeking renewal provide the following information. Responses should be no more than 10 pages in length.

Rubric for Renewal Determination – [Renewal Rubric](#)

Renewal Information – Indicate responses below. To the greatest extent possible, data supporting the information requested should be included.

Name, mailing address, and contact information for the laboratory school

Dr. William A. Rouse
Acting Dean
East Carolina University
College of Education
Speight Building 154 E
Greenville, NC 27858-4353

East Carolina University Community School
811 Howell Street
Greenville, North Carolina 27834

Name of partner local education agency

Pitt County Schools

Laboratory Schools Renewal Report

Status of partner LEA (a. LEA percentage of schools that are low performing or b. Renewal of a waiver for LEA requirement of 25% or more schools low performing)

Prior to opening the Community School, Pitt County Schools met the LEA requirement of having 25% or more low performing schools. Pitt County has experienced a* decline in the number of low performing schools since the 2017-2018 school year. As of the 2021-2022 school year, 20% of the schools in Pitt County are identified as low performing schools.

Description of the student population to be served by your school, including student demographics.

East Carolina University's Community School serves students who meet at least one of the lab school admissions criteria: 1. Is assigned to a low-performing school at the time of the student's application, 2. Did not meet expected growth in the prior school year based on indicators, such as grades, observations, diagnostic and formative assessments, state assessments or other factors, including reading on grade level. 3. Is the sibling of a child who is an eligible student. 4. Is the child of a laboratory school employee.

During the 2020-2021 school year, the Community School had 102 scholars. Our school had the following demographics: 96% African American, 2% Caucasian, 1% Hispanic, 1% Two or more races. 30% of the school population was identified as students with disabilities. 88% of the school population live at or below the poverty line. Results from Biopsychosocial screeners administered by ECU's Marriage and Family Therapy Department revealed that 82% of the children experienced at least one Adverse Childhood Experience. 26% of the scholars have experienced at least four or more Adverse Childhood Experiences.

Identify the grade levels served and total projected student enrollment by year in the table below.

Academic School Year	Grade Levels and Students Per Grade Level									Total Projected Student Enrollment
	K	1	2	3	4	5	6	7	8	
Year Six (2022-2023)	32	20	22	23	27	13	10			147
Year Seven (2023-2024)	32	32	20	22	23	27	13	10		179
Year Eight (2024-2025)	32	32	32	20	22	23	27	13	10	211
Year Nine (2025-2026)	32	32	32	32	20	22	23	27	13	233
Year Ten (2026-2027)	32	32	32	32	32	20	22	23	27	252
A laboratory school must serve students in at least three consecutive grade levels in the range of kindergarten through eighth grade (§ 116-239.6(4)).										

Laboratory Schools Renewal Report

State your school's specific and measurable goals that you developed for the first five years of operation in each of the following areas and indicate progress toward meeting those goals:

Academic Program – Initial Goal(s)	Academic Program – Progress toward Goal(s)
1. Improve scholars' reading proficiency by 5% each year as evidenced by North Carolina End-of-Grade Reading Assessment. 2. Improve scholars' math proficiency by 5% each year as evidenced by North Carolina End-of-Grade Math Assessment. 3. Improve scholars' science proficiency by 5% each year as evidenced by North Carolina End-of-Grade Science Assessment	1. The Community School has improved scholars' reading proficiency as evidenced by the North Carolina End-of-Grade Reading Assessment by 6.8% in the 2018-2019 SY. State testing data was not available during the 2019-2020 school year due to the COVID-19 pandemic. The Community School improved scholars' reading proficiency in reading by 7.1% in the 2020-2021 SY. 2. The Community School has improved scholars' math proficiency as evidenced by the North Carolina End-of-Grade Math Assessment by 6.8% in the 2018-2019 SY. State testing data was not available during the 2019-2020 school year due to the COVID-19 pandemic. Scholars' math proficiency improved by 1.5% in the 2020-2021 school year. 3. The North Carolina Science End-of-Grade Assessment is administered to fifth grade students only. Therefore, we are not able to compare cohorts of children. In the 2018-2019 school year, 57.1% of the scholars were proficient on the North Carolina Science End-of-Grade test. State testing data was not available during the 2019-2020 SY. During the 2020-2021 school year, 7.1% of the scholars were proficient on the North Carolina Science End-of-Grade test.
Teacher and Principal Preparation and Development – Initial Goal(s)	Teacher and Principal Preparation and Development – Progress toward Goal(s)
1. Establish a relationship with the Teacher Preparation program. 2. Collaborate with the Teacher Preparation program to host student teachers, interns, and practicum students. 3. Establish a relationship with the Principal Preparation program. 4. Collaborate with the Principal Preparation program to host school administrator candidates and provide opportunities for the completion of school leadership projects.	1. A relationship has been established with the Teacher Preparation program to host practicum students, interns and student teachers as evidenced by e-mails, student teaching schedules, intern schedules, and practicum schedules. 2. The Community School hosted student teachers, interns, and practicum students as evidenced by the number of students who were assigned to the campus and practicum schedules.

Laboratory Schools Renewal Report

Student Teachers

Year	Program	Number of Students
Spring 2019	Elementary Education	3
	Birth to Kindergarten	1
Spring 2020	Birth to Kindergarten	1
	Special Education	1
Spring 2021	Elementary Education	3
	Special Education	2

Interns

Year	Program	Number of Students
Fall 2018	Elementary Education	3
	Birth to Kindergarten	1
Fall 2019	Birth to Kindergarten	1
	Special Education	1
Fall 2020	Elementary Education	3
	Special Education	2

Practicum

Year	Program	Number of Students
Fall 2018	Jr. 1 English/Language Arts	24
	Mathematics Practicum	11
	Birth to Kindergarten	11
Spring 2019	Jr. 2 Social Studies	20
	Jr. 2 Mathematics	20
	Jr. 2 Reading	20
	Jr. 2 Science	20

3. A relationship has been established with the Principal Preparation program to as evidenced by e-mails, LEED Faculty visits (in-person and virtual) and LEED classes taught on the Community School's campus.

4. An administrative candidate was assigned to the Community School.   Administrative candidates completed leadership projects for the campus. Please reference the tables below

Year	Number of Students
2018-2019	1

Year	Administrative Interns Leadership Projects
2020-2021	1. Revise the Community School's Safety Notebook

Laboratory Schools Renewal Report

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<td>2. Develop a literacy walk through instrument with appropriate look-fors

3. Organize Parent Engagement Sessions focused on technology and working with children who have adverse childhood experiences</td>
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Operational – Initial Goal(s)	Operational – Progress toward Goal(s)
1. Establish and implement a strategic plan for scholar recruitment

2. Establish and implement a strategic plan for enrollment.

3. Establish and implement a strategic plan for recruitment of teacher candidates.

4. Establish and implement a strategic plan for retention of teacher candidates.

5. Establish a strategic plan with Pitt County Schools to support the Community School's facility, transportation and child nutrition needs. | 1. A strategic plan has been established and implemented for the recruitment and enrollment of scholars. The following are plan components: Distribution of scholar intent forms in the spring of each year, partnering with Pitt County Schools' Sadie Saulter Pre-K Center to recruit rising kindergartners, posting of recruitment flyers on the Community School's Social Media Site and creation of a recruitment video.

<table><tr><th>Year</th><th>Scholar Enrollment</th></tr><tr><td>2017-2018</td><td>72</td></tr><tr><td>2018-2019</td><td>80</td></tr><tr><td>2019-2020</td><td>117</td></tr><tr><td>2020-2021</td><td>102</td></tr><tr><td>2021-2022</td><td>115</td></tr></table>

2. A strategic plan for scholar enrollment has been established. The following are plan components: Families complete a paper application or an online application on the Community School's website, the school's administrative team verifies that potential students meet at least one of the lab school admission criteria, letters of scholar status are mailed to all families, scholars accepted to the Community School are required to complete an enrollment packet prior to their start, an in-person enrollment session is scheduled with all families, all enrollment information is placed in the scholar's cumulative folder.

3. A strategic plan has been established and implemented for the recruitment of teachers. The following are components of the recruitment plan: Participation in ECU's Teacher Job Fair (especially recruitment of candidates who completed their internships and student teaching at the Community School), recruitment visits to Fayetteville State University, and advertising via ECU's website and the Community School's social media page. |

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Laboratory Schools Renewal Report

4. A strategic plan has been established and implemented for the retention of teachers. The following are components of the retention plan: All new employees participate in a school level orientation prior to working with scholars, monthly new employee support meetings are held, all beginning teachers are assigned mentors, and support is provided by NC New Teacher Support program to all teachers.

Year	Teacher Retention Rate
2017-2018	This was the first year that the Community School opened. Therefore, teacher retention data is not applicable.
2018-2019	84%
2019-2020	84%
2020-2021	88%

5. A strategic plan has been established and implemented with Pitt County Schools to support facility, transportation, and child nutrition needs.

Area	Plan
Facility	The Community School enters maintenance work orders into Pitt County Schools' School Dude Maintenance system.
Transportation	The Community School enters transportation requests in Pitt County School's Travel Tracker System.
Child Nutrition	The Community School communicates via email and in-person with Pitt County Schools' Child Nutrition Director, Area Supervisor and South Greenville Child Nutrition manager to meet scholar needs.

Budget and Financial – Initial Goal(s)	Budget and Financial – Progress toward Goal(s)
1. Establish an operating budget for the Community School which multiple funding streams. 2. Establish a process to certify the budget so that stakeholders are aware of the school's operating expenses and	1. An annual budget is established for the Community School with the following funding sources: Federal funds, State ADM funds, Local ADM Funds, State Exceptional Children's Program funding, NC Fines and Forfeitures funding, UNC System Office

streams of funding.	Funding, and East Carolina University Funding. This is evidenced by budget spreadsheets.
	2. A budget certification process has been established which includes the following steps: • The College of Education Business Officer meets with the Community School principal to determine the school's needs for the upcoming school year. • The College of Education Business Officer presents the budget to the Dean of the College of Education • The College of Education Dean and Business Officer present the budget for certification to the ECU's Chancellor directly or through delegated administrators within the university's Division of Administration and Finance and the Office of the Provost. This process is evidenced by meeting notifications and budget presentations.
Governance- Initial Goal(s)	**Governance- Progress toward Goal(s)**
• Establish a governing structure which consists of an Advisory Board • Develop an Advisory Board that will monitor school operations, recommend policies and programs, evaluate the principal and review evaluation.	• An Advisory Board was established as evidenced by meeting schedule, meeting agendas and meeting minutes. • The Advisory Board monitors the operations and recommend policies and programs as evidenced by meeting agendas and meeting minutes.

Academic Program

Part I:

Provide a detailed description of the current academic program for K-8 students served in your laboratory school, indicating the primary features of the learning environment, instructional methods, and assessments. Include any unique or innovative features that are integrated into instruction for students.

The mission of East Carolina University's Community School is to educate the whole child through a web of support that thrives through partnerships. We have worked to build a school culture that emphasizes safety, respect, and love for all the scholars and families that we serve. It is our mission to engage children in learning experiences that support their curiosity, creativity, inquiry, and intellectual growth. It is our mission to create a school that respects children's strengths and meet their needs. The ECU Community School acknowledges and supports the integration of health, wellness, and learning. Through the ECU Community School, we empower students, families, and teachers to become informed, engaged, and resilient citizens in our community. It is our mission to cultivate and support a love of lifelong learning and growth for students and their families.

Laboratory Schools Renewal Report

The Community School utilizes the North Carolina Standard Course of Study and North Carolina Essential Skills to ensure that scholars are prepared to meet state grade level standards.

Upon close examination of the learning environment, the Community School works hard to provide a 1:16 teacher/student ratio. Teacher assistants are assigned to each kindergarten, first, and second grade classroom. The Community School offers laptops to all scholars for in-school and at-home use. Each classroom is equipped with cameras that permit scheduled virtual instruction or anytime learning via recorded and posted lessons if scholars and their families are not able to view the live instruction. The Community School also provides an extended school year. Scholars attend school for 10 months versus the nine months in a traditional school setting. The Community School also provides an After School tutorial program that spans from October to May. This program meets 2-3 days per week for 1 ½ hours per session. Scholars receive additional instruction and support in reading and math.

East Carolina University's Community School believes that the first line of "intervention" for any children failing to show appropriate gains or growth in reading achievement is effective, developmentally-appropriate, differentiated classroom instruction that encourages discussion and allows students extensive time to read manageable, meaningful, high-interest materials that build effectively on their schema and are supported by a variety of instructional scaffolds. For this reason, the Community School has implemented a daily, 120-minute literacy block in kindergarten-fifth grade. In kindergarten-second grade, the literacy block runs simultaneously to allow for the grouping and re-grouping of scholars across grade levels to help meet scholars at their point of need. Often, by giving students additional time and support through this type of engaging, motivating, effective, and differentiated instruction (which are the hallmarks of the ECU Community School's ELA curriculum), children make effective progress.

In kindergarten-fifth grade, the Community School will begin to implement the HMH Into Reading classroom literacy materials during the 2021-2022 SY. These materials provide systematic instruction across the full range of foundational literacy skills: Phonemic Awareness, phonics, spelling, word study and fluency.

In instances where classroom instruction is not providing particular students with adequate support, additional intervention procedures may be necessary. For this type of reading intervention, the ECU Community School relies primarily on the **Interactive Strategies Approach** (Scanlon, Anderson, and Sweeney, 2016). The specific procedures for these interventions are outlined in, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach (2nd ed.).*

Laboratory Schools Renewal Report

Kindergarten
- Phonics/phonemic awareness is explicitly addressed in all content areas by using blending and digraphs. Supports include visuals, blending blocks and songs.
- The classroom is a visual representation of the academic language that students have been explicitly taught.
- In the learning segment, the academic language is assessed through verbal communication and writing assignments in literacy stations.
- Fluency and comprehension are assessed daily through anecdotal notes and recognition of sight words, letter sounds (primarily beginning and ending sounds currently). Students are given various opportunities to engage with a variety of texts with one on one with student and teacher, students reading to students and students reading silently.
- Students acquire language by hearing, speaking and application in various work samples. Not only do students acquire concepts or ideas related to their own culture, with the implementation of global lessons, students acquire vast vocabulary and language skills.
- During the 2020-2021 school year, the Community School implemented the administration of the **P**honological **A**wareness **L**iteracy **S**creening (PALS). These assessments for on grade level skills are assessed formally every nine weeks to track scholars' growth.

Grades 1 and 2
- Phonics/Phonemic Awareness- Students are receiving differentiated instruction based on assessments on sight words and letter sounds. Academic supports such as blending blocks, letter cubes, picture cues, flashcards, etc. Skills are reinforced across content areas.
- Anchor charts with academic vocabulary are displayed and serve as visual cues to drive the use of the language. During the learning segment, verbal communication is the expectation to use the vocabulary in responses. Some foundational skills are systematically being addressed for writing implementation.
- Reading Inventories are assessment tools to collect data for implementation of guided reading groups. Guided reading stations address decoding strategies, comprehension, fluency, higher order thinking skills, vocabulary, and word studies. Text selection is differentiated based on student progress. Book boxes are created for independent reading.
- Question stems and sentence starters are utilized daily to support student organization of ideas and thoughts to create a cohesive and comprehensive writing sample.
- Classroom libraries allow students to explore different genres of text while also harnessing of love of reading through independent and shared partner readings. This transfer of knowledge is evident in student writing samples.
- During the 2020-2021 school year, the Community School implemented the administration of the **P**honological **A**wareness **L**iteracy **S**creening (PALS). These assessments for on grade level skills are assessed formally every nine weeks to track scholars' growth.

Laboratory Schools Renewal Report

Grades 3-5
- Differentiations based on skills (decoding, word recognition, phonics) are targeted in guided reading groups.   Students who are not reading on grade level are given more practice to build foundational skills.
- Strategies to build academic vocabulary are implemented daily for students to define the term, give examples, and use in a sentence. Students write critically daily by responding to text dependent questions by using vocabulary while understanding sentence structure, transitional words, and language.
- Word mapping is being implemented to address morphology and to build an additional strategy along with context clues to assist with determining meaning of unknown words.
- Computer-based programs, such as Reading Plus, are implemented for self-monitoring and to track scholars' success over time. This web-based program allows for individual goal setting for scholars based on both fluency, comprehension, vocabulary, and stamina.
- Intervention time is incorporated in the daily schedule to bridge the gaps in missing skills or concepts of students based on teacher made weekly assessments and benchmark assessments. Teachers use a data tracking tool to inform intervention groupings.
- During the 2020-2021 school year, the Community School implemented the administration of the **P**honological **A**wareness **L**iteracy **S**creening (PALS). These assessments for on grade level skills are assessed formally every nine weeks to track scholars' growth.
- Every nine weeks comprehensive assessments are given in reading, math, and science to determine student success as related to the common core standards.

The long-term literacy focus continues to include working with the leadership team, ECUCS's teachers, and other stakeholders to facilitate the development of a multi-year plan to bring evidence-based reading instruction to scale in the ECUCS school. This will include developing teachers' pedagogical content knowledge in the structure of language, stages of literacy development, and the literacy essentials: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and motivation.

Part II:
Describe any changes to curriculum and instruction that are planned for Year 6 to Year 10. Provide a rationale for these changes to the current academic program.

In kindergarten-fifth grade, the Community School will continue with the plan that has been designed and implemented during Years One-Four. As a learning community, it our desire to continue implementing this plan time so that data can be consistently collected to show progress over time. While the Community School "Met Expected" growth under North Carolina's accountability model during the 2017-2018 SY and 2018-2019 SY, the consistent collection of data has been slightly hindered by the COVID-19 pandemic. Therefore, these strategies will continue for Years Six-Ten.

Currently, the Community School serves kindergarten-fifth grade scholars. Effective the 2021-2022 SY, there are two classes per grade level in kindergarten, first, second, and third grades. It is our goal to continue to naturally expand by adding an additional class to fourth grade (2022-2023 SY) and fifth grade (2023-2024 SY). Our ultimate

Laboratory Schools Renewal Report

goal is to include a middle level component during the next five years of operation. The middle level component would utilize the North Carolina Standard Course of Study and North Carolina Essential Skills to ensure that scholars are prepared to meet state grade level standards. In addition to the North Carolina Standard Course of Study and North Carolina Essential Skills, Career & Technical Education courses, chorus, music, and art may be provided to help foster the development of well-rounded scholars. In the AASA article, "Revival of the K-8 School", it was noted that "The results have been significant, with 6th graders in K-8 schools posting better attendance and higher standardized test scores than their peers in middle school." As a learning community, we strongly believe that by continuing to provide a more personal and intimate environment at the middle level, just as we have at the elementary level, that our scholars will continue to grow and thrive.

To ensure the success of our middle level scholars, the Community School will employ the following strategies:
- o Employ an administrator, licensed teachers, a school counselor, instructional coach and administrative assistant to meet the needs of the middle level component.
- o Design and implement a clear mission, with strong faculty support to ensure that more students leave the eighth grade with the knowledge and skills needed to succeed in a college-preparatory curriculum in high school, to graduate high school prepared for post-secondary education and to become productive adults.
- o Collaborate with ECU's middle grades division for the school's mission, for implementation of proven and promising practices, for professional development, and for adjustments to master schedules to provide teachers with common planning time.
- o Enroll more students in an accelerated curriculum that is benchmarked with ninth-grade college preparatory standards and emphasizes teachers working together to plan and share classroom learning, student assignments, and classroom assessments that reflect high school readiness in English/reading, mathematics, and science.
- o Engage students in learning-intellectually, emotionally, socially, and behaviorally-by making greater use of authentic problems, project-based learning, cooperative learning and technology
- o Focus on improving scholars' reading and writing skills by giving reading and writing assignments that engage students in reading grade-level materials specific to each content area-English, math, science and social studies.
- o Strive to achieve success for every student by maintaining high expectations for all students and supporting them through reteaching, tutoring, extra help, and extra time to re-learn and re-do work until it meets standards.
- o Continue to identify at-risk students as they transition to the middle level component and provide them with additional instruction and support to help more of them meet grade-level standards and get on track for high school and post-high school studies.
- o Provide extensive professional development to staff, aligned with the school's mission and improvement plan with emphasis on implementation of new strategies learned.
- o Build a strong administrative team and school leadership team that work collaboratively with the school community to keep them focused on the school's mission, to ensure scholars are engaged in a rigorous curriculum and to review and use data to engage in ongoing school improvement efforts.

Laboratory Schools Renewal Report

(*Improved Middle Grades Schools for Improved High School Readiness: Ten Best Practices in Middle Grades*, SREB, March 2012)

Student Achievement

<u>Part I:</u>

Provide a detailed description of the academic progress of students from Year 1 to Year 5 to include overall proficiency and growth. Include state-level accountability measures (EOG proficiency and growth for reading, math, and science) and other assessments used to measure student academic progress with a minimum of beginning of year and end of year information being included. If your school operates grades K-2, information about student progress in reading and math is required within your description. Charts, graphs, or visual representations with accompanying narrative is encouraged. Information about your school's academic outcomes in comparison to the academic outcomes of your local education agency partner district are welcomed within your narrative and/or visual representations.

In kindergarten-second grade, scholars receive standards-based report cards. Therefore, each scholars' report card outlines their specific progress as it relates to the North Carolina Standard Course of Study Standards and North Carolina Essential Skills.

In third-fifth grade, scholars continue to receive standards-based report cards. In addition to the standards-based report cards, scholars also take part in North Carolina End-of-Grade Assessments. Below is a table which highlights our overall reading and math proficiency and growth status. The table also contains our science proficiency.

Reading Proficiency in Grades 3-5 as evidenced by the North Carolina End-of-Grade Test:

School Year	Reading Proficiency	Growth Status
2017-2018	0%	Met Expected Growth
2018-2019	6.8%	Met Expected Growth
2019-2020	Due to the COVID-19 pandemic, no standardized tests were administered. Therefore, no data is available.	N/A
2020-2021	13.9%	Growth was not calculated during this school year as a part of North Carolina's Testing and Accountability waiver.

2. Math Proficiency in Grades 3-5 as evidenced by the North Carolina End-of-Grade Test:

School Year	Math Proficiency	Growth Status
2017-2018	0%	Met Expected Growth
2018-2019	6.8%	Met Expected Growth
2019-2020	Due to the COVID-19 pandemic, no standardized tests were administered. Therefore, no data is available.	N/A
2020-2021	8.3%	Growth was not calculated during this school year as a part of North Carolina's Testing and Accountability waiver.

Laboratory Schools Renewal Report

School Year	Science Proficiency	Growth Status
2017-2018	The Science EOG is administered to fifth grade students. The Community School opened with grades 2, 3, and 4. The school did not have a fifth grade. Therefore, no science test data is available.	N/A
2018-2019	57.1%	Growth data was not calculated in science.
2019-2020	Due to the COVID-19 pandemic, no standardized tests were administered. Therefore, no data is available.	Growth data was not calculated in science.
2020-2021	7.1%	Growth data was not calculated in science.

3. Science Proficiency in Grade 5 as evidenced by the North Carolina End-of-Grade Test:

Part II:

Indicate specific performance goals for student achievement for Year 6 to Year 10 for each grade level your school serves. Description should include goals for state-level accountability measures and other assessments used to measure student academic progress. Include information about any changes to current academic progress measures that are planned.

Projected student achievement in Year 6 to Year 10 by grade level

Grade Level	Performance Goal
Kindergarten	All kindergarten scholars should be able to complete the following NCSCOS tasks: • Master the Reading Standards for literature and information text • Demonstrate understanding of the organization and basic features of print • Print upper-and lower-case letters • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Know and apply grade-level phonics and word analysis skills in decoding words • Read emergent-reader texts with purpose and understanding • Use a combination of drawing, dictating, and writing to compose informative/exploratory texts, opinion pieces, and narrate a single event or several loosely linked events.

Laboratory Schools Renewal Report

	- Know number names and the counting sequence - Count to tell the number of objects - Compare numbers - Understand addition and subtraction - Build foundation for place value - Describe and compare measurable attributes - Classify objects and count the number of objects in each category - Identify and describe shapes - Analyze, compare, create, and compose shapes
First Grade	All first-grade scholars should be able to complete the following NCSCOS tasks: - Master the Reading Standards for literature and information text - Demonstrate understanding of the organization and basic features of print - Print all upper and lowercase letters legibly - Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) - Know and apply grade-level phonics and word analysis skills in decoding words - Read with sufficient accuracy and fluency to support comprehension - Write opinion pieces, informative/explanatory texts, and narratives - Represent and solve problems - Understand and apply the properties of operations. - Add and subtract within 20 - Analyze addition and subtraction equations within 20 - Extend and recognize patterns in the counting sequence - Understand place value - Use place value understanding and properties of operations - Measure lengths - Build understanding of time and money.

	• Represent and interpret data • Reason with shapes and their attributes
Second Grade	All second-grade scholars should be able to complete the following NCSCOS tasks: • Master the Reading Standards for literature and information text • Print all upper and lowercase letters legibly and proportionally • Know and apply grade-level phonics and word analysis skills in decoding words • Reading with sufficient accuracy and fluency to support comprehension • Write opinion pieces, informative/explanatory texts, and narratives • Represent and solve problems • Understand and apply the properties of operations. • Add and subtract within 20 • Work with equal groups • Understand place value • Use place value understanding and properties operations • Measure and estimate lengths • Relate addition and subtraction to length • Build understanding of time and money. • Represent and interpret data • Reason with shapes and their attributes
Third Grade	• 100% of the scholars will score a level 3, 4, or 5 on the NC Reading End-of-Grade tests. • 100% of the scholars will score a level 3, 4, or 5 on the NC Math End-of-Grade test.
Fourth Grade	• The Community School will increase the number of scholars who are proficient on the Reading and Math End-of-Grade Test by 10%.
Fifth Grade	• The Community School will increase the number of scholars who are proficient on the

Laboratory Schools Renewal Report

	Reading, Math and Science End-of-Grade Tests by 10% .

Social, Emotional, and Health Services

<u>Part I:</u>

Provide a detailed description of the range of services to address students' social, emotional, and health related needs that have been provided to students from Year 1 to Year 5. The inclusion of data related to these efforts is encouraged. Highlight particular activities that have been innovative or yielded high levels of documented success.

The ECU Community School (ECUCS) provides various types of supports for scholars. First, the school has an Integrated Health Collaborative (IHC) approach to identifying and caring for students. The integrated health team consists of a Director of Integrated Health, a full-time school counselor, a full-time social worker, a Marriage and Family Therapy intern (senior level), and a Psychology intern (graduate level). Students are treated as holistic beings so that the social and emotional supports provided are more preventative than reactional for the students. Over the last four years, ECUCS has partnered with ECU's Marriage and Family Therapy Department to administer Biopsychosocial Screeners to our families. These screeners have provided data on the social and emotional needs of our scholars and their families. With this data, resources, such as food, clothing, and therapy, have been aligned with our scholars and their families' needs.

The ECUCS also identifies children that may have social and emotional needs from teacher, administrative and family referrals. Teachers and administrators often refer students when they have emotional outbursts in class or children share with them that they are having personal struggles at home. Families share with teachers, administration or the IHC team that they or their student may have social or emotional issues in which they need support. An electronic interactive spreadsheet is maintained to document these referrals. Along with documenting needs, the spreadsheet also contains feedback as to how the concerns were addressed and the ECUCS personnel who addressed the concerns. Some of the community resources that are used to support students socially and emotionally include but are not limited to school- based outpatient mental health services, mentoring programs, food banks, community churches and health access which is a nonprofit healthcare-coordination organization. The school counselor provides weekly social/emotional learning lessons to classes, small groups, and individuals. The percentage of students who are currently receiving social and emotional learning supports is 100%. All the students at the ECUCS receive social and emotional supports in one form or another. The overall well-being for each student at the ECUCS is the school's number one priority.

The ECUCS ensures the well-being of its students through interactive fellowship. The ECUCS welcomes each of the students at all entrances each morning. From the time they get off the bus until the time they enter their classrooms they are welcomed with a smile and a genuine interest in who they are as individuals. As a school, we reach out to families to provide them with support, such as when there is inclement weather or death in the

family. During the aftermath of Hurricane Florence the school social worker reached out to families via phone to see how they were, if they had experienced any damage related to the weather and to determine if there was anyway ECUCS could help. Also, on a weekly basis (Fridays) the ECUCS provide nutritious food through backpack pals to support students throughout the weekend. This food provision is sponsored by the Food Bank of Central and Eastern North Carolina. Additionally, Beast Philanthropy provides weekly boxes of fresh produce, meat, and dry goods on Thursday's during school's dismissal.   ECU's Honors College and Beast Philanthropy also keep our school's food pantry stocked. If families express a need during the week, members of the IHC team can quickly pull together a box of food to support their immediate needs.

ECUCS has also partnered with the College of Nursing to provide vision screenings for our scholars. This has helped us to quickly identify scholars who needed glasses. Additionally, ECUCS has partnered with the ECU's Dental School. Prior to the pandemic, ECU's Pediatric Dental Club visited classes every week to discuss proper brushing and flossing techniques. Each scholar was given their own toothbrush kit complete with toothbrush, toothpaste, dental floss, and timer.

Over the last four years, ECUCS has sponsored "South Greenville Community Day-Growing Together and Staying Together." This community event had breakout sessions for children and adults. Sessions included, couponing, blood pressure checks, and healthy eating. ECUCS has also partnered with the Marriage and Family Therapy Department to sponsor Greenville Family Health Night. This event provided free blood pressure checks, tips for making low cost after school snacks, ideas on creating an at-home garden, and information about Medicaid enrollment. The Marriage and Family Therapy Department also sponsored Grocery Store tours to help families learn about healthy shopping.

 As a result of the social, emotional and health supports, the following indicators have been noted: Increased parental involvement in family nights, reduction in suspensions, and improvement in overall student attendance.

Part II:
Describe any changes to current services provided to students to support their social, emotional, and health related well-being that are planned for Year 6 to Year 10. Provide a rationale for inclusion of these services.

For Year 6 to Year 10, ECUCS will continue to provide the services described in Year 1 to Year 5. Additionally, ECUCS will employ a full-time school nurse to further meet scholars' and family health needs. A partnership with the North Carolina Department of Health and Human Services and use of Covid Relief dollars will help to fund this staff position. The full-time school nurse will assume the following responsibilities: Assist with the response to and prevention of the spread of Covid-19, vision screenings, ensuring scholars have proper immunizations and health assessments, accompanying families, as needed, to medical appointments.

Laboratory Schools Renewal Report

Exceptional Children

Part I:

Provide a detailed description of the range of exceptional children's services that have been provided to students from Year 1 to Year 5. Information related to the number of students served and in what capacity along with the percentage of EC students within your school population should be included in the description. In addition, include any additional progress or assessment data that is specific to your EC population and indicates growth (academic, social-emotional, etc).

The ECU Community School offers the full continuum of services based on student instructional, behavioral, and developmental needs; services determined by IEP team based on student present levels of performance, annual goals, and ability for student to respond to specially designed instruction within the general education setting.

- Hospital/ Homebound- For students who have medical needs that prohibit in person attendance, EC staff offer remote learning options with optional in-home support as determined appropriate by IEP team. As of 8/1/2021, no students have needed this option.
- Separate- As determined by IEP team, EC Staff provide academic instruction and behavioral supports in a special education classroom for students who need specially designed instruction for 80% or more of the instructional day that cannot be delivered in the general education classroom . As of 8/1/2021, 2 students were provided this service. One was able to transition to the resource level by the end of the school year.
- Resource- As determined by IEP team, EC Staff provide academic instruction and behavioral supports in a special education classroom for students who need specially designed instruction that cannot be delivered in the general education classroom for 40-79% of the instructional day. At least 40% of the instructional day is with typically developing peers. As of 8/1/2021, 56% of students with disabilities (SWD) received support at the Resource level.
- Regular- As determined by IEP team, EC Staff provide academic instruction and behavioral supports in a special education classroom for students who need specially designed instruction that cannot be delivered in the general education classroom for 20% or less of the instructional day. At least 80% of the instructional day is with typically developing peers. Specially designed instruction may also be delivered within the general education classroom as part of a co-teaching environment. As of 8/1/2021, 41% of SWD received support at the Regular service level.

On March 16, 2020 (Year 3), all NC public schools including the Community School were closed by order of the Governor due to the COVID-19 pandemic. Students receiving special education services were provided remote learning options and activities similar to those provided for general education.

In August 2020 (Year 4), the Community School re-opened for in-person, hybrid, and remote learning activities for all students. Contingency Service Plans were developed and added to IEPs to accommodate provision of special education services during different re-opening schedules and changes in student participation due to COVID-19.

Laboratory Schools Renewal Report

Additional services:

Pirate PLAY Group-

In 2019-2020, in response to the observed language development needs in our students with special needs, we added the "Pirate Play Group" as a proactive intervention. Through a partnership with the Communication Disorders Department, we provided an integrated literacy and language program which aims to promote language development and early literacy skills among young children. The Pirate Play Group focused on skills, such as, letter-sound correspondence, phoneme isolation, rhyming, and vocabulary. These are just a few of the skills targeted through a combination of multisensory, written expression and literacy-based activities.

Under the supervision of a licensed speech-language pathologist, graduate student clinicians worked at the Community School to facilitate small group activities with all of our kinder-scholars once per week for 45-60 minutes.

In 2020-2021, the COVID-19 safety protocols and remote learning environment conditions prohibited implementation of the Pirate Play Group intervention.

In 2021-2022, the Pirate PLAY Group intervention will be implemented for all of our scholars in Kindergarten and 1st grade once per week for 45-60 minutes.

Intensive Academic Interventions provided by Special Education Practicum Students-

In 2019-2020, the Community School Special Education Services partnered with the ECU Special Education department to provide intensive reading, writing, and math interventions to students in grades 4 and 5. A total of 8 students received one-on-one interventions, 2 times per week for 45-60 minutes.

In 2020-2021, the intervention partnership was provided via remote instruction for 9 students in grades 3-5, 2 times per week for 45 minutes.

In 2021-2022, the intervention partnership was re-instituted as direct in-person instruction for 10 students in grades 3-5, 2 times per week for 45-60 minutes.

Laboratory Schools Renewal Report

Information related to the number of students served and in what capacity along with the percentage of EC students within your school population should be included in the description.

EC Service (Per IEP documentation)	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Hospital/ Homebound	0	0	0	0	0
Separate	0	0	1* (transitioned to resource by end of the year)	1* (Extended Content Standards)	4
Resource	8	16	17	19	16
Regular/ Speech only	0	5	8	10	7
Co-teaching	0	0	10	11	7
Remote Learning (full school year)	0	0	0	(3)	0
(Related service- Speech)	(3)	(10)	(20)	(22)	(16)
(Related service- OT)	0	(1)	(2)	(2)	(3)
TOTAL/ SCHOOL PERCENTAGE	8 (12%)	21 (25%)	36 (33%)	41 (38%)	34 (27%)

In addition, include any additional progress or assessment data that is specific to your EC population and indicates growth (academic, social-emotional, etc.).
- Review of IEP data indicates that annually ≥90% of students with IEPs met annual goals.
- According to Reading assessment data for students receiving special education who completed grades 3-5 at ECUCS:

Laboratory Schools Renewal Report

	Reading Level in Lexiles				
Student	2018-19 3rd grade (BOY)	2018-19 3rd grade (EOY)	2019-2020 4th grade (EOY)	2020-2021 5th grade (EOY)	TOTAL POINT GROWTH
A	100L (K)	230L (1st)	400L (2nd)	740L (3rd)	640 points
B		390L (2nd)	660L (2nd/ 3rd)	800L (4th)	410 points
C		230L (1st)	660L (2nd/ 3rd)	800L (4th)	580 points
D			450L (2nd)	730L (3rd)	280 points
E		390L (2nd)	1060L (4th)	950 (4th)	600 points
F	*415L*	*417L*	450L (2nd)	720 (3rd)	270 points
G*	100L (K)	180L	300L (1st)	300L (1st)* Extended Content	120 points
H	450L (2nd)	390L (2nd)	900 (4th)	900 (4th)	450 points
I	240L (2nd)	450L (2nd)	600L (2nd/3rd)	750L (3rd)	510 points
AVERAGE					429 points
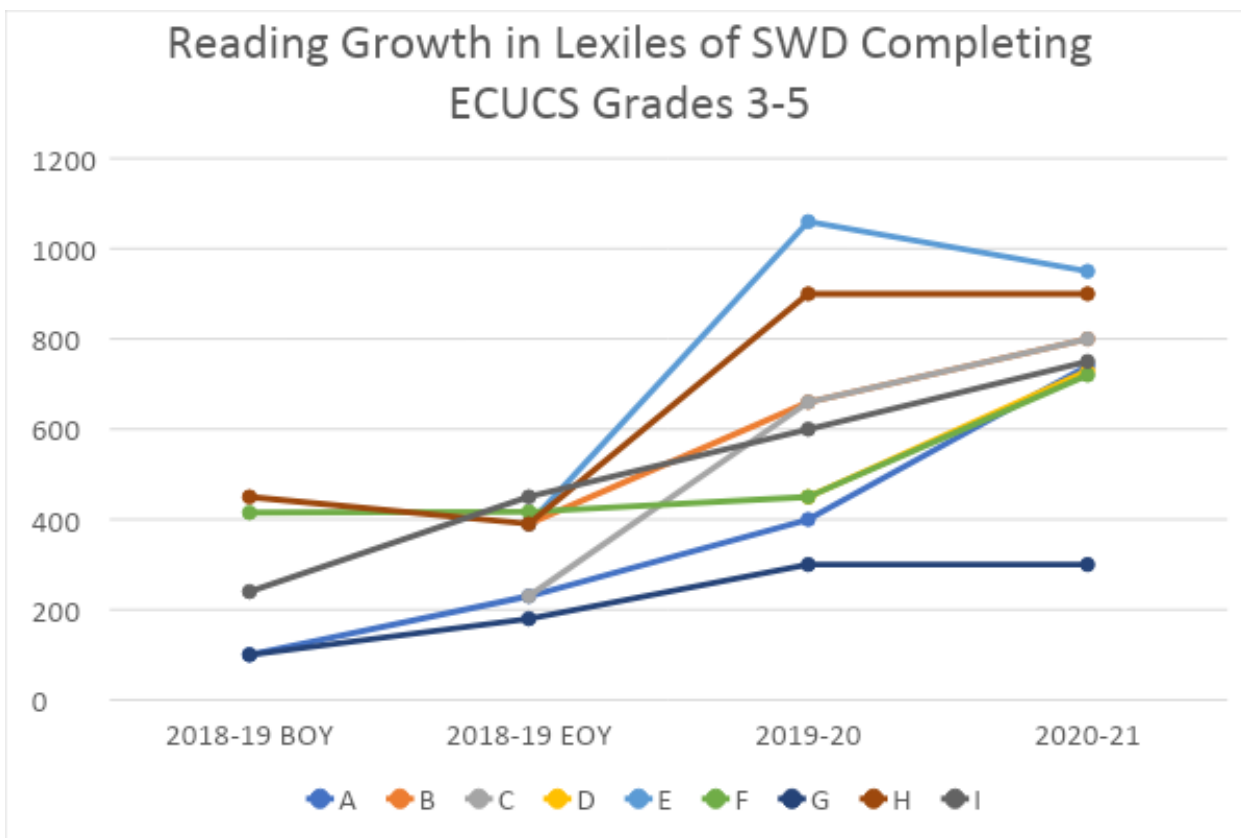
Reading Growth in Lexiles of SWD Completing ECUCS Grades 3-5

Laboratory Schools Renewal Report

Part II:
Describe any changes to current services provided for EC students that are planned for Year 6 to Year 10. Provide a rational for inclusion of these services.

Projected growth includes expansion of grades K-5 to 2 classrooms per level and the addition of grades 6-8. Projected number of SWD up to 28% of enrollment based on current student needs:
- Designate Special Education classroom space in middle level location
- Directly hire Speech Language Pathologist (submit for Medicaid reimbursement of services)- Based on data from previous EC referrals and eligibility qualifications, approximately 54% of SWD were identified as having language deficits. To address this pattern, ECUCS will implement regular language-literacy development interventions across grade levels. Services plus interventions necessitates a full-time presence of speech-language pathologist to serve both the elementary and middle school campuses.
- Contract with ECU OT for services- increasing number of students requiring services for visual-motor, fine motor, and sensory skill development.
- Change *EC Director/ Teacher* position to *EC Director/ Instructional & Interventions Coach*
    o When EC Director also has an instructional caseload, student services are negatively impacted by frequent required Directors' meetings and reports
    o As school grows, need for Instructional & Interventions Coach to maintain instructional expectations, support appropriate accommodations for students identified with special needs, and implement appropriate interventions for MTSS including data collection
    o Need to monitor and ensure effective service implementation for middle grade expectations including transition to high school and post-secondary plan development
- Expand regularly scheduled training modules for all staff, K-8, regarding MTSS, Universal Design of Learning, Language impacts on literacy, Co-teaching, and Disability awareness.
- Expand parent engagement activities regarding disability specific topics (i.e. ADHD, Dyslexia) and transition planning. Activities will include opportunities for asynchronous, synchronous, and in-person events as well as access to resources.

Teacher and Principal Preparation and Development
Part I:
Provide a detailed description the range of activities that have been implemented to prepare and develop educator candidates (teacher and principal) from Year 1 to Year 5. Highlight particular activities that have been innovative or yielded high levels of documented success.

Pre-Service Teacher Candidates
A variety of pre-service teacher candidates have engaged in learning experiences at ECU Community School. Pre-service teacher candidates have worked at the Community School during the Fall 2018 and Spring 2019 semesters. Within these learning experiences, Community School scholars have been involved in some capacity with pre-service teacher candidates during the yearlong trajectory.

Laboratory Schools Renewal Report

Pre-service teacher candidates include measures to work with scholars in small groups to maximize engagement. These strategic groupings allow for curriculum compacting and differentiation designed to best meet individual needs. An emphasis in teaching is placed on reinforcing strategies and practices to support the classroom teacher's instruction. Collaboration between the Community Schools' teachers, the university instructors, and the pre-service teacher candidates is ongoing throughout the semester.

Activities that the pre-service teachers have engaged include: Preplanning meetings with laboratory teacher and leadership personnel, on-site classroom observations, live-streamed observations, classroom teaching, on-site coaching practices, professional development, on-site assessment work, opportunities to experience housekeeping tasks, and student internship experiences.

- Pre-planning meetings between university instructor and the Community School faculty: Prior to the start of the semester, university faculty meets with Community School faculty to co-plan the practicum calendar and create a schedule that represents collective goals to address the needs of the scholars, the school, and the pre-service teacher candidates. This practice differs from other clinical placements in that partnering school input is minimal and focuses more of approval instead of co-planning.
- Preplanning meetings between pre-service teacher candidates and Community School faculty: In support for practicum experiences, pre-service students meet with the principal and teachers to learn about the school culture and engage in conversations about school expectations. Within this collaborative gathering, pre-service teacher candidates are invited to ask questions and are encouraged to take notes. Additionally, this practice provides an opportunity for the pre-service teacher candidates to learn about the student context and learning environment in preparation for preparing appropriate lessons to orchestrate. In other clinical placements, pre-service teacher candidates engage in an introductory meeting with their participating teacher, though do not participate in a formal meeting with the faculty and the leadership team. In addition, other clinical placement pre-planning discussions highlight curricular objectives, without the embedment of the social and emotional needs of the scholars, school culture and context, and learning environment.
- On-site classroom observations: Pre-service teacher candidates visit the Community School site, with the university instructor, to observe and learn current practices happening in the school setting. This opportunity provides support for the pre-service candidates, as they become knowledgeable of classroom strategies and practices that encourage consistency for the students. This practice differs from other clinical placements in that the number of observation visits is higher.
- Live-streamed observations, classroom teaching: While in the university classroom, students in practicum courses participate in observations of the laboratory classroom through live video. A focus of this practice emphasizes observations of student behavior, teacher management techniques, and instructional practices used in the classroom. This process offers avenues for two-way conversations to increase

pedagogical approaches. The Community School is equipped with technology to support this practice. Students placed in other clinical settings are not provided with this opportunity.

- On-site practicum coaching: University faculty provide on-site and virtual coaching during pre-service teacher candidate teaching. Immediate feedback is offered following the teaching episodes.
- Professional development: In an effort to support smooth transitions for students between the Community School teachers conducting lessons and the pre-service teacher candidates teaching, pre-service teacher candidates are provided with professional development that aligns with practices in the school. An example is illustrated by the repetition of a PD session on poverty delivered to the pre-service teacher candidates, just as it was to the Community School faculty. While efforts are made to provide appropriate training for students in all clinical settings, the Community School setting differs in that professional development content is aligned between what is offered to the Community School faculty and the pre-service teacher candidates. In some cases, the same university faculty is able to provide training for both the Community School faculty and the pre-service candidates.
- On-site assessment work: Practicum students work with Community School scholars on assessment in reading, mathematics, and social studies. Assessment methods include both formative and summative practices. University faculty is often on-site to assist and coach formal practices. The laboratory setting allows more opportunity than a traditional clinical placement for instructors to accompany pre-service teacher candidates on site for this training and practice. During the Covid-19 pandemic, practicum experiences were paused to due to limitations on the number of visitors permitted on campus.
- Teacher housekeeping tasks: Pre-service teacher candidates in practicum experiences engage in day-to-day practices that include designing and creating hallway bulletin boards, developing anchor charts for the classroom, tutoring 1:1 and small group, shadowing Community School scholars, and assisting the teacher with classroom management.
- Student internship experiences: While in the yearlong internship experience, pre-service teacher candidates attend one day a week for the first semester and daily during the second semester. During the second semester of the internship, support is offered at the laboratory site or via video conferencing by a university supervisor. Visits from the university supervisor occur at a minimum of four times during the semester. Each visit on site is accompanied with a feedback session with the university supervisor and a collaborative session that includes the Community School classroom teacher. Support in the form of professional development during the internship experience includes trainings offered by university faculty, which differs from interns in a different clinical placement.

Pre-Service Leader Candidates

The Community School is continuing to work with ECU's Educational Leadership Department in developing a framework for both professional learning and leadership (pre and in-service) training. The development of this framework was delayed in year one and two due to a change in administrators and the need to develop a conducive learning environment at ECUCS. Further, year three presented challenges with the framework

Laboratory Schools Renewal Report

development due to the COVID-19 pandemic. As we work to resume planning with the ECU's Education Leadership Department, we have been able to accomplish the following:

- One pre-service leader candidate was assigned to the Community School during the 2018-2019 school year. The pre-service leader candidate was immersed into the entire school culture. He took part in leadership team meetings, faculty meetings, and professional development sessions. The pre-service leader candidate conducted beginning teacher observations, as well as veteran teacher observations under the guidance of the school principal. The candidate organized the school's instructional rounds, planned the school's quarterly awards assembly, met with parents, and administered scholar discipline. The pre-service leader also spent time shadowing leaders at the middle level and high school level. He attended Board of Education Meetings. The pre-service leader received support from their cooperating principal and university supervisor. The pre-service leader took part in formal, scheduled meetings, with the cooperating principal once per week. The University Supervisor visited at least once per month. These times were used to reflect upon experiences and next steps.
- During the 2019-2020 school year, ECU's North Carolina Principal Fellows met on the Community School's campus. They had an opportunity to conduct a school climate assessment. Further, they would meet with the principal to discuss school-based scenarios to assist with their principal preparation.
- During the 2020-2021 school year, North Carolina Principal Fellows completed leadership projects on our campus.
    - The Principal Fellows worked to develop an instructional rounds walk through instrument with appropriate look-fors. The instrument was slated to have specific components of reading/literacy. It would include what was observed, what was not observed, feedback (positive and constructive), and suggestions for improvement. The Principal Fellows submitted a draft instrument. The Community School faculty and members of ECU's Literacy Education Department continue to review and refine the instrument based on research and specific literacy training conducted at the Community School.
    - The Principal Fellows updated the Community School's Campus Safety Notebook. They compiled and organized a digital and print version of the notebook with key safety procedures and protocols utilized by the Community School.
    - The Principal Fellows organized Parent Engagement Sessions focused on technology. Technology sessions helped families better navigate online instruction by providing sessions on videoconferencing and the use of SeeSaw, our learning platform. Further, the Principal Fellows worked the TEDI Bear Child Advocacy Center in the Brody School of Medicine to plan and implement parent training sessions entitled "Connected Parents, Connected Children." This training session was offered to Community School and South Greenville Elementary parents to help parents better understand the concept of Adverse Childhood Experiences.

Laboratory Schools Renewal Report

Part II:

Describe any changes to current activities to prepare and develop educator candidates that are planned for Year 6 to Year 10. Provide a rationale for inclusion of these activities.

Pre-Service Teachers (Interns and Student Teachers) will continue to learn and grow at the Community School as outlined in Years One to Year Five. When the Covid-19 pandemic begins to improve and eventually end, we will work to accommodate practicum students in their sophomore and junior years the building so that we can resume the learning experiences as outlined in Years One to Year Five.

The Community School will continue to work with ECU's Education Leadership Department to complete the Pre-Service Leaders Framework and design professional development experiences that will prepare school leaders. These real-world learning experiences will align with North Carolina's School Leaders Executive Standards.

Fiscal and Operational Sustainability

Part I:

Provide a detailed description of your institution's efforts to demonstrate effective and efficient fiscal and operational processes to support the activities of your lab school. Indicate evidence of sound audits for the first five years of operation. Highlight particular activities that have been innovative or yielded high levels of documented success that may include grants and/or other partnerships that contribute to the overall fiscal and operational health of your school.

The ECU Community School (ECU CS) budget is principally managed within the College of Education's Business Office in coordination with ECU CS Principal and the Dean of the College of Education. The budget is certified each year by the Chancellor, East Carolina University (ECU) directly or through delegated administrators within the university's Division of Administration and Finance and the Office of the Provost.

 The ECU Community School budget is comprised of State and Local ADM funds, State Exceptional Children's Program funds, State and Local Fine and Forfeiture funds, Federal funds, General Assembly funds via the UNC System Office, and ECU funds. The approved budget for the 2021-2022 school year is $2,093,733. (A copy of the budget is provide with this report.) As has been reported in past years, state and local ADM funding has not and will not cover ECU CS expense budgets moving forward. The 2021-2022 funding budget breaks down as follows:

1. State and Local ADM, State Exceptional Children's Program, and Fine and Forfeitures funding covers 47.5% of the budget.
2. Federal funding covers 11.5% of the budget.

Laboratory Schools Renewal Report

3. General Assembly (UNC SO) funding covers 11.5% of the budget.
4. East Carolina University funding covers 27.3% of the budget.

 The personnel budget, $1,787,027, comprises 85% of the total budget and the non-personnel budget, $306,706, comprises 15% of the total budget. The Community School is entering its 5th year of operation and the budget has evolved to a level at which there is certainty that state and local ADM funding will only support a range 48-50% of school budgets in the next five-year plan.   There is a considerable vulnerability for sustaining fiscal operations unless additional funding, recurring or non-recurring, is allocated by the N.C. General Assembly to UNC SO or ECU. Additionally, federal funding has its own vulnerability in that allocations from NC DPI can change from year.

The fiscal administration of the ECU CS is conducted in accordance with NC Department of Public Instruction (DPI), UNC System Office, and ECU policies and directives pertaining to fiscal governance, reporting, and compliance monitoring.

A considerable amount of time and effort has been committed over the past four school years (2017-2018 to 2020-2021) to develop and refine the infrastructure and process for the management and administration of fiscal operations, defined as finance, personnel, and business operations, within two enterprise systems, ECU and DPI.

The ECU Banner Finance System and the N.C. Department of Public Instruction Finance System, each of which has its own chart of accounts, financial reporting tools and guidelines and procedures for audit, compliance monitoring, and reporting. These systems are unable to communicate and exchange information and data. Accordingly, the work requires twice the amount of time and effort for front line personnel to perform all requisite tasks in the two systems. All personnel, finance and business transactions (purchasing, travel, etc.) are done in accordance with ECU processes and practices which often require more time to complete. This makes the ECU CS less nimble than K-12 schools within the Pitt County School Systems. K-12 schools conduct business, whether it be personnel or non-personnel, much faster than the ECU CS because they use DPI systems and processes.

 The fiscal operational framework is further complicated and restricted by the state requirement that all lab school funding be maintained in a state fund account 111112. This restricts the Community School from spending fine and forfeiture funds it receives from DPI and Pitt County and some of its grant funds on the authorized range of activities, because state funding guidelines don't allow the expense.

 Part II:
Provide a detailed description of how you will demonstrate fiscal and operational sustainability for the next 5 years.

Laboratory Schools Renewal Report

The Community School will continue to develop and certify an annual budget with all stakeholders. The school's needs will be identified and aligned with streams of funding-Federal, state and local funding. Additionally, the Community School will continue to pursue grant opportunities through private industries to support the academic, physical, and social/emotional needs of our scholars and families.

Notable Partnerships

Part I:

Provide a detailed description of district, institution-level, and/or community partnerships that have been innovative and/or vital to serving the students at your school.

District-Level

Over the last four years, the Community School has received ongoing support from Pitt County Schools' Superintendent Dr. Ethan Lenker, his senior staff and various departments in relation to all facets of programing. This partnership includes support with the following areas:

- o Finance: The Finance Division provides ongoing support in developing processes related to local, state, and federal funding.
- o Strategic Planning/Instructional Leadership: Pitt County Schools' Educational Programming and Services division meets on a regular basis to ensure that the goals and objectives of the lab school and partnership MOU are being met.
- o Human Resources: The HR division worked with ECUCS to establish several cross district/lab school positions including Health Navigator, Social Worker, School Counselor and Music Composer.
- o Exceptional Children: The Exceptional Children's division provides Occupational therapy, physical therapy and audiological services for the Community School's scholars.
- o EL Services: The EL division provides EL Services, such as direct instruction and testing for our English Language Learners.
- o Student Services Division: The Student Services division includes the Community School's social worker and counselor in Pitt County Schools' monthly student support services meetings to discuss best practices and resources to support scholar and family needs. The Student Services Division also included the Community School faculty/staff in their COVID-19 vaccination roll out plan.
- o Transportation Services: The Transportation Department continues to provide buses for the Community School's regular school year, extended school year and field trips.
- o Child Nutrition Services: The Child Nutrition Department continues to provide breakfast and lunch for our scholars. Further, the Child Nutrition Department partnered with the Community School to secure a Fresh Fruits & Vegetables grant from the U.S. Department of Agriculture. Scholars have an opportunity to receive fresh fruits and vegetables two-three times per week outside of their regular breakfast and lunch times. The Child Nutrition Department also provides snacks for the Community School's After School tutorial program.
- o Facility Services: The Facility Services Department maintains the building via a work order system as requested. They provide monthly supplies of disinfectant and rags for facility cleaning that can be used by our staff during and after the instructional day. The Facility Services Department also provide staff training on proper cleaning and disinfectant procedures. During the pandemic, personnel is provided to periodically walk through the Community

Laboratory Schools Renewal Report

School to clean commonly touched areas. Finally, the Facility Services Department set up hand sanitizing stations and distributed masks and face shields for all scholars and staff.

Institution Level
- ECU's Brody School of Medicine (BSOM): The BSOM arranged an in-school field trip for our fourth-grade scholars with the Country Doctor Museum. They also invited our scholars to attend the Brody Rise Conference. This conference afforded our scholars a chance to interact with medical students, tour the Health Sciences campus, and explore the Virtual Reality lab. The BSOM has connected our school to a Nurse Coach at the BSOM that can help our families navigate medical concerns.
- College of Allied Health Sciences: The Communication Speech Disorders Department provides speech services for our scholars with disabilities. Additionally, they conduct a "Pirate Play Group" for all kinder-scholars and first grade scholars which focuses on language development and early literacy.
- College of Health and Human Performance:
  - The Marriage and Family Therapy Department provides individual, small group and family therapy for our scholars, their families and the Community School faculty and staff members. Under the direction of a licensed therapist, two graduate students administer a Biopsychosocial screener to assess family needs and provide supports, especially as it relates to trauma.
  - Birth to Kindergarten department brings practicum students over to observe the Community School's kindergarten classes. Additionally, a B-K intern and B-K student teacher are assigned to the kindergarten classes.
- School of Dental Medicine: ECU's Pediatric Dental Club visit the Community School once per week. One week they work with ECUCS's kindergarten and first grade scholars. During the next week, they work with second, third, fourth and fifth grade scholars. They provide each scholar with their own toothbrush kit. Each week they talk about proper brushing and flossing techniques and the importance of healthy eating habits.
- College of Nursing: The College of Nursing has provided an abundance of medical supplies to the Community School**.** Additionally, they have brought nursing students over under the direction of a licensed nurse, to conduct vision screenings for our scholars who are moving through the referral process.
- ECU Athletics Department: The athletics department has extended opportunities for our first, second, third, fourth and fifth grade scholars to attend athletic events, such as Women's basketball games. Scholars are given the chance to visit Williams arena and experience the college atmosphere.
- ECU Human Resources Department: Members of ECU's Human Resources Department regularly volunteer at the school. They serve as reading and math tutors to scholars in all grade levels. Additionally, they serve as proctors for required state testing.
- ECU Police Department: Members of the ECU Police Department regularly patrol our school. In the morning, they are on campus to greet our scholars and staff and to ensure that our days gets off to a good start. During the day, they walk our hallways and encourage scholars. At the end of the day, the officers walk our children home who live in the neighborhood close to the school. The ECU Police Department has also conducted a uniform drive to help meet our scholars' needs.

Laboratory Schools Renewal Report

- College of Education: Office of Assessment, Data Management and Digital Learning-This division provided professional development to the Community School staff <u>and</u> parents on SeeSaw, WebEx and best practices for remote learning.
- College of Education: Library Sciences Division-This division has partnered ECUCS to design a Digital Learning and Media plan. They have also been instrumental in starting a digital media collection for teachers and scholars.
- ECU Honors College: The Honors College students completed their MLK Day of Service on our campus by picking up trash, cleaning windows (inside and outside) and sanitizing desk, tables and commonly touched areas. The Honors College students provide bi-weekly art lessons to our scholars. The Honors College Students completed a fundraiser entitled "Embrace the Race" to purchase culturally responsive text for our school and South Greenville Elementary (our partner schools). They donated canned goods to our food pantry and conducted a Virtual 5K to raise additional funds for the food pantry. Finally, the Honors College students visit once per week to serve as Reading Buddies for our children.
- ECU Student Affairs Division: This division secured a $30,000.00 grant that ECUCS uses to fund an After School Tutorial program. The After School Tutorial Program started in October 2020.
- Brody School of Medicine-TEDI BEAR Advocacy Children's Advocacy Center: This center provided the state mandated training to our entire staff on human trafficking. Additionally, they provided ACES 101 training and two parent engagement sessions entitled "Connected Parent, Connected Children."
- ECU'S Student Health Division: This division included all Community School staff and interns in their Covid-19 vaccination roll out plan.

Community Partnerships

- Pitt County Health Department: Dean Rouse and the Community School principal met and continue to communicate with Dr. John Silvernail, Pitt County's Health Director, to get guidance on operating our school efficiently and effectively during this Covid-19 Pandemic.
- Food Bank of Central & Eastern Carolina: This organization provides food bags for approximately 40 scholars each week. The food bag consists of two cereals, two servings of fruit cups or vegetables, two cans of spaghetti O's or raviolis and a can of milk. This is program is sponsored and financed through the food bank Community Partnerships
- Beast Philanthropy: Beast Philanthropy has donated boxes of non-perishable items to our food pantry. Additionally, they conduct a weekly food distribution program to all of the Community School and South Greenville Elementary families. These distributions includes boxes of fresh produce, meats, and canned goods.
- Antioch Church Ministries, Koinonia Christian Center and Salem United Methodist Church: These three churches have provided food for our scholars and their families. Salem United Methodist Church does a weekly Backpack pals program for approximately 50 of our scholars.

Part II:
Describe any anticipated new partners you anticipate engaging with for Year 6 to Year 10. Provide a rationale for inclusion of these partners.
- ECU's Middle Level Division: The Community School anticipates partnering with the College of Education's middle level division to design and implement an effective middle school program.
- ECU's Nutrition Department: The Community School anticipates partnering with the Nutrition Department to provide sessions on healthy eating for ECUCS and South Greenville Elementary families.

    o <u>ECU's College of Business:</u> The Community School anticipates partnering with the College of Business to provide financial literacy training for our scholars and families.

Leadership, Governance, and Compliance

<u>Part I:</u>

Provide a detailed description of your leadership and governance structures at your institution and lab school. Indicate any changes that occurred from Year 1 to Year 5.

East Carolina University's Community School is assigned to the ECU College of Education in the Office of the Dean. The Dean is the direct supervisor of the Community School's principal.

The governance structure consists of an Advisory Board that monitors operations, recommeds policies and programs, evaluates the principal, and reviews evaluation. Members include:

Officers	Role
Dr. Art Rouse	Chair
Dr. Elizabeth Hodge	Vice-Chair
N/A	Secretary
Members	**Role**
Dr. Chris Locklear	Chancellor's Chief of Staff
Dr. Africa Hands	COE Faculty
TBD	BOT member
Dr. Ethan Lenker	PCS Superintendent
Mr. Robert Moore	Community Member/PCS Board
Dr. Kristin Gehsmann	Visiting Faculty Member from Virgina Tech University

ECU Lab School Affiliates	Role
Megan Kiser/Patrice Goldman	University Counsel
Tracy Cole	Principal
Scott Gomez	Administrative Assistant to Secretary

The ECU Community School (ECU CS) budget is principally managed within the College of Education's Business Office in coordination with ECU CS Principal and the Dean of the College of Education. The budget is certified each year by the Chancellor, East Carolina University (ECU) directly or through delegated administrators within the university's Division of Administration and Finance and the Office of the Provost.

 The ECU CS budget is currently comprised of State and Local ADM funds, Federal funds, General Assembly funds via the UNC System Office, and ECU funds.

Laboratory Schools Renewal Report

The fiscal administration of the ECU CS is conducted in accordance with NC Department of Public Instruction, UNC System Office, and ECU policies and directives pertaining to fiscal governance, reporting, and compliance monitoring.

Since Year 1, the Community School has had the following changes in governance:

- o The Community School was moved from the supervision of the Elementary/Middle Grades Division to direct supervision from the Dean's office.
- o The Community School hired a new principal at the start of the second school year.
- o Dr. Chris Locklear served as the Advisory Board Chairperson from the inception of the school until 2020-2021 school year.
- o Effective the 2021-2022 school year, Dr. Art Rouse serves as the Advisory Board Chairperson.

Part II:

Provide a detailed description of how your school is in in compliance with state law, federal law, lab school legislation or the provisions set forth in your school's resolution to operate granted by the UNC System Board of Governors Sub-Committee on Laboratory Schools.

The Community School follows federal law as it relates to the following areas:

- o Providing special education services to scholars with disabilities
- o Providing services for scholars who have a 504 Plan
- o Use of federal funds as outlined to support the needs of the school.
- o Providing Title IX and Clery Act training annually to the faculty/staff

The Community School follows state law as it relates to the following areas:

- o Admission of age-appropriate scholars to kindergarten
- o Scholar requirements of state required immunizations and health assessments
- o Monitor and, if needed, taking appropriate actions to ensure Compulsory Attendance laws are followed
- o Use of state allotted funds as outlined to support the needs of the school
- o Administration of North Carolina End-of-Grade assessments to third, fourth, and fifth grade scholars and all required in-services to support successful test administrations
- o Providing supports for beginning teachers during years 1-3 (i.e. Mentor, required observations, etc.)
- o Providing mandatory state in-services for teachers (i.e. Child Sex Abuse and Human trafficking, Crisis Response, etc.)
- o The Community School is adopting a School-based Mental Health Plan

The Community School follows the lab school legislation as it relates to the following areas:

- o An Advisory Board has been established

- o East Carolina University and Pitt County Schools work collaboratively on the operation and maintenance of the Community School.
- o Pitt County Schools provides transportation services as requested by the Community School.
- o Pitt County Schools provides food services as requested by the Community School
- o Pitt County Schools provides Student Support Services as requested by the Community School
- o The Community School provides services for scholars with disabilities
- o The Community School conducts school safety exercises at least once per year
- o The Community School follows lab school guidelines for admissions and assignment
- o The Community School follows all guidelines related to employees
- o East Carolina University conducts Criminal History Records checks as outlined in the lab school legislation

Appendices: Please include the following documents.

- MOU between University and Partnering LEA (approved MOU or draft and projected agreement date)

Appendix A: Student Enrollment and Achievement Data

East Carolina University Community School

Enrollment – Years One through Four

	2017-18	**2018-19**	**2019-20**	**2020-21**
	ECU	**ECU**	**ECU**	**ECU**
Total Enrollment	75	85	117	109
Male	64.0%	54.1%	56.4%	56.9%
White	2.7%	2.4%	1.7%	1.8%
Black	96.0%	97.7%	96.6%	94.5%
Multiracial	1.3%	0.0%	0.9%	1.8%
Hispanic	0.0%	0.0%	0.9%	0.9%
Asian	0.0%	0.0%	0.0%	0.0%
American Indian	0.0%	0.0%	0.0%	0.0%
EC Status	10.7%	11.8%	17.9%	29.4%

Student Achievement - Years One through Four

Subject	2017-2018		2018-2019		2020-2021	
	Percent Level 3 and Above	Percent Level 4 and Above	Percent Level 3 and Above	Percent Level 4 and Above	Percent Level 3 and Above	Percent Level 4 and Above
Reading Grade 3	<5	<5	6.3	6.3	27.3	<5
Reading Grade 4	<5	<5	14.3	7.1	9.1	9.1
Reading Grade 5	■	■	<5	<5	7.1	<5
Math Grade 3	6.3	<5	<5	<5	36.4	18.2
Math Grade 4	<5	<5	<5	<5	<5	<5
Math Grade 5	■	■	21.4	<5	14.3	7.1
Science Grade 5	■	■	57.1	35.7	7.1	7.1

Note: No data collected for the 2019-2020 School Year due to suspension of testing as a result of the COVID-19 pandemic
Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports

School Grade Span	Subgroup	2017-2018		2018-2019	
		School Growth Type	School Growth Status	School Growth Type	School Growth Status
02-04	All Students	Overall	Met	Overall	Met
02-04	All Students	Reading	Met	Reading	Met
02-04	All Students	Mathematics	Met	Mathematics	Met

Note: Growth measures were not calculated for any schools in 2019-20 and 2020-21
Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports

AGENDA ITEM

A-3. Renewal of The Catamount School…………………………………….. …………………………………………………..Laura Bilbro-Berry

Situation: Pursuant to G.S. 116-239.7, a laboratory school shall operate for a period of five years. At the end of the initial five years of operation, the subcommittee shall renew the term of operation for additional five-year periods if the laboratory school is still located in a local school administrative unit that has 25 percent (25%) or more of the its schools identified as low-performing under G.S. 115C-105.37, or if the subcommittee renews a waiver of this requirement. If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii)meeting the purposes of this Article under a waiver at the end of five years, the subcommittee may renew the term of operation for additional five-year periods if the subcommittee finds the school is successfully meeting its mission to improve student performance and provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program.

Background: WCU's laboratory school, The Catamount School, is co-located on the campus of Smoky Mountain High School in Sylva, NC, and serves grades 6-8, opening its doors in fall of 2017 and serving as the only middle school in Jackson County. The school has adopted the Whole School, Whole Community, Whole Child model as a framework for creating collaborative school-community relationships and improving students' learning and health.

The 2021-22 school year marks the fifth year of operation for The Catamount School. Western Carolina University is seeking a renewal period of five additional years to operate.

Assessment: A renewal report summarizing the progress of the school is presented for subcommittee review. The school will provide a brief presentation to outline its success to date, describe future plans, and propose renewal for an additional five years of operation

Action: This item requires a vote by the subcommittee.

The Catamount School
Western Carolina University
Renewal – Executive Summary

Enrollment:
The Catamount School's (TCS) enrollment has operated within a range of 49-60 students over the past four years, with a drop in 2019-20 to 43, likely pandemic related. In general, fewer students of the overall population previously attended a low performing school. However, in the most recent year 93 percent were previously low-performing students. The Exceptional Children (EC) population has accounted for 20-25 percent of total enrollment each year exceeding local (16percent), state (12 percent), and national (12 percent) averages.

Student Outcomes:
At TCS reading and science scores have been comparable to statewide averages, while math scores have been lower. For the school's first year of operation, the school met two out of four growth targets (economically disadvantaged and math). For the school as a whole in the inaugural year, the school did not meet growth in English Language Arts, but seventh and eighth graders met expected growth and had proficiency levels greater than Jackson County Public Schools (JCPS). For this year, science proficiency was significantly higher than both JCPS and North Carolina as a whole.

In 2018-19, students met expected growth in English Language Arts (ELA) for all grades and met expected growth in science. For math, the school did not meet expected growth. In 2019-20, no data was collected due to the pandemic. For 2020-21, no growth measures were calculated, and ELA scores are delayed due to the need for calibration of new test versions. However, the school's mean score in science was greater than the state mean, and in math, 35 percent of students scored greater than JCPS and state-scaled scores in math. Of note, 100 percent of the first cohort of eighth graders (2017-18) graduated from high school on time (spring 2021).

TCS also utilizes the Gates-MacGinitie Reading Test, which is designed to assess student reading levels, aligned with state and national reading standards (Common Core Standards), and was created to determine overall reading ability, specifically in the areas of decoding, phonemic awareness, phonics, vocabulary, and comprehension. The test allows educators to assess their students' progress, form homogenous reading groups within a classroom, and keep parents informed as to their child's short- and long-term progress by providing objective, quantitative data. This data, along with data from the Qualitative Reading Inventory (QRI) and NC Check-In benchmark assessments, allows for targeted reading interventions that are provided daily in class and scheduled intervention sessions twice per week. From the most recent results on the Gates-MacGinitie Reading Test, the school noted that across grade levels, there was a 19-22-point overall growth in scores compared to 2017-18 (extended scale scores), as well as overall growth of more than two grade-level equivalencies (fall to spring).

As a result of increased expectations, meeting student social and emotional needs, and fostering a positive school climate, improvement in behavioral outcomes is evidenced by a significant reduction in both In School Suspension (ISS) and Out of School Suspension (OSS) from the first year to 2020-21, during which zero students were assigned OSS and only one student was assigned ISS.

Educator Preparation:
TCS has far exceeded its original goal to incorporate both early field and internship experiences in middle grades and Health and Physical Education programs (HPE). TCS places middle grades, inclusive

special education, and HPE students at TCS for a variety of field experiences. Even during 2020-21 school year, 100 pre-service teachers and professionals were assigned to TCS for clinical experiences. In addition, School Administration, School Counseling, and School Psychology programs have graduate students engaged at the school.

Operational:
TCS has not yet reached the approved full capacity of 75 students, with the highest enrollment to date being 60 students. TCS's goals of keeping class sizes small, providing high-quality curriculum materials and technology, and informing families through consistent communication have been met. TCS has fully established rules and policies in accordance with state and federal law. TCS has been able to stay within budget projections by carefully managing resources and obtaining all eligible state and federal funds while also upholding clean university audits of all policy, training, and fiscal management practices. TCS maintains a strong partnership with Jackson County Public Schools, which provides space, transportation, technology, and school nutrition support, as well as enrichment activities at Smoky Mountain High School where TCS is co-located.

Partnerships/Community Outreach:
TCS has engaged in a variety of partnerships to enhance instruction. Of note, its Science Teacher Leader has been both a Kenan Fellow and recipient of the Career Award for Science and Math Teachers (CASMT, supported by the Burroughs Welcome Fund) over the past four years, resulting in TCS students benefitting from partnerships with business and industry in STEM fields and engaging in project-based learning and field experiences across Western North Carolina. Both JCPS and WCU/TCS have entered into an agreement that allows Blue Ridge Health to serve students. Within the agreement, a site-based clinic operates during school hours, offering medical, behavioral health, and nutrition services each week. The College of Education and Allied Professions at Western Carolina University is heavily involved in TCS on a daily basis. In particular, the School of Teaching and Learning, the organizational unit of the Catamount School, provides direct support, with several faculty positions dedicated to engagement in varying degrees.

Highlights of Future Goals:
Upon renewal, TCS intends to engage in the following activities to further address the requirements included within G.S. 116-239.7:

- Enhanced interventions in math, utilizing formative data to address specific student needs.
- Utilization of a co-teaching model, which involves fully inclusive teaching of all students together, including those identified as exceptional.
- Work with JCPS to provide additional co-teaching professional development such that TCS serves as model site of co-teaching practice as part of the North Carolina School Improvement Project (NCSIP).
- Continue with the *Whole School, Whole Child, Whole Community Approach*, which combines and builds on elements of the traditional coordinated school health approach and the whole child framework through alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.
- Develop and supervise a peer mediation team, a substance abuse prevention program, and enhanced outreach to parents/guardians with workshops and additional family support.

- Continue with current activities to prepare and develop educator candidates through integration of early field experiences and internships for middle grades teacher candidates and the integration of other academic programs outside of educator preparation.
- Continue to operate as an efficient and fiscally responsible entity.

Laboratory Schools Renewal Report

Pursuant to SL 2020-56, the requirements for renewal or non-renewal of a laboratory school after the initial five-year term are defined with these parameters:

- Initial terms of operation for the laboratory schools shall be five years from the date of initial operation. At the end of the initial five years of operation, the Subcommittee **shall** renew the term of operation for additional five-year periods under the existing resolution if the laboratory school is 1) still located in a local school administrative unit that has twenty-five percent (25%) or more of the schools located in the unit identified as low-performing under G.S. 115C-105.37; **or** 2) if the Subcommittee renews a waiver of this requirement by determining that the current location of the laboratory school satisfies the purposes of the laboratory school statute as set forth in G.S. 116-239.5.
- If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii) meeting the purposes of this Article under a waiver at the end of five years, the Subcommittee **may** renew the term of operation for additional five-year periods under the existing resolution **if** the Subcommittee finds the school is successfully meeting its mission to 1) improve student performance **and** 2) provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program.
- The Subcommittee **may** terminate operation of any laboratory school during the initial term of operation or during a five-year renewal period if the Subcommittee finds it is failing to meet expected progress toward meeting the mission of the school consistent with the requirements of this Article.

To assess eligibility for renewal for an additional five-year period, the UNC Board of Governors' Sub-Committee on Laboratory Schools requests that each institution seeking renewal provide the following information. Responses should be no more than 10 pages in length.

Rubric for Renewal Determination – Renewal Rubric

Renewal Information – Indicate responses below. To the greatest extent possible, data supporting the information requested should be included.

Name, mailing address, and contact information for the laboratory school

- Kim Winter, Chancellor's Designee/Superintendent and Dean, College of Education & Allied Professions
- Angela Lunsford, Principal
- Aimee Karup, Database Manager & Support Staff
- School Address: 100 Smoky Mountain Dr., Sylva, NC 28779
- Office Phone: 828-331-1775

Name of partner local education agency: Jackson County Public Schools

Laboratory Schools Renewal Report

Status of partner LEA (a. LEA percentage of schools that are low performing or b. Renewal of a waiver for LEA requirement of 25% or more schools low performing): Currently, per North Carolina waiver, 2018-19 status remains in place for all NC schools. The percentage of Jackson County Public Schools considered low-performing is 37.5% (3 of 8 JCPS schools).

Description of the student population to be served by your school, including student demographics: The Catamount School (TCS) is a learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment. We recognize that students have different learning differences, and we will work to identify an individualized approach so that each student has the opportunity to succeed. **See Appendix A.** The community from which our students come is unique. As a very rural county in the western region of the state, most of our students are economically disadvantaged. However, within the county are the university (largest employer), community college, public school, paper mill and hospital. Along with a casino in the neighboring Quallah Boundary of the Eastern Band of Cherokee Indians, these make up the major employers. Several of our students come from non-economically disadvantaged families associated with these organizations. According to the most recent census data, Jackson County has a population just over 43,000 (9% increase over the last 10 years) – approximately 85% identify as White, 9% as Native American, and 6% as Hispanic or Latino. Just over 19% live in poverty and the median household income is approximately $47,000. Of the adults in Jackson County, 89% have a high school diploma or greater, while 30% of adults have a bachelor's degree or higher. On average, 75-85% of Catamount School students were previously enrolled in Jackson County Schools or other public schools prior to moving to Jackson County. Remaining enrollment comes from the two charter schools, several private schools, and a large home-schooled population. Over the past four years, sixth grade has consistently enrolled the fewest students. Total enrollment by grade level has ranged from 9-27 and 49-60 overall. Part of the WCU/JCPS agreement includes a total enrollment cap of 75. Additionally, TCS racial and ethnic origins have been just under the county percentage for White populations and ranged from 2-10% for Native American, Hispanic or Latino, Asian, and Black. Most notable is the fact that each year, about 9% of the TCS student population identify as Other. The percentage of students considered economically disadvantaged is much higher than Jackson County at around 60% on average. The Exceptional Children (EC) population has accounted for 20-25% of total enrollment each year. It is important to note that these averages far exceed local (16%), state (12%), and national (12%) averages. Additionally, TCS has consistently enrolled a number of students considered twice exceptional – having qualifying needs in EC as well as AIG (Academically and Intellectually Gifted).

Another important anomaly – fewer TCS student come from low-performing schools (likely due to geography), but many more have been low-performing as individuals (as many as 93%), compared to their JCPS peers.

EOG data: At The Catamount School (TCS), reading and science scores have been comparable to state scores while math scores have been lower. Digging into the data provides a much more comprehensive set of details and some positive news regarding individual and group academic performance. Baseline Proficiency for the first cohort of TCS students in 2017-2018 includes ELA at 70%, Math at 20%, and Science at 53%. Out of this cohort, *19% of students were missing EOG data* due to being homeschooled or coming from out of state. Additionally, unlike an elementary school beginning with kindergarten, TCS students come to us already having completed six years of schooling – typically fraught with repeated academic, social, emotional and/or familial struggles. Also important is the fact that the science EOG is administered in fifth grade but not again until eighth grade. It is

Laboratory Schools Renewal Report

essential to consider NC Check-Ins and other summative assessments of academic performance in Science and ELA in order to illustrate comprehensive data on academic growth or lack thereof. At TCS, we have also administered the Gates MacGinitie Reading Test at the beginning and end of each year. This measure assesses general reading level and determines overall ability in the areas of vocabulary and comprehension. Overall, by the end of Year 2 (2018-19) growth by subject area and grade level indicated students were meeting expectation in all areas and grades, except math.

The Catamount School EOG & EOC/NCFE Data Proficiency	
*Important Note - Earth Science NCFE discontinued & Science EOG offered only in 8th	
Year	**EOG & NCFE Proficiency**
Year 1: 2017-2018 Important Statistics	**ELA EOG = 64%**
⟹ Met 2 out of 4 Growth Targets (economically disadvantaged & math)	Did Not Meet Expected Growth
⟹ Overall growth: 67 in ELA, 71.4 in Math, and 91.7 in Science	**Overall Math Proficiency = 57%**
⟹ 7th and 8th Reading proficiency > than JCPS	*8th Math & Math I include unique students
⟹ Met expected growth in ELA in 7th & 8th grades	
⟹ Met Expected Growth in Math all grade levels & across levels	Met Expected Growth
⟹ 8th Math & Math I % passing > than both JCPS & state % passing	Math EOG = 39%
⟹ 58% of all 8th graders took Math I & 71% of those earned HS credit	Math I EOC = 75%
⟹ Overall Math proficiency = JCPS	**Science = 92%**
⟹ Science proficiency at 92% significantly > than both JCPS & State	
⟹ 67% of 8th graders made a 4 or 5 on the Science EOG	
⟹ 73% of 8th graders earned HS credit for Earth Science	**Earth Science NCFE = 73%**
⟹ 64% of 8th graders made an A or B on the Earth Science NCFE	
⟹ School grade equivalent to other WNC middle grades schools	
Year 2: 2018-2019 Important Statistics	**ELA EOG = 59%**
⟹ Met expected growth in ELA in all grade levels & across levels	Met Expected Growth
	Overall Math Proficiency = 49%
	*8th Math & Math I include unique students
	Did Not Meet Expected Growth
	Math EOG = 23%
	Math I EOC = 75%
	Science = 88%
	Met Expected Growth
Year 3: 2019-2020 Important Statistics	
Testing Waiver - No EOG or NCFE data due to COVID-19 Pandemic	
Year 4: 2020-2021 Important Statistics	**ELA EOG = No Scores Yet**
⟹ School mean score in Science > than NC mean score	**Overall Math Proficiency = 57%**
⟹ On the Science EOG, 44% of students scored higher than projected & 11% improved their level from 5th to 8th grades	
⟹ 19% scored higher than projected in Math 6-8	Math EOG = 14%
⟹ 35% scored > than JCPS and state scaled scores in Math	Math I EOG = 100%
⟹ Although 8th grade Math had the lowest proficiency rate on the EOG at 14%, overall Math proficiency in the 8th grade was 57%	**Science EOG = 72%**

Laboratory Schools Renewal Report

⇒ **8th grade also showed the most growth - 43% of 8th graders in Math showed growth -** *important statistic as these students have been at TCS for three years*

⇒ **80% of students with disabilities (EC) in 8th grade math showed growth-** *important statistic as these students have been at TCS for three years*

⇒ **50% of 8th graders in Math scored the same or higher than projected on the EOG**

⇒ **80% of students with disabilities (EC) in 8th grade math scored higher than projected on the EOG**

⇒ **21% scored higher on the Math EOG than the 3rd NC check-in**

⇒ **36% had Math scaled scores > than JCPS & the state**

⇒ **17% scored above the 80th percentile on the Science EOG**

⇒ **28% scored above the 70th percentile on the Science EOG**

⇒ **40% of students with disabilities (EC) scored a level 4 on the Science EOG**

⇒ *The 2020-21 8th grade class had the lowest 6th grade EOG scores in all three content areas, across all four years. While overall percentages and proficiencies are low, this group has clearly demonstrated academic growth from 6th to 8th grade*

⇒ *In terms of percent EOG proficiency growth, 50% of all 6th graders in 2017-18 (who are now 8th graders) showed growth*

Identify the grade levels served and total projected student enrollment by year in the table below.

Academic School Year	Grade Levels and Students Per Grade Level									Total Projected Student Enrollment
	K	1	2	3	4	5	6	7	8	
Year Six (2022-2023)							X	X	X	50
Year Seven (2023-2024)							X	X	X	60
Year Eight (2024-2025)							X	X	X	65
Year Nine (2025-2026)							X	X	X	70
Year Ten (2026-2027)							X	X	X	70-75
A laboratory school must serve students in at least three consecutive grade levels in the range of kindergarten through eighth grade (§ 116-239.6(4).										

Laboratory Schools Renewal Report

State your school's specific and measurable goals that you developed for the first five years of operation in each of the following areas and indicate progress toward meeting those goals:

Academic Program – Initial Goal(s)	Academic Program – Progress toward Goal(s)

1. Students will show academic growth in all areas as demonstrated on formative and summative assessments.
1. Students will maintain progress through high school and graduate on time.
	1. a: Overall, most students have shown growth in all three subject areas, particularly across time/grade levels.
	*Note - Given that 1/5 of the 2017-18 cohort had no scores, baseline EOG data is flawed.
	1. b: Math continues to be the subject in which students struggle the most. This fact is not surprising given the data on math – especially considering the fact that students have already completed six years of school (during most of which they struggled) before coming to TCS. The fact that 43% of this year's 8th graders showed growth is promising. Half of all 8th graders received a projected or higher EOG score. Out of all students in 6th-8th, ~20% earned a higher than projected score on the EOG and just over 20% scored higher than their third NC Check-In score, and 30% earned a Math EOG scaled score higher than JCPS and the State. Additionally, 80% of EC students scored higher than projected on the EOG.
	1. c: Until this year, students have performed at a high level in science – much beyond local and state averages. This year's mean score in science is still higher than the state. Additionally, the Gates MacGinitie data also show positive gains across years and grade levels (see Part I under Academic Achievement for this data).
	1. d: As our baseline data is not inclusive on 1/5 of students, the 2018-19 data showing proficiency and growth across grade levels is an important growth factor.
	1. e: Improvement in behavioral outcomes, increased expectations, meeting social and emotional needs, and school climate all lead to higher academic performance. At TCS, we have shown the following:
	   ▪ Huge growth in behavioral outcomes through the development Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS). Our school has joined statewide cohorts to implement and assess these efforts as well as engaged in ongoing professional development.
	   ▪ Improvement in school culture and climate (based on self-reporting of students, staff, and families).
	   ▪ In Year One, we assigned both In School Suspension (ISS) and Out of School Suspension (OSS) to several students. Since 2019 (two years), zero students have been assigned OSS and only one student has been assigned ISS.

Laboratory Schools Renewal Report

Teacher and Principal Preparation and Development – Initial Goal(s)	Teacher and Principal Preparation and Development – Progress toward Goal(s)
	2. 100% of the first cohort of 8th graders (2017-18) graduated from high school on time (spring 2021). Each year, all 8th grade students have gone on to one of two JCPS options: Smoky Mountain High School or Early College.
Note – This section was not included in the UNCSO Year 1 Implementation Guide. We did, however, have a number of initial goals related to this section. 1. Incorporate both early field and internship experiences in Middle Grades and Health and Physical Education programs (HPE). 2. Incorporate graduate professional education programs when and where possible. 3. Collaborate with TCS content teachers to incorporate preservice methods courses into the school day.	1. We have far exceeded this goal as both inclusive (special), art, and math education experiences are incorporated (in addition to middle grades and HPE). While we spent time the first year learning the right balance of quality experiences that are both meaningful to WCU students and not overwhelming to TCS. At this point, we place middle grades, inclusive, and HPE students at TCS for the full year of internship. Even during the past 2020-21 school year, 100 preservice teachers and professionals were assigned to TCS for clinical experiences. 2. We far exceeded this goal as our MSA (principal preparation), School Counseling, and School Psychology programs regularly serve the needs of the school – from group and individual counseling to comprehensive psychological assessments (academic and mental health). While we have only had one MSA intern serve at TCS so far, our goal is to continue to do so. We have collaborated with this program on the development of principal goals as well as testing plans, and MSA faculty have been involved in testing administrations. Multiple graduate students from other programs have worked at TCS all four years. Additionally, students in physical therapy, speech, and recreation therapy have also served TCS students. 3. We have far exceeded this goal. Our content teachers have taught content methods as a team with faculty for the past three years. Preservice teachers spend time each week in the TCS content classroom as well as their methods class (on site). We also do more than host preservice teachers as courses in middle grades, HPE, and inclusive education have incorporated TCS into their curriculum through teaching, assessing, and implementing interventions.
Operational – Initial Goal(s)	**Operational – Progress toward Goal(s)**
1. School will be at capacity for enrolled students. 2. School will have materials and resources to support students, staff	1. TCS has not yet reached the full capacity of 75 students. During the year of the pandemic (2019-20), we reached 81% of this goal. We saw a dip in enrollment for the 2020-21 but did increase our 20th day count over the course of the year. Enrollment, Year 1 to 5 = 51, 56, 60, & 49.

Laboratory Schools Renewal Report

and implementation of curriculum (e.g., technological, facilities, instructional). 3. School will be staffed to maintain a 1:25 ratio in academic classrooms. 4. School will establish a consistent system of communication (e.g., social media, telephone, written communication, and the internet).	2. This goal has been fully met through both print and digital resources. Additionally, TCS is a 1:1 school and all students have 24-hour access to a device. 3. This goal has been fully met. 4. This goal has been fully met.
Budget and Financial – Initial Goal(s)	**Budget and Financial – Progress toward Goal(s)**
1. School will have adequate financing for staffing and operational needs.	1. a: This goal has been fully met. In each of the past four years, we have carried over an appropriate level of funds. The TCS allotment from UNCSO, state and local ADM, and per pupil EC funds allow our school to fully function. 1. b: During the 2017-18 year, we proposed and achieved a new position (Health Services Coordinator) through the university budget process. This position is a collaborative venture between the College of Education & Allied Professions and the College of Health & Human Sciences. The Health Services Coordinator is an instructor in the School of Nursing who serves TCS as the School Nurse. Additionally, WCU nursing students also engage in clinical experiences at TCS with this individual serving as the preceptor. 1. c: Multiple partnerships like the one mentioned in 1b allow our school to remain fiscally sufficient but also allow for valuable experiences for both WCU students and faculty. From teacher and professional education to school counseling and school psychology, many of our WCU faculty and students make up the TCS team, providing services to students. 1. d: After the first year in which university dollars supplemented lab school funds in support of facilities upgrades (e.g., plumbing, ceilings, furniture, classroom technology, etc.), TCS was been fiscally independent and self-sustaining. One important contribution is a result of human resources – a number of WCU staff now include lab school work as part of their job description (i.e., Dean of CEAP, Associate VC of Fiscal Affairs, ASA in the School of Teaching and Learning).
Governance- Initial Goal(s)	**Governance- Progress toward Goal(s)**
1. School will establish rules and policies in accordance with state law.	1. This goal has been fully met. We have worked closely with NCDPI as well as JCPS to create rules and policies not only in accordance with state law but also in collaboration with JCPS. There are many examples of this, from Student Conduct Code to the TCS Handbook,

Laboratory Schools Renewal Report

2. School will create an advisory board to help promote and improve school operations.	Title IX compliance, Parent and Family Compact (Title I), Homelessness Education, Crisis Management Plans, Remote Instruction, and much more. All examples listed can be found at catamountschool.wcu.edu. 2. This goal has been fully met. From year one, the TCS Advisory Board has met and functioned per lab school legislation. Both internal and external stakeholders are included on the board.

Academic Program

Part I: **Provide a detailed description of the current academic program for K-8 students served in your laboratory school, indicating the primary features of the learning environment, instructional methods, and assessments. Include any unique or innovative features that are integrated into instruction for students.**

*Please see Appendix A: TCS Strategic Plan & Appendix B: Continuous School Improvement Plan.

The Catamount School (TCS) is a 6th through 8th grade learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment. We recognize that students have different learning differences, and we will work to identify an individualized approach so that each student has the opportunity to succeed. One of our five guiding principles (See Appendix A: TCS Strategic Plan) is Academic Excellence - All TCS educators take collective responsibility to increase the academic growth and achievement of each student. The learning environment includes flexible classroom furniture as well as moveable technology, all with an eye toward student collaborative and inquiry work. The culture of TCS reflects the collaboration with Western Carolina University and Smoky Mountain High School. By accessing resources and personnel at WCU, students have access to a multiplicity of learning experiences which influence their overall academic achievement, including daily health and physical education, music, arts, and other enrichment activities, clubs and electives, leadership experiences, and mentorship from experts in a variety of academic fields. Some of the WCU academic programs that support these activities reach beyond our School of Teaching and Learning to include our parks and recreation program, programs in music, theater and studio arts, engineering, business, and leadership programs. We dedicate time each day for interests outside of traditional academics. Some of the SMHS programs that support these activities include (students and faculty in) CTE, band, chorus, and more. These enrichment activities encourage students to learn more about themselves and others, as well as contribute to the school community. The following narratives were created as part of the Year 1 Implementation Guide:

- The basic learning environment will be inquiry-based with an emphasis on problem-based and project-based learning. Students in 6th, 7th, and 8th grade will be based in flexible groups to allow for meeting individual needs and account for strengths and weaknesses. The groups may be spread across grades, and students may spend time working singularly.
- The instructional program will meet the state performance standards by following the content laid out in the NC Standard Course of Study. The program will utilize resources provided by NCDPI to ensure that language and formatting common to the state testing is not unfamiliar to students. The program's emphasis on inquiry learning and a whole child approach using WCU personnel and school will allow staff to adapt approaches and activities to best benefit each individual child and ensure that content is being mastered. During the course of the school year, standards-based grading will for an efficient determination of weak and strong areas that needed focusing. During the last ten days of the school year, students will take the assigned EOG or NCFE assessments for their designated grade/course. During the course of the school year, formative and

summative assessments will be given using print and digital resources such as SchoolNet, Apex, Gates MacGinitie Reading Assessment, and others.

- The program's focus on literacy will be holistic in nature with an emphasis on fiction and nonfiction literature that is highly engaging, ability appropriate, and tied into other areas of the curriculum such as science, math, and social studies. Students will have reading and literacy integrated into project-based learning units in Science and Social Studies as well as Problem Based learning in Mathematics. In addition, students will have individualized reading guidance to help shore up identified weaknesses. Social Studies instruction will be project-based and integrate with ELA skills and Science topics, in particular, to encourage engagement and an understanding of the interconnectedness of the curriculum. Units will work to foster group cooperation and a community atmosphere. Science instruction will be inquiry based with units developed to encourage scientific curiosity and a familiarity with the scientific method. Units will involve group cooperation, online research, experimentation and creation, along with developing communication and presentation methods. Math instruction will be problem based allowing for student to gain a deeper understanding of the processes and critical thinking skills needed for success. Instruction will vary between being small group and individual. The program will uphold high expectations for staff through a continuous improvement model for both staff and students. All students are expected to improve from whatever their "starting place" is at the beginning of the year. Through advisement and counseling, students will monitor their accomplishments from a standards-based list of goals and individual charting of success. Students will use those resources during student led conferences to help reinforce ownership of learning. Staff (including teachers and administrators) will also participate in the continuous improvement through identification of individual goals and school goals that will be monitored during the course of the school year. Staff will meet on a daily basis to assess successes and setbacks during the day. This communication will allow for reflection that can be redirected into school, and student, success.

Part II: Describe any changes to curriculum and instruction that are planned for Year 6 to Year 10. Provide a rationale for these changes to the current academic program.

- We expect a continued evolution of problem-based learning curriculum, pedagogical tools, and learning experiences based on several years of intensive professional development and collaborative curriculum planning. This includes increased utilization of project based learning approaches with an interdisciplinary focus.
- Now that our TCS and WCU faculty have engaged in co-teaching professional development with Dr. Marilyn Friend (renowned expert in the field) and also have honed their techniques and pedagogical plans based on four years of experience with middle school students, we expect this practice to also continue to evolve. Co-teaching is fully inclusive teaching of all students together, including those identified as EC. Our EC Director has spent the last two years mentoring our EC teaching and co-planning with our content teacher team for how to best meet the needs of students. Each year, our services have become more inclusive and EC students have shown overall growth.
- Math continues to be a primary focus as our students, while showing growth, are still struggling to meet proficiency. In the last two years our staff has worked diligently to design and implement targeted interventions for students outside of core instruction time. This model has evolved and we plan on continuing to utilize this model in our next 5 years. This requires the collaboration of the math teacher, math intern, EC teacher, and two WCU faculty members. Using formative data collected within math instructional time, the staff designs intervention exercises to focus on developing procedural fluency in

mathematical concepts that are impacting success at the middle school level (e.g., fractional understanding, basic operational skills, etc.)

▪ We are working with JCPS, our partnering school district to provide additional co-teaching professional development as we seek to be a model site of co-teaching practice as part of the North Carolina School Improvement Project (NCSIP) initiative in the coming years. We will provide coaching and offer secondary teachers the opportunity to engage in research study aimed to determine the effectiveness of a student-centered professional development model to enhance co-teaching implementation ensure the delivery of specially designed instruction to students with disabilities in co-taught classrooms in secondary education. WCU is an IHE partner with NCSIP and we plan to extend these opportunities to the western region NCSIP partners as well.

Student Achievement

<u>Part I:</u> **Provide a detailed description of the academic progress of students from Year 1 to Year 5 to include overall proficiency and growth. Include state-level accountability measures (EOG proficiency and growth for reading, math, and science) and other assessments used to measure student academic progress with a minimum of beginning of year and end of year information being included. If your school operates grades K-2, information about student progress in reading and math is required within your description. Charts, graphs, or visual representations with accompanying narrative is encouraged. Information about your school's academic outcomes in comparison to the academic outcomes of your local education agency partner district are welcomed within your narrative and/or visual representations.**

EOG Data: Please refer to pages 2-4 for a complete reporting of EOG and NCFE data as well as percent proficiency and growth in each of the subjects. Below is evidence of additional assessment data on achievement in Reading as well as a general description of achievement in Science and Math. Related to our academic focus is the feedback we provide regarding progress to students and parents. In year two, we refined our process for standards-based grading. This grading process provides a grade that is specific to each state identified content area standard rather than one general course grade. It allows teachers, students and parents to see what individual standards students have progressed in and how close they are to content mastery.

Comprehensive Analysis of Reading Academic Achievement on Gates MacGinitie Assessment Across Years 1-4:
The Gates-MacGinitie Reading Test is designed to assess student reading levels throughout the course of their education. Aligned with state and national reading standards (Common Core Standards), these exams were created to determine overall reading ability, specifically in the areas of decoding, phonemic awareness, phonics, vocabulary, and comprehension. The test is user-friendly, and has long been considered one of the most favored and reliable among formal Reading Assessment exams. Normed against national standards, teachers are able to compare individual students and/or classes to groups of students at the same grade level across the United States. On a day-to-day, practical basis, the Gates-MacGinitie Reading Tests allow educators to assess their students' progress, form homogenous reading groups within a classroom, and keep parents informed as to their child's short and long-term progress by providing objective, quantitative data. This data, along with data from the Qualitative Reading Inventory (QRI) and NC Check-In bench mark assessments, allows for targeted reading interventions that are provided daily in class and scheduled intervention sessions twice per week with progress monitoring. To further support literacy instruction, two times a week, students receive one-on-one and small group reading support for forty-five minutes. These focused intervention periods are facilitated by faculty at the

Laboratory Schools Renewal Report

Catamount School, but also supported by TCS interns, and education majors at WCU. In addition to these built-in reading interventions, students whose data show intensive reading support needs receive one-on-one reading support provided by members of the research team under the direction of WCU Literacy faculty. Members of the team meet with students for a full-class period (70 minutes), one day a week, during English Language Arts to provide side-by-side reading support and intervention. To monitor student progress, students participate in the quarterly North Carolina Check -In Benchmark assessment. Based upon the data from the Check-Ins, targeted academic intervention protocols and strategies are developed and implemented via regrouping for instructions with individuals, pairs, and small groups.

The Catamount School Gates MacGinitie Assessment of Reading	
EOG Assessment	**Gates MacGinitie Assessment**
Year 1: 2017-2018 ELA EOG = 64% Proficiency Did Not Meet Expected Growth Grade Equivalency = Grade Level.Month Ex: 8.4 = 8th Grade, Fourth Month	⇒ 67% of 7th graders showed typical gains fall to spring (8-13 pts)
	⇒ 68% of 8th graders showed typical gains fall to spring (8-13 pts)
	⇒ Of the students who scored a 1 or 2 on the ELA EOG in 2018, grade equivalencies improved from 3.9 to 5.4 (fall to spring)
	⇒ Of the students who scored a 3, 4, or 5 on the ELA EOG in 2018, grade equivalencies improved from 8.4 to 11.2 (fall to spring)
Year 2: 2018-2019 ELA EOG = 59% Proficiency Met Expected Growth	⇒ 6th & 7th grade students who scored a 1 or 2 on the ELA EOG in 2018 improved grade equivalencies from 4.8 to 5.6 during the 2018-19 school year
	⇒ 6th & 7th grade students who scored 3, 4, or 5 on the ELA EOG in 2018 improved grade equivalencies from 10.7 to PHS during the 2018-19 school year (PHS = Post High School)
	⇒ Overall (6th-8th), there was a 19-22 point overall growth in scores compared to 2017-18 (extended scale scores)
	⇒ Overall growth across 6th through 8th of more than two grade-level equivalencies (fall to spring)
	7th Grade ⇒ Increase of 5.6 to 7.2 in grade-level equivalencies
	8th Grade ⇒ Overall growth shown for students with four scores from 2017 to 2019 ⇒ 14-19 point growth in scores from the previous year (extended scale score) ⇒ Growth of two grade-level equivalencies (8.2 to 10.2)
Year 3: 2019-2020 EOG Testing Waiver - No data due to COVID-19 Pandemic	⇒ Although data was limited to due to the impact of the COVID pandemic, Gates MacGinitie data showed the proficiency rate and comparison data showed an increased between 2019 and 2020. ⇒ 78% of 8th graders were proficient in overall reading in 2020. ⇒ 8th grade showed the greatest growth with 67% of 8th graders increasing in overall comprehension and fluency between 2019-2020.

Laboratory Schools Renewal Report

	⇒ 71% of 7th graders were proficient in overall reading in 2020. ⇒ 64% of 7th graders showed growth in overall comprehension and fluency between 2019-2020. ⇒ 62% of 6th graders were proficient in overall comprehension and fluency. *There was no comparison data available for 6th grade.*
Year 4: 2020-2021 ELA EOG = No Reading Scores (until fall, 2020)	⇒ Progress monitoring data collected through EasyCBM for reading comprehension and fluency showed continued improvement. ⇒ **62% of 8th graders involved in Tier 3 Intensive intervention in 8th showed progress moving from the 25th percentile to the 50th percentile based on grade level norms from Fall 2020- Spring 2021.** ⇒ Progress monitoring data for writing intervention across grade levels show an increase in skills across all three grade levels from Fall 2020-Spring 2021. ⇒ **83% of 8th graders moved from intensive support to supplemental support in writing from fall 2021 to spring of 2020**

Comprehensive Analysis of Science Academic Achievement Across Years 1-4: The Catamount School is meeting students' needs in science in three ways: First, students receive instruction using an inquiry model, allowing them to use scientific methods to investigate curriculum. Second, 8th grade students learn Earth/Environmental Science standards embedded in the 8th grade science class and can receive high school credit as a result. Third, students can receive enrichment in STEM through STEM Clubs and Science Olympiad classes, offered 1-3 times a week. Using testing data, proficiency is the best indicator of science learning. Eighth graders are the only group who take End of Grade tests in science. Since the only other science EOG students take is in 5th grade, their projected percentile is based on a combination of that test and their reading test performance. Students over the past 4 years have achieved between a 72% and 93% level of proficiency. The lowest level of proficiency was experienced during 20-21, when students were struggling with learning during the pandemic. The class mean exceeded the state mean each of the three years the students sat for End of Grade tests. Their NC Check-ins don't show growth, because they are separated by strand: instead of showing a higher proficiency in each of the three NC check-in sessions as they learn, students take one test in life science, one test in physical science standards, and one in earth science standards. Students at The Catamount School grew at a rate comparable to students in other parts of North Carolina, and slightly higher than their colleagues in Jackson County. Their performance is solid across subgroups, including American Indian, students with disabilities, and AIG students.

Comprehensive Analysis of Math Academic Achievement Across Years 1-4: The Catamount School has an emphasis towards conceptual understanding of mathematics and utilizes a problem based approach to instruction. This model allows students to problem solve through rich tasks to develop generalizations of mathematical concepts in meaningful ways. Additionally, our staff uses formative data collected within math instructional time to design intervention tasks to focus on developing procedural fluency in mathematical concepts that are impacting success at the middle school level (e.g., fractional understanding, basic operational skills, etc.) The EOG data has ranged from 14%- 39% proficiency but there are pockets of success in terms of growth (see table on pages 3-4). Additionally, The Catamount School has strong participation in students taking

Math 1 (a high school credit course) as eighth graders. These students have been consistently successful in passing the Math 1 EOC (at least 75% each year) and going on to receive high school credit. It is important to note then, that the number of 8th graders taking the NC EOG are much lower each year and do not represent our high achieving students. In terms of NC Check-ins, as mentioned for science, these don't show growth, because they are separated by strand: instead of showing a higher proficiency in each of the three NC check-in sessions as they learn, students take a test based on content that is "chunked" based on the suggested pacing of curriculum from the state.

Part II: Indicate specific performance goals for student achievement for Year 6 to Year 10 for each grade level your school serves. Description should include goals for state-level accountability measures and other assessments used to measure student academic progress. Include information about any changes to current academic progress measures that are planned.

Goal 1: Maximize academic achievement in a personalized learning environment for every student to progress toward high school graduation and be college or career-ready. **Goal 1 Focus Areas:** Academic Growth; Improvement in Overall Academic Achievement by Content Area; and College and Career Readiness

Goal 2: Inspire and nurture learning, creativity, innovation, and entrepreneurship through strategic and team-based instructional planning. **Goal 2 Focus Areas:** Learning Everywhere, All the Time; Innovation and Entrepreneurship; Team/Interdisciplinary Planning; and Instructional Innovations

Goal 3: Optimize school performance and accountability by strengthening data use, processes, and academic interventions. **Goal 3 Focus Area Actions:** Effective, Efficient, and Strategic Data Use; Intervention Development and Protocol; and School Performance Improvement

Goal 4: The Catamount School has a system to identify and support students who are at risk for academic failure and who are not successfully progressing toward grade promotion. Identification will occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level as part of the TCS MTSS program.

Goal 4 Focus Area Actions:
- The faculty/teachers will evaluate Core Instruction and implement differentiated instruction within the classroom to increase student engagement.
- Data (previous EOG scores, Gates MacGinitie reading assessment, curriculum-based math pre-assessments, classroom work samples, grades, benchmark assessments, behavior referrals, and attendance) will be reviewed on a regular basis to identify students that are at risk.
- Homeroom/Morning meeting will be utilized to increase the involvement of students in developing solutions to learning barriers
- Positive parent contacts will be conducted on a regular basis to increase positive family connections to school
- Interventions on Mondays and Thursdays from 2:25 to 3:15 will address students at-risk academically
- Incentives throughout the grading periods will address students at risk behaviorally
- Integration of student choice into Enrichment, PE, and academic projects will be used to address all at-risk students

- WIN (What I Need) time will be used for students to access time and resources to receive extra help as needed.

Goal 5: Align mathematics instructional practices and mathematics vocabulary between core and intervention materials to address gaps. **Goal 5 Focus Area Actions:** Achievement will be based on progress monitoring (including common math vocabulary) and evidence from classroom assessments. The faculty/teachers will measure movement across tiers- reaching expected growth in Tier 2 and Tier 3 interventions (e.g., will measure student movement from tier 3 to 2 or 2 to 1). *See Pfannensteil, K.H. & Edmonds, R.Z. (2019). *Examining the Alignment of Mathematics Instructional Practices and Mathematics Vocabulary between Core and Intervention Materials*. Learning Disabilities Research & Practice, *35*(1), 14-24. DO: 10.111/ldrp.12210.

Goal 6: Become a model site for co-teaching by consistently meeting the attached criteria based on observations (observation protocol available upon request). **Goal 6 Focus Area Actions:** The faculty/teachers will fully meet co-teaching protocol in 3 out of 5 trials.

Goal 7: Incorporate executive function and social-emotional learning within the MTSS (multi-tiered system of support) to increase overall achievement (e.g., better student outcomes).

Social, Emotional, and Health Services
<u>Part I</u>: **Provide a detailed description of the range of services to address students' social, emotional, and health related needs that have been provided to students from Year 1 to Year 5. The inclusion of data related to these efforts is encouraged. Highlight particular activities that have been innovative or yielded high levels of documented success.**
Range of Services: The Catamount School addresses the social and emotional learning (SEL) of students in specific ways utilizing a system of Positive Behavior Intervention Support (PBIS), collaborating with professionals in the field of school counseling and school psychology, and by providing faculty and staff appropriate professional development opportunities. In the following section details of the SEL supports and implementation over time will be summarized. Initially, establishment of an intervention team that examined students with behavioral needs was developed during the 2017-2018 school year with use of office referrals and informal discussions to address student behavior across settings. Intervention plans for individual students were developed and progress towards goals was noted through anecdotal notes by faculty. This process has been further developed and the intervention team has evolved and uses a multi-tiered intervention system (MTSS) framework. Procedures for the team to identify the needs of students and develop interventions to address needs are in place. School-wide data is used to guide decision making when the MTSS team meets on a bi-monthly basis to discuss students who are struggling academically and/or behaviorally. The behavior component of MTSS is based on a system of PBIS that includes a school-wide behavior framework that was implemented with fidelity in the fall of 2018. Students were included in development of classroom and school-wide PBIS expectations through a democratic classroom approach and morning grade level meetings so that systems are directly linked to academic outcomes and include student buy-in. Continuous data has been reviewed by all staff in the school each year. After initial review of data (2017-18), it became clear that the students needed direct instruction on resiliency to promote positive behaviors and academic outcomes. A resiliency matrix was developed with daily lessons that are currently used by teachers during advisory time (homeroom) to directly teach students these skills. Strategies that help teachers capitalize on instructional time and decrease disruptions are currently being implemented. These strategies may be implemented with the whole school, within a particular classroom, or amplified further for individual students based on the identified need. It is

Laboratory Schools Renewal Report

worth noting that classroom strategies for behavior are merged with effective instructional design and delivery through use of co-teaching models that allow for consistency of expectations across settings. Through the work of MTSS implementation, the intervention team will continuously determine individual progress of students through data collection in the areas of behavior and academics. TCS continues to develop a relationship with the counseling program at WCU. School counseling professionals employ cognitive behavioral, solution–focused theoretical approaches which are both seen as brief therapy techniques and documented in research as best practice. An increase in the availability of counseling services during a given school day has increased from the past school year. Students can be referred to the counselor or students can ask for individual sessions with the counselor by a private drop-box request or verbal request. Collaboration with school psychology professionals from WCU has also been a specific way support has been put in place for students SEL at TCS. Professionals in the psychology department have attended the intervention meetings with faculty and staff at the school in order to build a structure for implementation of MTSS and supported interventions through universal screening, development of baseline data, and progress monitoring data analysis. This collaboration greatly enhanced the implementation of MTSS. After the first year (2017-18), a focus on prevention was employed at the school through the work with MTSS/PBIS as well as professional development for staff. The student population of our school includes youth who have complicated histories, so an innovative approach to focus on trauma informed training and support for teachers was recognized as part of process of building a safe and secure educational environment. To this end, the psychology department organized the NASP PREPaRE training and all faculty and administrators of the school participated in the training. Additionally, the principal, the exceptional children director, and the special education teacher/coordinator were all certified in School Crisis Prevention and Intervention (CPI). CPI training for teachers and educators help integrate training with the PBIS and trauma-informed care initiatives while also complying with legal mandates that apply to restraint reduction standards and development of a crisis intervention team. In addition to the systems and trainings that have been implemented, we have created opportunities to increase engagement with community resources for delivery of special programs and events in the future.

Overall Description: The Catamount School employs a *Whole School, Whole Child, Whole Community Approach*, which combines and builds on elements of the traditional coordinated school health approach and the whole child framework by
- responding to the call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.
- Incorporating the components of a coordinated school health program around the tenets of a whole child approach to education.
- Providing a framework to address the symbiotic relationship between learning and health.

Social and emotional factors also play a large part in our students' ability to access the content of classroom instruction. As such, our whole child model supports behavior expectations through our Positive Behavior Intervention and Support (PBIS) system and Community of Care. Together, this part of our model strives to eliminate barriers that students face to succeed academically. Our PBIS system includes behavior expectations, rewards, and consequences that students and teachers develop collaboratively and review throughout the year. When issues arise, students and teachers address the problem together in daily morning meetings or in regularly schedule whole school meetings. We work together to define the issue and set daily goals to improve the environment. This year we have collaborated with The Friday Institute for Educational Innovation to develop a plan to build students skills in resiliency to help them overcome difficult circumstances. We have incorporated focused lessons on resiliency into our morning advisory meetings each day. In addition to our work with PBIS

Laboratory Schools Renewal Report

and resiliency, students are also supported by two graduate assistant school counselors, a school nurse and outside occupational, physical, and mental therapist as needed. Along with school staff, these support personnel provide input for our Community of Care team; a group that meets throughout the year to ensure students are receiving appropriate resources in and out of school in order to allow them to access the curriculum.

All in all, TCS is built around a *commitment to a small community of teachers and learners* and is committed to increasing behaviors that support social emotional learning as evidenced by respectful interactions and school engagement and measured by an increase in the number of students earning PBIS recognition each quarter.
Strategies employed to achieve this goal include:
- Implementation of PBIS matrix expectations in all settings
- Implementation of school safety plan
- Morning grade level meetings & regular schoolwide village meetings
- School counselor/guidance offered three days a week
- Responsive Classroom Principles
- Reward and consequence system
- Parent and Family engagement opportunities (See Appendix D: Family Engagement Compact)
- Utilization of WCU school counseling and school psychology graduate students (mentored by faculty) for counseling as well as assessment and diagnostic services
- Implementation of self-regulation strategies
- Community of Care Committee - a team of school, university, and community-based professionals with expertise in a number of areas in order support the academic, physical, social, and emotional needs of our students - meets each month to ensure our class-wide and unique individual needs are met.
- Whole school book study/PLC around character, culture, and leadership

TCS is also committed to the development of RESILIENCE among students. We have incorporated a **curriculum in which students focus on the following components:** Responsible, Expertise, Self-Awareness, Investment, Learn, Integrity, Engagement, Needs, Control, and Endurance. Some of the major competencies students develop include self-regulation, perseverance, coping skills, cognition/struggle strategies, meaningful relationships, character, virtue, connection, organization, agency and ownership, goal setting, motivation, problem-solving, and collaboration.

<u>Part II:</u> **Describe any changes to current services provided to students to support their social, emotional, and health related well-being that are planned for Year 6 to Year 10. Provide a rationale for inclusion of these services.**
No major changes are planned regarding our approach, services, or curriculum. Continuation of a number of social, emotional, and health services initiatives will be key to continued success and emerging progress – for both the school, the staff, and our students. General goals include:

- Consider options to collect data on growth and success in this area beyond PBIS and MTSS tools.
- Development and supervision of a
  - peer mediation team
  - substance abuse prevention program
  - outreach to parents/guardians with workshops, trainings, and family support - workshops could include parent education on adolescent development, and issues affecting middle school students including internet safety, risky behavior, communication skills, and college and career readiness.

Laboratory Schools Renewal Report

Exceptional Children
Part I: Provide a detailed description of the range of exceptional children's services that have been provided to students from Year 1 to Year 5. Information related to the number of students served and in what capacity along with the percentage of EC students within your school population should be included in the description. In addition, include any additional progress or assessment data that is specific to your EC population and indicates growth (academic, social-emotional, etc.).

 In addition to targeted intervention for all students in need, our model also accounts for services for Exceptional Children (EC) through a co-teaching inclusion model. Simply put, special education services for EC students at TCS are provided in the regular classroom setting with a certified EC teacher co-teaching with the regular content area teacher. No students are pulled from or scheduled to miss any regular grade level content area instruction.

Students will be identified through PowerSchool, record transfers from prior school, and conversations with parents and prior school staffing. Students who may be eligible for services will be identified through staff observations, evidence of academic progress or lack thereof, and screening/assessment processes conducted by WCU College of Education and Allied Professions staff. Eligibility for special education services is considered If a student is not meeting expected growth after evidence-based interventions are implemented in accordance with NC 1503-2.5 through NC 1503-3.5 in that progress monitoring data is needed if eligibility for specific learning disability is being determined. Eligibility must be determined by using multiple sources of data and must not be dependent upon single test scores. Evaluation procedures may include, but are not limited to, observations, interviews, progress monitoring data, behavior checklists, structured interactions, adaptive and developmental scales, criterion-referenced and norm referenced instruments, clinical judgment, and tests of basic concepts or other techniques and procedures as deemed appropriate.

School officials will also work in partnership with Jackson County Public Schools' Exceptional Children personnel to ensure that identification and paperwork is consistent with the LEA partner. The nature of the school's instructional focus will allow for differentiation and individualization due to the flexible grouping and use of WCU staff and personnel. During instructional planning, core teachers and exceptional children (EC) teachers will create plans with specially designed instruction (SDI) embedded into core lessons to meet the needs of students with disabilities and address goals in individual education plan (IEPs). These plans will be made based on a knowledge of the students' IEPs, day to day observations, and other classroom assessments and core curriculum alignment. Additionally, the school has access to speech pathologists, therapists, and other support staff through both the university and our relationship with JCPS. Students with an IEP and their parents will be included in the IEP process through invitations and school-home communication that follow the state's procedures and protocols that can be found in the *Policies Governing Services for Children with Disabilities* (Amended March 2021) which is posted on our website.

All members of the TCS faculty are involved in fully implementing a Multi-tiered System of Support (MTSS) to ensure prevention and intervention efforts are utilized. MTSS is about developing a systematic approach to help our students be successful. Universal, classroom-based screenings identify students who need support. Collaborative teams provide different levels of interventions based upon individual needs. Continuous progress monitoring helps teachers meet their students' needs and reflect upon their core instructional practices.

Laboratory Schools Renewal Report

The mission of the MTSS team is to provide research based academic & behavioral instruction/interventions and use data to identify students needing additional academic & behavioral support. The MTSS protocol includes core, supplemental and intensive support. The steps the team takes are illustrated below:

CORE SUPPORT	SUPPLEMENTAL SUPPORT	INTENSIVE INTERVENTION
1. Recognize that a student needs additional attention or support through data 2. Meet with MTSS team to discuss the student 3. Document the teacher's actions and the grade level team's recommendations 4. Review Tiers in MTSS and check for movement based on data.	5. Ongoing review of student progress and effectiveness of actions and recommendations 6. If the student is continuing to be unsuccessful, MTSS team determines next steps to intensive intervention. 7. Teacher and other professional educators implement actions. 8. Schedule time for reconsideration 9. Submit data to review at MTSS meeting.	10. Ongoing review of student progress and effectiveness of actions by the teacher and grade level team 11. MTSS Team discuss further actions, including determining whether an evaluation for a suspected disability should be scheduled. 12. Teacher and other professional educators implement actions.

**If at any time a teacher or parent suspects a disability, a referral to special education can occur. The MTSS process should not delay the referral process.

MTSS is in the fourth year of implementation. The team meets bi-weekly to review data gathered and determine the best ways to meet students' needs. The team consists of the school principal, core teachers in ELA, math, Science, and Social Studies, an EC teacher, an enrichment teacher, four faculty members from the College of Education and Allied Professions who have expertise in psychology, math, reading methods, and special education. The team is structured as follows:

- Academics (see specifics below)
  - TCS Coordinator: EC Teacher Leader
    - Areas Covered: ELA, Math, Executive Functioning/Classroom Engagement
- Behavior (see specifics below)
  - TCS Coordinator: Enrichment Coordinator
    - Areas Covered: Attendance, Social Emotional Learning, Behavior Management

Students will be monitored by school staff through formative assessments given multiple times during the course of the school, weekly staff-student advisor sessions, and progress in standard based assessments. Components of interventions include

- *Classroom Differentiation*—approaches teachers routinely use to address the individual needs of student
- *Intentional, Individualized Attention*—planned individual or small group approaches teachers use in the classroom, sometimes in collaboration with other professional educators
- *Intensive Enrichment and Remediation*—planned, individualized approaches teachers implement in the classroom that may require supplementary materials, often in collaboration with other professional educators

Laboratory Schools Renewal Report

The nature of the general instructional program should be such that the student body is accustom to a variety of adults working with all types of students. Intervention services are inclusive in nature and occur as part of co-taught instruction and in a designated intervention/enrichment time of day. In the past we have referred to this block of time as "intervention time" and "What I Need (WIN) and, more recently, CAT Time (Collaborate, Apply, Try). We work closely with WCU professors so that WCU students can serve as interventionists to TCS students during the set time of day. This also provides valuable service-learning opportunities to WCU students in reading methods, math methods, and assessment methods courses so they can immediately apply evidence-base practices they are taught in those courses. Graduate students in Psychology have also served students at TCS in various compacities as part of MTSS. We have consistently had 20-30 WCU student interventionists each semester. Our MTSS implementation has grown stronger each year and is vital for appropriate support for students.

The current plan supports the NC Standard Course of Study and differentiation. The Catamount School requires all teachers to differentiate for all students. All students who are identified as AIG will experience curricula that build upon and extend beyond the North Carolina Standard Course of Study (NCSCOS). The AIG program will provide students with opportunities to study curricula in greater depth and at a quicker pace than covered by the NCSCOS and to explore areas of interest beyond the NCSCOS. Every student identified as AIG will be engaged in many opportunities for extension including, but not limited to:
- Broadening classroom studies through self-selected activities
- Studying in areas of personal interest
- Creating individual and group Problem and Project-Based Learning opportunities to allow for personal in-depth study
- Engaging in civic responsibility lessons and activities

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- Broadening classroom studies through self-selected activities
- Studying in areas of personal interest
- Creating individual learning opportunities to allow for personal in-depth study

In addition, they will be encouraged to participate in enrichment options or extra-curricular activities such as:
- Mentoring programs connecting students with experts in the community in areas of student interest
- Online opportunities – facilitating student access to online study
- Allowing opportunities for students to engage in organized academic teams such as Lego Robotics, Battle of the Books, and Science Olympiad.

Giftedness is the potential to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, exceptional commitment to tasks, high test scores, creative products, and/or through observation. Intellectually giftedness is sometimes muted in students by unfavorable environmental circumstances or learning difficulties in specific subject areas or overlooked due to race/ethnicity and need to be actively sought. Catamount School personnel are committed to seeking AIG students from all student populations. Indicators for placement are: Student Achievement, Student Interest and Motivation to

Learn, Student Aptitude, Student Performance, Student Creative Potential or Creative Output, and Observable Student Behaviors.

AIG placement in the Catamount School will be based on evidence of the multiple indicators seen above. On the state level, placement on the AIG headcount for AM (Academically Gifted in Math), AR (Academically Gifted in Reading), or AG (Academically Gifted) will occur when at least four of the six indicators are present. Of those four, two must be quantitative in the 90th percentile or higher, either student achievement, student aptitude, student performance, creative potential, or motivation to learn. Placement on the AIG headcount for IG (Intellectually Gifted) will occur when a student scores in the 90th percentile or higher for student aptitude but does not meet any of the other indicators. Locally, in addition to North Carolina State AIG identification in AM, AR, AG, or IG, students can be identified for placement in the CATS program for ASc (Academically Gifted in Science), ASo (Academically Gifted in Social Studies), or CG (Creatively Gifted). The following process for identification is in place:

- Step One: Review data of incoming students. Create DEPs for AIG identified students. Meet with AIG Needs Determination team. Sign forms. Schedule parent conference. Discuss opportunities at the Catamount School.
- Step Two: Administer the Naglieri Non-verbal Ability Test (NNAT) to all 6th grade and new students who do not have an aptitude test on file. All former Jackson County students are administered the Naglieri Non-verbal Ability Test (NNAT) in 6th grade.
- Step Three: Collect data on performance and student achievement including prior grades and scores on standardized tests.
- Step Four: If data shows potential for identification, administer the Profile of Creative Abilities (PCA) and/or Children's Academic Intrinsic Motivation Inventory (CAIMI).
- Step Five: Select appropriate categories and distribute Renzulli Scales for Rating Behavioral Characteristics of Superior Students. Available categories of characteristics: Learning, Creativity, Motivation, Leadership, Artistic, Musical, Dramatics, Communication (Precision), Communication (Expressiveness), Planning, Mathematics, Reading, Technology, & Science.
- Step Six: If appropriate, complete observations, collect portfolio samples, and/or conduct student interviews.
- Step Seven: Determine Eligibility for Identification in Reading (AR), Math (AM), Both Reading and Math (AG) or Intellectually Gifted (IG), ASc (Academically Gifted in Science), ASo (Academically Gifted in Social Studies), or CG (Creatively Gifted). Meet with AIG Needs Determination team. Create DEPs for AIG identified students. Sign forms. Schedule parent conference. Discuss opportunities at the Catamount School.

TCS ensures AIG screening, referral, and identification procedures respond to traditionally underrepresented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. This is achieved through administering a non-verbal aptitude test allows for under-represented populations to be represented in the referral pool. The Catamount School is committed to meeting the needs of all students including those with motivational, social and emotional, or behavioral issues. Students who may potentially be gifted, may also be Twice Exceptional (2E). For an overview of 2E, see this document published by NEA (National Education Association): http://www.nea.org/assets/docs/twiceexceptional.pdf

Part II: Describe any changes to current services provided for EC students that are planned for Year 6 to Year 10. Provide a rationale for inclusion of these services.

Laboratory Schools Renewal Report

We offer the full continuum of services in the least restrictive environment at TCS. We plan to continue to be responsive to the needs of our students as our program grows. This may mean additional resources and changes in services as they become needed by the population we serve. Specifically, we are seeking to address social-emotional learning through implementation a new program in year 6 to year 10. TCS is partnering with NC DPI who has set up a support program to help school systems in the state implement the Check & Connect (C&C) program at the secondary level. The C & C program will be implemented beginning Fall 2021 at TCS to support our students with disabilities and students who need intensive support (Tier 3) as determined by the MTSS team.

In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.

C&C IMPLEMENTATION TEAM
- Principal
- Enrichment Coordinator
- EC Teacher Leader
- School Psychology Faculty Member
- Mathematics Education Faculty Member (Endowed Professor of Special Education)
- Special & Inclusive Education Faculty Member (EC Director)

SELECTION & TRAINING OF C&C MENTORS
C&C mentors will be recruited from two different sources:
- Enrichment Coordinator will recruit community mentors (Fall 2022)
- School Psychology Faculty will recruit school psychology graduate student mentors (Fall 2021)

Requirements for mentors (Currently we have 8 mentors committed to begin Fall 2021):
- 2-year commitment, 1 hour per week
- Assigned 1 TCS student mentee
- Initial goal setting with the student mentee
- Weekly check-in with student, family, and school regarding goals set
- Progress Monitoring on goals set

Training of mentors:
- Provided by NCDPI each spring and summer
- Orientation provided by the principal and C&C implementation team
- Required before starting mentorship work

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school,

Laboratory Schools Renewal Report

such as poor attendance, behavioral issues, and/or low grades. We also plan to conduct research related to the effectiveness of the program and the impact on the graduate students in the field of psychology as part of our implementation of this program.

Teacher and Principal Preparation and Development
<u>Part I:</u> **Provide a detailed description the range of activities that have been implemented to prepare and develop educator candidates (teacher and principal) from Year 1 to Year 5. Highlight particular activities that have been innovative or yielded high levels of documented success.**
Across the UNC System lab schools, pre-service teachers are integrated into the schools primarily in two ways: (1) junior-year candidates in methods and practicum courses conduct observations, diagnostics, and assessments; provide individual tutoring and small-group instruction; and assist with instructional interventions and (2) senior-year preservice teachers had clinical experiences as either interns (intern I) or student teachers (intern II). In intern I experiences, pre-service teachers spend one or two days, per week, shadowing, observing, or supporting a laboratory school teacher over the course of a semester. During student teaching, pre-service candidates spend every day of the week, over the course of a semester, working with the laboratory school teacher to plan and lead classroom instruction.

Integration of pre-service teacher professionals at the Catamount School is much more immersive and widespread. For example, not only have CEAP teacher and principal preparation programs been integrated since year one, but also school counseling and school psychology practicum students have been placed at our school each semester. Additionally, a number of other WCU programs outside of the CEAP have assigned students to clinical experiences at TCS: art and math education, nursing, speech, rec therapy, and physical therapy. It is not just that a number of preservice programs have integrated students – it is that these experiences include a wide range of levels and experiences. From early college courses on philosophy and organization, to observation of and practice teaching, to embedded methods teaching, to assessment and diagnosis, leading/teaching content, enrichment, activities, clubs, counseling groups and individual sessions, and more.

At TCS, our teacher preparation integration includes three levels. Level One is getting university students who are just beginning their education training involved with TCS students and teachers. University students provide one-on-one or small group support during tutoring sessions twice a week for Catamount School Students. The exposure to basic reading and math foundations, as well as data collection and student personalities allows them to develop their own tools for helping struggling students. Level Two is content area instruction for undergraduate students or practicum placement for graduate students. As teacher candidates progress in their programs, they focus in on their specific content area/grade level. The Catamount School allows for a unique approach to this level in teacher preparation. TCS teachers also instruct undergraduate content area methods classes. This model allows practicing middle school teachers to instruct future teachers in a real-world context of an actual middle school environment. Graduate students engage in evaluation and assessment as well as diagnosis, meeting with students in one-on-one or group settings, meeting with school professionals and families, and more. Level Three is the intern experience. This experience is divided into two semesters. The first semester of the experience is a process of observation, teacher shadowing, planning, and limited teaching. Undergraduate students begin building relationships with students and their supervising teacher. During second semester, interns take over full time planning and instruction of the curriculum as they prepare for their licensure and career.

Laboratory Schools Renewal Report

The three most innovative and successful integration activities include:
1. Early clinical experiences for preservice teachers in art and math education. These programs typically have fewer opportunities for clinical practice than STL-based programs which have extensive block and methods semesters in addition to the internship year.
2. Teaching middle grades content methods on site at TCS. While this has been challenging to schedule and figure out the right balance of time in the middle school class versus time in the methods course, there is simply no substitution for observing and practicing content pedagogy in an actual classroom. The preservice teachers observe our TCS teachers implement innovative strategies and difficult content interventions. These experiences all the WCU students to see success as well as times when lessons are learned or when the middle school student clearly need additional instruction. Last the preservice teachers have the ability to practice content methods in low-pressure environments as these experiences occur prior to internship when formal evaluations occur. Documented success: 100% pass rate on edTPA and Praxis content exams.
3. The support provided by the School Counseling and School Psychology programs not only allow TCS to benefit from services, but also allow these graduate students to experience assessment and therapy experiences as well as observe middle school student outcomes that come after administering assessments and providing results, recommending interventions, and engaging in counseling practice.

Part II: Describe any changes to current activities to prepare and develop educator candidates that are planned for Year 6 to Year 10. Provide a rationale for inclusion of these activities.
We do not anticipate large changes to our current activities. We have found them to be valuable to the preservice professionals and programs. In the middle grades program, edTPA is a performance-based assessment of teaching required for NC licensure. Intern II students plan and implement the edTPA. Since the inception of TCS, all middle grades preservice teachers have successfully completed and passed edTPA prior to program completion and graduation. We have learned a lot about the best use of resources and time in the past few years. The math methods course has been completely re-vamped multiple times to better meet both TCS student and WCU teacher candidate needs. In year 5 and beyond the plan is for this course to be completely embedded at TCS so that candidates are working with middle school students every week across the semester. We have found great strengths in having our TCS staff teach the additional methods courses as well offering as much early hands-on experience as possible for candidates and we will continue to utilize this model and hope to find even more ways for teacher candidates to work with TCS students consistently. It is a unique model as well in that several of the juniors will continue on as interns at the school and will have already developed strong relationships with students, setting them up for even better success as teachers. We have learned how to balance the load both for TCS staff and WCU faculty in a way that we use our resources strategically, in other words, we don't have people on TCS campus just for the sake of them being on campus. We have streamlined the alignment of WCU course objectives and meeting the direct needs of TCS students. We plan to continue to collaborate and develop opportunities for teacher candidates to have meaningful experiences with middle grades students in ways that can support struggling students. The only area in which we plan to continue growth is with partner programs in both Health and Human Sciences and Fine and Performing Arts.

Fiscal and Operational Sustainability
Part I: Provide a detailed description of your institution's efforts to demonstrate effective and efficient fiscal and operational processes to support the activities of your lab school. Indicate evidence of sound audits for the first five years of operation. Highlight particular activities that have been innovative or yielded high levels

Laboratory Schools Renewal Report

of documented success that may include grants and/or other partnerships that contribute to the overall fiscal and operational health of your school. Part II: Provide a detailed description of how you will demonstrate fiscal and operational sustainability for the next 5 years.*Combined response.

Fiscal and operational processes are managed by the TCS Leadership Team (Dean and Principal). Day-to-day purchasing, tracking, and other management occurs via support personnel (Administrative Support Associate) from the STL in collaboration with university Administration and Finance.

- The Dean and Principal manage online systems, write, and approve proposals for grants and funding allotments.
- The EC Administrator, a faculty member in STL, writes grant proposals and prepares audit materials related to EC services.
- Budget revenue, projections, and expenditures function under the direction of the WCU Associate Vice Chancellor for Fiscal Affairs. The Dean is in continual contact with the VC.
- EC Services, particularly IDEA (federal) funds have been audited, including a site visit, and were found to be sound.
- The WCU Office of Research Administration assists with grant and reporting as well as audit requirements.
- The WCU Director of Emergency Services assists with continuity of operations, crisis management planning, and general operations. The school facilities are audited/visited on an annual basis for compliance.
- The WCU Title IX Officer reviews all policies for compliance and provides training to our entire TCS Staff.
- WCU General Counsel serves the Advisory Board and is also the developer, reviewer and/or consult on all agreements (e.g., lease, technology, etc.), MOAs/MOUs, and much more.
- Each of the above-mentioned roles complete required state (NCDPI) and federal training and serve on committees for role-alike positions at the UNC System Lab Schools.

The Catamount School is committed to staying small. Seventy-five students will be the max enrollment/capacity that the school facility can accommodate and has been expressly agreed upon with the JCPS School Board of Education. This commitment is due to a focus on experimentation with innovative practices and a commitment to the "Whole School, Whole Child, Whole Community" model. Continued support from the UNC System will be necessary as the Catamount School cannot sustain operations from just per pupil allotments from JCPS and CEAP resources. The regular allocation from the UNC System is significant to the overall budget of TCS and has allowed our Leadership Team to maintain a thriving budget with appropriate carryover year to year (carryover is essential to pay personnel the full 12-month salary). Funding is critical to providing the necessary monies for staffing, materials, programming, and additional supports needed to provide the best quality learning experiences for the laboratory school. Recurring and supplemental funds have allowed for staffing and student needs to be met, particularly the Exceptional Children teacher leader and administrator positions. Additional WCU recurring funds (granted via the WCU budget proposal process) have helped us better serve our student population by hiring the Health Services Coordinator.

We are pleased to report that in all four years, The Catamount School has been able to stay within budget projections by carefully managing resources and obtaining all eligible state and federal funds. A review by the WCU Director of Internal Audit during 2020-21 yielded a report in which TCS was found to be in compliance with all policy, training, and fiscal management practices. In addition to the recurring budget (state and local public funds, ADM, and legislative appropriation), TCS has remained compliant with all NCDPI programs, processes, and policy – including grant proposals and management within the CCIP system in order to secure funds:

- Federal Funds and Grants: Title I, II, and IV;

Laboratory Schools Renewal Report

- EC and ECK-12 Emergency and ESSER Funds - PRC 122, 132, 163, 164, 167;
- IDEA Funds; and the
- Small Rural Schools Grant

While TCS has and will continue to function at an efficient and fiscally responsible level, any reduction in UNC System funding could threaten the sustainability of the TCS mission and is, therefore, crucial to fiscal and operational sustainability over the next five years. Below is a year-end illustration of revenue and spending for 2020-21. Please note that carryover funds are essential year to year because salaries for the current year must be paid beyond fiscal year close-out and also because certain funds (IDEA, ESSER, etc.) may span 16 to 27 months.

The Catamount School Financial Report-Year End 2021		
		FY21
		Revenues
Special Legislative Appropriation	$	260,000
School Expansion One-time Funding	$	-
State Public School Fund - Hold harmless count of 59	$	358,878
State Public School Fund EC - Hold harmless count of 12	$	47,329
State Public Tiered Behavior Supports	$	1,100
State Public School Fund - Indian Gaming	$	-
Jackson County Appropriation - Local Funds	$	68,312
Total	**$**	**735,619**
FY20 Carryover	$	174,639
State and Local Revenue	**$**	**910,258**
EC K-12 evergency funds PRC 167	$	523
ESSER PRC 163 (end date: 9/30/21)	$	712
ESSER II PRC 164	$	1,945
School Health Support PRC 132 (end date: 12/30/20)	$	1,792
ED Support PRC 122 (end date: 12/30/20)	$	378
CARES / COVID Funds total	**$**	**5,350**
FY21 FEDERAL Funds/Grants		
Title I	$	1,177
Title II	$	3,038
Title IV	$	16,039
IDEA 611 FY21	$	13,159
IDEA Spec Needs Targeted Asst	$	900
Small Rural Schools Grant	$	20,927
CASMT (1st payout)	$	30,000
Federal Revenue	**$**	**84,063**
TOTAL	**$**	**999,671**
	FY21 Activity	
Employee Salaries	$	385,066
Employee Benefits	$	150,291
Personnel Cost	**$**	**535,357**
Contracted Services (est based on FY19)	$	90,365
Purchased Services	$	18,345
Supplies	$	22,887
Property, Plant, Equipment	$	25,692
Other		
Operational Cost	**$**	**157,289**
Expenditures FY21	**$**	**692,646**

Laboratory Schools Renewal Report

Notable Partnerships

Part I: Provide a detailed description of district, institution-level, and/or community partnerships that have been innovative and/or vital to serving the students at your school.

▪ **STEM Partners (business and industry, parks service, and other middle schools):** Because our Science Teacher Leader has been both a Keenan Fellow and recipient of the Career Award for Science and Math Teachers (CASMT, supported by the Burroughs Wellcome Fund) over the past four years, TCS students have benefited from partnerships with business and industry in STEM fields. These experiences have allowed for travel to entities all over WNC. Additionally, the CASMT award funds allow our science classroom to partner with on in an urban school system on a problem based learning project. Our classes have also benefited from partnerships with the national parks service and have engaged in countless excursions and learning opportunities in the parks of WNC – from data gathering and research to sustainable practices, these have allowed for holistic and hands-on learning.

▪ **Blue Ridge Health:** BRH is an organization with the goal of eliminating health disparities among our region's most vulnerable populations. Both JCPS and WCU/TCS have entered into an agreement which allows Blue Ridge Health to serve our students (if they so choose). A unique component of this agreement is that there is a site-based clinic and health providers on site during the school on a couple of days per week. The Health Center (i.e., clinic) provides medical, behavioral health, and nutrition services.

▪ **JCPS:** Jackson County Public Schools (JCPS) is LEA partner for WCU's lab school and the local high school is this host site as TCS operates on a school within a school model. Through the partnership and formal agreements, the system has supported the lab school through facilities, administrative support staff, marketing, and recruitment and enrollment efforts. JCPS staff provide support in many ways, but transportation, technology and school nutrition are the most intensive. Our students are included in the transportation and nutrition services offered by JCPS – this includes planning and organization of these services. Through a formal agreement, we obtain and use classroom technology and one-to-one devices through JCPS. This agreement allows for a seamless transition out of and back into JCPS. We use the same check in and out policies and procedures and are on the SMHS network. In each of the last four years, facility upgrades have been completed as collaborative efforts between WCU and JCPS. The first year, classrooms were updated and outfitted with technology, water (for science lab), and storage/office space was provided. In the second year, an additional small classroom (at SMHS) was updated for TCS and we provided support for updates to a large instructional space for the high school exception children program. This space was designed with furniture and technological tools that had been successful in the TCS environment. Additionally, informal agreements within the Smoky Mountain High School building allow for support from the School Resource Officer (via a grant) and the administrative staff in the main office including the Principal and Assistant Principal. Facilities provides custodial services and Instructional Technology support is provided as part of the one-to-one device initiative in JCPS. JCPS also allows for opportunities for the Catamount School students to interact with Smoky Mountain High School students and faculty in the Career and Technical Education (CTE), theater arts, and band programs. TCS is able to coordinate these opportunities through the Enrichment Coordinator, a 12-month position that also provides arts education to the students. She works on coordinating all community, high school, and university partners year-round. This has been a largely successful part of the overall school program and integral to the identity of the

Laboratory Schools Renewal Report

Catamount School. The most significant challenges are scheduling, finding time to do all that is available, and in rare cases, funding. A direct benefit for Jackson County Public Schools is that Catamount School provides another option for students in grades 6, 7 and 8. Additionally, TCS students would have more access to the resources of the university, such as library, exercise labs, active-learning spaces (outdoor areas and gym), and the like. The partnership between JCPS and the Catamount School/Western Carolina University is governed by our standard Memorandum of Understanding with our school partners and LEA's as well as an additional cooperative agreement related to the facility. WCU agrees to provide professional development opportunities to JCPS along with research support. Currently, the Catamount School provides an opportunity for personnel to learn about innovative practices such as problem-based learning, and collaborative and inclusive practices. For example, JCPS faculty have been included in the Buck Institute Problem-Based Learning professional development as well as workshops on co-teaching with Dr. Marilyn Friend (renowned expert in the field) and yearlong implementation sessions. Additionally, a focus for the Catamount School has trauma-induced practices and resiliency. JCPS faculty and staff have been included in related professional development. A final (and mutual) benefit that should not be overlooked is that the location of the Catamount School allows for mutually beneficial experiences TCS and SMHS students gain from interactions in CTE, theater, the arts, chorus, band, and more. The Catamount School presents challenges to JCPS specifically related to space and facility needs. While the partnership is strong and mutually cooperative, the need for flexible spaces for both schools is great. These include swing spaces are needed for regrouping for instruction/intervention, extra-curricular activities, active-learning spaces, gymnasium/fitness and field space. Sometimes scheduling and communication between the two schools can be complicated – these are two schools with separate and unique students and needs.

▪ **CEAP (and vice versa):** The College of Education and Allied Professions at WCU is heavily involved in the Catamount School on a daily basis. In particular, the School of Teaching and Learning, the organizational unit of the Catamount School, provides direct and critical support. Several faculty positions are dedicated to involvement with varying degrees at the Catamount School. For example, one tenure-track faculty member in the Special and Inclusive Education program provides service as the Exception Children Coordinator. Her role provides the much-needed compliance reporting, organization, and federal and state funding procurement need to ensure that services can be provided, and the needs of students can be met. In addition, she supervises interns in inclusive education, models collaborative/co-teaching and inclusive practices. Additionally, her role in IEP meetings is important. A tenure-track faculty member in Middle Grades Education has been providing instruction in math to the students at the Catamount School. In the first year, she served full-time as the math teacher leader. This year she is serving in an instructional support role and teaching Math I to a small group of students that qualify. A faculty member in health and physical education is serving as the clinical coordinator and instructor of record for health and PE at the Catamount School. Her role is primarily to coordinate the curriculum and help supervise the student interns who are leading daily health and physical education instruction to the students. Her role is complex as it involves the coordination of pre-service teachers and activity space within the high school facility. Each of these faculty members mentioned are full-time and also teaching in their respective professional preparation programs on campus. There are many other examples of involvement of faculty with the catamount school. Several classes also have field experiences at the Catamount School that range from early, or initially passive, observationally experiences to active engagement opportunities. A recent example is that of a special

education class that is learning how to teach reading to students with learning problems or disabilities. The faulty member is directly involved with the students as they learn how implement these techniques. Faculty and staff who are involved in the Catamount School have been enriched in many ways. Examples of real-time learning and current experiences directly with students at the Catamount School provide relevancy and legitimacy to the methods and practices that are being taught to pre-service teacher candidates. The opportunity to demonstrate, or model, research-based and best practices with real students provides the opportunity for teacher candidates to see what works well. The opportunity for our students to participate in a range of activities, without further demand on our partnership with JCPS and other school partners and LEA's, is significant. Beyond just another clinical site for professional preparation programs, the Catamount School has provided research opportunities for faculty across a range of disciplines outside of just teacher preparation. An additional benefit to the CEAP is the qualifications of our Catamount School faculty. Most are master teachers which qualify them to teach in our professional preparation program. Thus far Catamount School faculty have taught or co-taught two teaching method classes. Additionally, they have hosted interns in the middle grades and inclusive education programs. Other units within the CEAP and within the larger university structure provide direct services to students at the Catamount School. School Counseling and School Psychology graduate students provide direct services to the students at the Catamount School. School Counseling faculty have participated in the Community of Care, an inclusive, caring, and supportive group of professionals (and pre-professionals) that promotes the academic success and well-being of each student. This is a group that meets regularly to discuss student needs. The McKee Clinic, located within the Psychology Department, also provides comprehensive psychological evaluations, educational and therapeutic recommendations, and consultation services to schools, parents and students. The school nurse provides services to students and works with the School of Nursing to provide placements for graduate students. The Physical Therapy and School Social Work programs have provided consultation and guidance when a student is in need of services. Other units such as the library have assisted the Catamount School Students with monthly visits where students can access resources and check out books. International Programs and Services regularly interact with Catamount School students through the enrichment program, providing language and cultural education. Music and Art students from participate in activities sponsored by their home departments in two different colleges to supplement the arts programs at the Catamount School.

- **Additional Community Partners:** Many community groups and organizations have participated in activities with Catamount School students. Groups like Rotary, the community garden, AmeriCorp, Jackson County Recreation, Camp Greenville, Virtual Reality Learning Lab, the Sylva Police and Fire Departments, and others have all provided activities or programming for students. These services provide opportunities for hands-on, outdoors, or student interest activities.

Part II: Describe any anticipated new partners you anticipate engaging with for Year 6 to Year 10. Provide a rationale for inclusion of these partners.
We anticipate continuing to grow our partnerships over the next five years, but our main goal and focus is to not just maintain, but also cultivate and broaden the dozens of partnerships already in existence. One additional partner we anticipate:

Laboratory Schools Renewal Report

- HIGHTS: This organization serves vulnerable youth and families in Western North Carolina. The use experiential activities, community service projects, job training, and goal-driven exercises to help youth develop life skills and instill feelings of community belonging and purpose. Since 2008 HIGHTS has sponsored educational opportunities, recreational activities, job skills training, and community service projects for community partners, such as public schools, mental health agencies, church youth groups, and many other organizations. The Director of HEIGHTS has served as community member representation on the board. The student demographic at TCS is similar to the students served by HEIGHTS. We have begun collaborate on potential experiences and projects.

Leadership, Governance, and Compliance
Part I: Provide a detailed description of your leadership and governance structures at your institution and lab school. Indicate any changes that occurred from Year 1 to Year 5.
Part II: Provide a detailed description of how your school is in in compliance with state law, federal law, lab school legislation or the provisions set forth in your school's resolution to operate granted by the UNC System Board of Governors Sub-Committee on Laboratory Schools. *Combined

The organizational structure of The Catamount School (TCS) is that it exists as a unit with the College of Education and Allied Professions (CEAP). The CEAP is the entity responsible for all hiring, personnel management, development, evaluation, and school governance. The principal of TCS leads this school and heads all searches for staff and teachers and this role reports to the Dean of the CEAP. The Dean of CEAP functions in the superintendent role and has signatory rights and responsibilities at WCU for all personnel and budgetary decisions and serves in the role of superintendent of CEAP/WCU, which is the Local Education Agency (LEA) of TCS (NCDPI School #50Z). Together, the Principal and Dean make up the leadership team and both are vested within the day-to-day management of TCS affairs, having administrative authority in the operation of the school, including fiscal management; policy decisions; management of research projects; appointment and employment of the administrative staff and additional personnel; executive organization of the school; and any other operations or responsibilities that arise. The Dean, the School of Teaching and Learning (STL in CEAP), and TCS personnel have academic freedom to pursue learning and research, and academic responsibility to maintain independence and integrity. The Dean regularly provides updates to the Provost and Chancellor and consults with legal counsel as needed. The Chancellor also regularly attends the Advisory Board meetings.

 The Advisory Board was established to provide advice and assistance to the chancellor's designee (who is the Dean of CEAP) on certain matters related to the operations and activities of The Catamount School. Specific responsibilities of the Board are:
- Monitoring the operations of the laboratory school and the distribution of moneys allocated for such operations;
- Recommending to the chancellor necessary policy, program, and administration modification;
- Evaluating the performance of the principal and recommending corresponding action to the chancellor; and
- Reviewing evaluations of the laboratory school's operation and research findings.

 The Board shall consist of ten (10) voting members. The dean of the College of Education and Allied Professions; a member of the WCU Board of Trustees; two (2) WCU faculty members, one of whom shall be faculty from the STL; the Superintendent from JCPS; a community member who resides in the region served by JCPS; and no more than four (4) individuals appointed by the Chancellor. The officers of the Board shall be the Chairperson of the Board, the Vice Chair, and a Board Secretary. The members of the Board shall have the power to elect such other officers as the Board may deem necessary for the transaction of the business of the Board. Currently, the

Laboratory Schools Renewal Report

Dean of CEAP serves as Chair and the Superintendent of JCPS serves as Vice-Chair. Other members include CEAP faculty, a TCS parent, the SMHS principal, and a member of the WCU Board of Trustees.

In addition to the Principal*, school personnel include:
- Office/Database Manager*
- Five Teacher Leaders: ELA*, Math*, Science*, SS*, and EC*
- Math I Teacher Leader (faculty in STL with split load)^
  Over the course of four years, an STL faculty member has served as the full-time Math/Math I teacher
- HPE Teacher (faculty in STL with split load)^
- Enrichment Coordinator* (includes supplemental curriculum as well as community and WCU partnerships)
- Health Services Coordinator (split position – nursing instructor and TCS school nurse)^
- EC Director (faculty in STL with split load)^
- Curriculum and Instruction Support Liaison to Instructional Team (faculty in STL with split load)^
- Research Liaison (faculty in STL with split load)^

*indicates salary paid by TCS funds
^indicates salary funded by WCU/CEAP

Of course, a number of faculty in STL also serve as Field Supervisors (of interns – undergraduate and graduate), research or service volunteers, interventionists (assessment, protocol, and implementation), Community of Care members, and more. Faculty in both math and art are also regularly on site with K-12 and Secondary Education candidates.

Appendices: Please include the following documents.

Laboratory Schools Renewal Report

Strategic Plan		
This plan complements our overall Purpose & Direction and is designed to set priorities, identify the most significant strategies that will be used in addressing those priorities, and provide specific focuses that guide decision making for the school community.		

Purpose: **Why we are here**	The Catamount School is a learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment.	**Guiding** **Principles**	1. Academic Excellence: All TCS educators take collective responsibility to increase the academic growth and achievement of each student.
Direction: **What we aim to do**	We recognize that students have different learning differences, and we will work to identify an individualized approach so that each student has the opportunity to succeed.		2. Safety and Support: All TCS educators will maintain a safe and supportive learning environment for students and staff.
Beliefs: **Our core values**	We Believe in: • Supporting the Whole School, Whole Community, and Whole Child by promoting academic, physical, and social-emotional wellness • Personalizing instruction • Empowering world-class educators • Encouraging personal growth • Embracing diversity • Investing resources purposefully • Collaborating and communicating regularly		3. Leadership Development: All TCS educators are committed to developing a diverse group of highly qualified leaders who empower others. 4. Family and Community Engagement: All TCS educators will fully engage families, the community, and staff to work together for the success of each child.

Laboratory Schools Renewal Report

Continuous School Improvement

The Catamount School's (TCS) system of school improvement planning utilizes Student Success Indicators as identified by the Academic Development Institute and assessed through the Indistar platform. Indistar indicators of effective practice are specific, plain language guideposts, and aligned with research. Indistar identifies 105 highly effective practices with 12 of those being key indicators of student growth and success. The twelve key indicators drive TCS's improvement planning and are aligned with TCS's guiding principles. Additional indicators may be selected to meet the priority growth needs of the school. The table below identifies the indicators and the priority that TCS has established for student, professional, and community growth.

Guiding Principle 1 - Academic Excellence

	A1.07 Effective classroom management	A2.04 Standards-aligned units of instruction	A4.01 Tiered instructional system	A4.02 Planning & program implementation for students with disabilities	A4.19 Employing blended learning methods
TCS Priority	Utilize the PBIS matrix with regular review and reinforcement. Focus on social and emotional development.	Utilize the NCSCOS for the basis of instructional planning and assess student growth with standards-based grading.	Continually strengthen the Multi-Tiered System of support for core, supplemental, and intensive needs.	Review student data together and develop strategies as a team to meet student needs. Focus on inclusive support and co-teaching.	Employ blended learning methods and ensure that technology enhances relationships, but do not pretend to substitute for them.

Guiding Principle 2 - Safety & Support

	A4.06 Attentive to students' emotional states	A4.16 Support student transitions	D2.02 Digital student portfolio
TCS Priority	Focus on student engagement and resiliency while balancing academic, social-emotional, and physical needs as students navigate the middle school environment.	Facilitate sustained relationships throughout the middle school years and seamless transitions to high school.	Facilitate student portfolios for reflective review and goal setting. Focus on student led conferences.

Guiding Principle 3 - Leadership Development

	B1.01 LEA Support & Imp. Team	B1.03 Review of effective practices.	B2.03 Team structure for instructional planning	B3.03 Constructive feedback to teachers	C2.01 School imp. & PD needs	C3.04 Recruiting, evaluating, rewarding, & replacing staff
TCS Priority	All faculty and staff actively participate in school wide leadership and decision making.	School Improvement, MTSS, Faculty, PTA, and Advisory Council teams actively evaluate school practices.	Facilitate a daily schedule for effective leadership, supervision, curriculum, and student support duties. Focus on common planning opportunities.	Utilize the NCEES for teacher evaluation, professional growth planning, and feedback.	Utilize student performance data, including academic and behavioral, to guide annual professional development planning. Focus on annual PD planning.	Increase the awareness of lab school staffing needs and seek benefits for lab school employee recruitment and retention.

Guiding Principle 4 - Family & Community Engagement

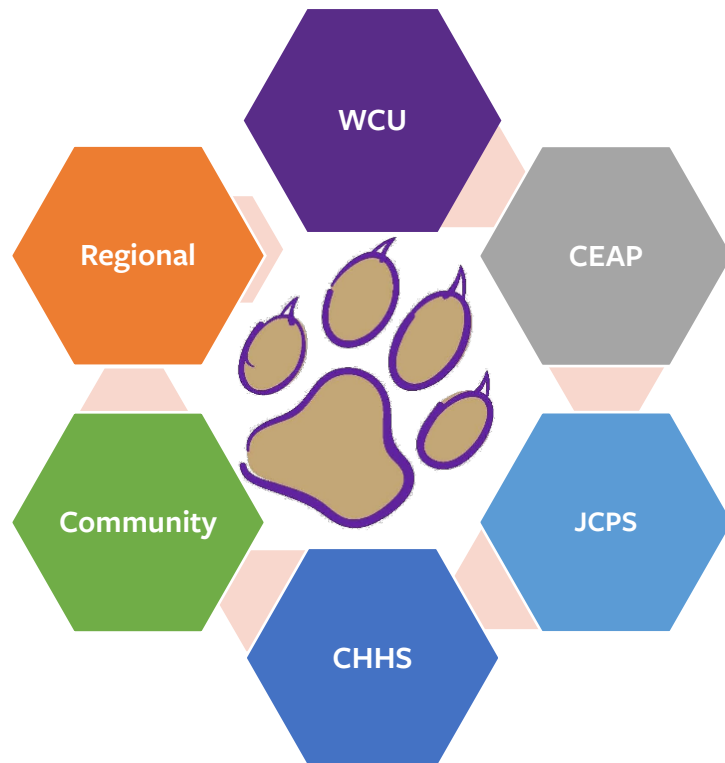|	E1.06 Communicates with parents/guardians about expectations & curriculum	E1.11 Teachers meet with families
TCS Priority	Facilitate clear, comprehensible, and timely communication with parents that focuses on academic and social progress. Focus on standards-based grading.	Facilitate a minimum of two meetings annually with each family to provide support and solicit feedback for improvement. Focus on Student led conferences.

Laboratory Schools Renewal Report

Quality Partnerships

The mission of University of North Carolina (UNC) System laboratory schools is to improve student performance by providing an enhanced education program for students through a cooperative partnership between the host university and the local school system. The partnership also focuses on exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings. Additionally, laboratory schools shall provide an opportunity for research, demonstration, student support, and expansion of the teaching experience and evaluation regarding management, teaching, and learning.

TCS will maintain a cooperative partnership with Jackson County Public Schools (JCPS) which focuses on mutually beneficial practices that support the students, staff, and community, as well as the management of available resources. Moreover, TCS will engage JPCS and regional educators in professional development opportunities hosted by TCS and Western Carolina University (WCU).

Cooperation with WCU will focus on early field experience, pre-service, and post graduate training opportunities across many disciplines within the College of Education and Applied Professions (CEAP) and the College of Health and Human Sciences (CHHS). Furthermore, TCS will serve as an outlet for educational and professional research for WCU.

WCU Administration, Human Resources, Finance, Police, Facilities, Transportation, Hunter Library, and other departments facilitate operational support for TCS.

CEAP provides leadership, administrative support, professional development, student support, and internship placements through undergraduate and graduate educational, counseling, and psychological programs of study. TCS personnel serve on the Public Education Council.

JCPS provides facility use, student transportation, nutritional services, and technology support. Additionally, JCPS has priority for TCS hosted professional development and facility enhancements related to TCS operation within Smoky Mountain High School.

CHHS provides student health support and related special services for students with disabilities. A partnership between TCS. CEAP, and CHHS provides a school nurse and practicum opportunities for undergraduate nursing students.

Community partnerships facilitate learning experiences with local industry, WCU and local guest presenters. Fontan Regional Library, Blue Ridge Health, and other business partnerships contribute to operational needs. Other partnerships impact behavioral supports, advertising, and printing services.

Regional partnerships allow for professional development opportunities hosted through WCU. TCS personnel facilitates support to various educational group symposiums and trainings including beginning teacher and special educators.

Laboratory Schools Renewal Report

THE CATAMOUNT SCHOOL	Family Engagement Compact

School Agreement	Parent Agreement	Student Agreement
The Catamount School will provide innovative classroom instruction in a supportive learning environment so that all students can grow as learners. Therefore, we will strive to: ❖ Work in partnership with parents to educate all students. This includes regular communication with parents regarding student progress, access to learning materials to use at home, volunteer opportunities, and parental involvement events. ❖ Provide classroom instruction that is challenging and engaging. ❖ Collaborate with other staff to target student needs. ❖ Create a safe and effective learning environment through the implementation of the Positive Behavior Intervention System (PBIS). ❖ Participate in meetings to develop the Home/School Agreement.	As the parent of a student at the Catamount School, I understand that my child's education is very important. Therefore, I will support the school by: ❖ Making sure that my child completes assignments and attends school regularly. ❖ Participate in parental involvement activities and communicate with the school. ❖ Support the teachers, support staff, and administrators in their work with my child. ❖ Support the PBIS system, the by understanding the components of the system and encouraging my child to engage in school appropriately. ❖ Provide materials and resources that my child will need to be successful.	As a student at the Catamount School, I know that I am responsible for my own success at school. I must work hard to achieve my goals and grow as a learner. Therefore, I must strive to take responsibility for my education by following the PBIS expectations. I will demonstrate: PRIDE in myself and my school: ❖Positivity: I will work with others and problem solve. ❖Respect: I will Listen to others and respect their space and property. ❖Integrity: I will do my work to the best of my ability. ❖Dedication: I will persevere through challenges. ❖Excellence: I will be prepared to work hard and help others.

SECOND AMENDMENT AND RESTATEMENT OF
THE
MEMORANDUM OF AGREEMENT
BETWEEN
WESTERN CAROLINA UNIVERSITY
AND
JACKSON COUNTY PUBLIC SCHOOLS

This Second Amendment and Restatement of the Memorandum of Agreement Between Western Carolina University and Jackson County Public Schools ("*Second Amendment*") by and between Western Carolina University, a constituent institution of the University of North Carolina system ("*WCU*" or "*University*") and Jackson County Public Schools a local school administrative unit serving Jackson County, North Carolina ("*JCPS*").

WHEREAS, the parties have previously agreed to be bound by a Memorandum of Agreement Between Western Carolina University and Jackson County Public Schools ("*MOA*"); and

WHEREAS, the parties have previously agreed to be bound by a First Amendment and Restatement of the Memorandum of Agreement Between Western Carolina University and Jackson County Public Schools ("*First Amendment*"); and

WHEREAS, the parties wish that this Second Amendment serve to supplement, add to, and/or inform the MOA and the First Amendment;

WHEREAS, JCPS owns, operates, and manages certain property and has agreed to make a space, in addition to the space specified in the MOA, available to WCU for its laboratory school; and

WHEREAS, Western Carolina University wishes to accept such additional space for the purpose of its laboratory school; and

NOW THEREFORE, Western Carolina University and Jackson County Public Schools wish to enter into this Second Amendment for the purpose of mutual support and assistance in the establishment of the Western Carolina University laboratory school, known as The Catamount School, within property owned; managed; and operated by JCPS.

DEFINITIONS

The Catamount School or **Catamount School** shall refer to the University of North Carolina laboratory school established by WCU pursuant to N.C.G.S. 116.239.5 *et seq.*

SMHS shall refer to Smoky Mountain High School.

STIPULATIONS

I.   **Memorandum of Agreement between Western Carolina University and Jackson County Public Schools**

The terms and conditions of the MOA and the First Amendment shall remain in full force and effect. In the event of a dispute regarding the terms or terminology used in the MOA, the First Amendment, or this Second Amendment, this Second Amendment shall control. In all other cases, the MOA shall be the guiding document.

II. **Facilities Use and Services**

A. Upon agreement of the parties, JCPS shall make available to WCU the following area(s):

    a. Agreed upon space within the main administrative office of SMHS. This space shall house two (2) WCU employees along with equipment and technology to be provided by WCU to assist the employees in their duties as assigned by the University. The agreed upon space is further designated as described immediately below:

        i. One (1) WCU employee, the principal of the Catamount School, shall be granted dedicated space within the main administrative office of SMHS that will allow for confidential conversations and/or meetings.

        ii. One (1) WCU employee, may be assigned public space within the main administrative office of SMHS as determined by SMHS.

    b. On a first come, first served bases, the multi-purpose room that was previously known as the 'old chorus room'.

AGREED:

By: _Kim Whiten_   Date: _7/30/21_
Western Carolina University

AGREED:

By: _Dana L A_   Date: _7/27/21_
Jackson County Public Schools

FIRST AMENDMENT AND RESTATEMENT OF
THE
INTERLOCAL GOVERNMENTAL
JOINT USE AND LEASE AGREEMENT

THIS FIRST AMENDMENT AND RESTATEMENT OF THE INTERLOCAL GOVERNMENTAL JOINT USE AND LEASE AGREEMENT (the "First Amendment") is hereby entered into by and between the **JACKSON COUNTY BOARD OF EDUCATION** ("Jackson County Public Schools" or "JCPS") and **WESTERN CAROLINA UNIVERSITY** ("WCU" or "University"). The Board and the University are collectively referred to as the "Parties".

WITNESSETH

WHEREAS, the Parties, beginning with the 2017-2018 academic year, entered into a Interlocal Governmental Joint Use and Lease Agreement ("*Agreement*") for a term of three (3) years;

WHEREAS, the Parties, through use and action, renewed the Agreement for an additional two (2) year term pursuant to the Agreement;

WHEREAS, pursuant to Article 29A of Chapter 116 of the North Carolina General Statutes, WCU is required to open and operate a laboratory school to supplement and expand student opportunities for educational success in Jackson County, North Carolina;

WHEREAS, pursuant to Article 29A or Chapter 116 of the North Carolina General Statutes, JCPS must provide certain services through a cooperative model to allow WCU to educate students at the laboratory school;

WHEREAS, WCU opened and has operated a laboratory school known as the Catamount School for the prior four (4) academic years, with assistance and support from JCPS;

WHEREAS, N.C.G.S. § 160A-274(b) permits governmental entities to enter into lease agreements for the joint use of real property for the benefit of each entity;

WHEREAS, to the extent required by N.C.G.S. § 160A-274(b), JCPS hereby declares the real property leased hereunder as unnecessary for the immediate education of students at SMHS.

NOW THEREFORE, JCPS, for and in consideration of the rents, covenants, agreements, and stipulations set-forth below, including the annual rental sum of $1.00 the receipt of which is hereby acknowledged, the Parties agree as follows:

1. **The Agreement**

The terms of the Agreement, with the exception of those modified by this First Amendment shall remain in full force and effect for the entire term of this First Amendment. The Agreement shall be considered a valid and enforceable part of this First Amendment.

2. **Premises**

The Catamount School shall consist of Classrooms 22, 23, and 24; any additional space provided pursuant to written agreement including the Cat Space, as designated; and a license for use of space in the SMHS front office.

3. **Term**

This First Amendment shall remain in full force for a period of five (5) academic years (designated as July 1st through June 30th) beginning with the 2022-2023 academic year and expiring at the conclusion of the 2026-2027 academic year unless otherwise terminated pursuant to this First Amendment or the Agreement.
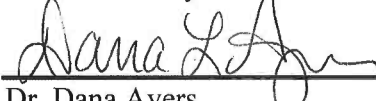
Either party may terminate this First Amendment and Agreement without cause by providing written notice to the non-terminating party. It is the understanding of the Parties that any termination of this First Amendment and Agreement shall become effective at the conclusion of the academic year within which the termination was officially received by the non-terminating party.

IN WITNESS WHEREOF, the Parties hereto have caused this First Amendment to be executed in their names by their duly authorized officers, as of the date and year first below written.

Western Carolina University

Kim White

Kelli R. Brown   *on behalf of*
Chancellor   *Kelli R. Brown*

Jackson County Public Schools

Dana Ayers

Dr. Dana Ayers
Superintendent

TECHNOLOGY LICENSE AND SERVICE AGREEMENT

THIS TECHNOLOGY LICENSE AND SERVICE AGREEMENT (the "Agreement") is hereby entered into by and between Western Carolina University, a constituent institution of the University of North Carolina ("WCU" or "University"), for the purpose of the Catamount School, and the Jackson County Board of Education ("Jackson County Public Schools" or "JCPS").

WITNESSETH

WHEREAS, the North Carolina General Assembly has amended Chapter 116 of the General Statutes by adding Article 29A entitled "University of North Carolina Laboratory Schools"; and

WHEREAS, Western Carolina University has established a laboratory school known as the "Catamount School" in accordance with the provisions of Article 29A; and

WHEREAS, the Parties have entered into a Memorandum of Agreement (the "MOA"), to which this Agreement shall become a part, for the provision of specified services and support; and

WHEREAS, N.C.G.S. § 160A-274(b) permits governmental entities to enter into agreements to sell personal property under any terms and conditions the two entities deem wise; and

WHEREAS, Western Carolina University wishes to ensure that enrolled students of the Catamount School have access to the same or similar personal and classroom technology as students enrolled at other Jackson County Public Schools; and

NOW THEREFORE, the Parties do hereby agree:

1. JCPS Shall

    a. purchase and provide to WCU technology and equipment as referenced in the included Exhibit A, made part of this agreement.
    b. provide service and support for all technology and equipment purchased pursuant to Exhibit A.
    c. ensure that the technology and equipment purchased pursuant to Exhibit A is insured or has the option to be insured in a manner consistent with options available to students enrolled at Jackson County Public Schools who have been provided with personal technology and equipment.
    d. install and maintain software consistent with software available to students enrolled at Jackson County Public Schools who have been provided with personal technology and equipment.
    e. ensure that the technology and equipment purchased pursuant to Exhibit A can access wireless internet resources provided by JCPS and Smoky Mountain High School.
    f. invoice WCU for all technology and equipment purchased pursuant to Exhibit A.

2. WCU Shall

    a. Provide a detailed list of technology and equipment to be purchased by JCPS no later than May 01 of each calendar year during the term of this Agreement. This deadline shall not apply to the first year of this agreement.

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Laboratory Schools Renewal Report

      b. Remit to JCPS a license payment for all technology and equipment purchased pursuant to this Exhibit A.

3. Term

The term of this Agreement shall be coterminous with the MOA.

4. Termination

Either party may terminate this Agreement at any time without cause upon sixty (60) days written notice to the other party. Any outstanding invoice issued pursuant to this Agreement shall be paid in its entirety upon any termination. Any technology or equipment purchased pursuant to Exhibit A in use at the time of termination shall be returned to JCPS at the conclusion of the current academic year.

5. Notices

All notices hereunder shall be in writing and will be delivered to the other party by any of the following methods: (1) hand delivery; (2) certified U.S. mail, return receipt requested; (3) overnight courier; or (4) electronic mail. Notices shall be addressed to the other party as follows:

<u>If to JCPS</u>:

Jackson County Board of Education
c/o Superintendent of Schools
398 Hospital Road
Sylva, N.C. 28779

<u>If to WCU</u>:

Western Carolina University

Cullowhee, N.C. 28723
Attn:

6. Entire Agreement

This Agreement, along with Exhibit A shall contain the entire understanding between the parties hereto and supersedes any and all prior agreements, understandings, and arrangements between the parties relating to the subject matter hereof. No amendment, change, modification or alteration of the terms and conditions hereof shall be binding unless evidenced by a writing signed by the parties hereto.

7. Priority of Documents

In the event of a conflict, inconsistency or ambiguity between and among this Agreement, and any other agreement including Attachment A, any future attachment, invoices, and the MOA, the MOA shall control.
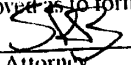
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IN WITNESS WHEREOF, the authorized representative(s) of both parties have executed two original counterparts of this Agreement effective as of the date first written above.

AGREED:

By: _David V. Belcher/cc_   Date: _6/8/17_
Western Carolina University

AGREED:

By: _Mike R. Murray_   Date: _6/9/17_
Jackson County Public Schools

Approved as to form.
Attorney

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Laboratory Schools Renewal Report

Exhibit A
(Technology and Equipment)

1. Technology and Equipment Purchase

   a. Laptop computers, meeting the specifications of Jackson County Public Schools (JCPS), for each student enrolled at The Catamount School (Student Technology).

   b. Promethean Boards (3 mobile boards) (Classroom Technology).

   c. Software installed on Student Technology and Classroom Technology referenced in this section.

2. Service and Support

   a. Service, including but not limited to, hardware service and software service, for the equipment referenced in Point 1 of this Attachment A.

   b. Service and support for the equipment referenced in Point 1 of Attachment A shall extend for a period of three (3) years beginning on the date of receipt of the equipment referenced or for the service and support period for JCPS students, whichever is longer.

3. Invoicing

   a. JCPS shall invoice Western Carolina University for the cost of the Student Technology and Classroom Technology within sixty (60) days of purchase. Western Carolina University shall make payment to JCPS within thirty (30) days of receipt of the invoice.

Appendix B: Student Enrollment and Achievement Data

Western Carolina University – The Catamount School

Enrollment – Years One through Four

	2017-18	2018-19	2019-20	2020-21
	WCU	WCU	WCU	WCU
Total Enrollment	57	56	60	43
Male	57.9%	60.7%	45.0%	48.8%
White	87.7%	76.8%	73.3%	76.7%
Black	1.8%	0.0%	0.0%	0.0%
Multiracial	7.0%	14.3%	15.0%	11.6%
Hispanic	1.8%	3.6%	6.7%	4.7%
Asian	1.8%	0.0%	1.7%	2.3%
American Indian	0.0%	5.4%	3.3%	4.7%
EC Status	17.5%	19.6%	16.7%	27.9%

Student Achievement - Years One through Four

Subject	2017-2018		2018-2019		2020-2021	
	Percent Level 3 and Above	Percent Level 4 and Above	Percent Level 3 and Above	Percent Level 4 and Above	Percent Level 3 and Above	Percent Level 4 and Above
Reading Grade 6	55.6	44.4	■	■	63.6	45.5
Reading Grade 7	66.7	52.4	65.2	43.5	47.4	42.1
Reading Grade 8	75.0	50.0	56.5	43.5	50.0	27.8
Math Grade 6	33.3	22.2	■	■	36.4	27.3
Math Grade 7	42.9	23.8	39.1	17.4	47.4	31.6
Math Grade 8	66.7	58.3	30.4	17.4	33.3	11.1
Science Grade 8	91.7	66.7	78.3	73.9	72.2	61.1

Note: No data collected for the 2019-2020 School Year due to suspension of testing as a result of the COVID-19 pandemic
Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports

School Grade Span	Subgroup	2017-18		2018-2019	
		School Growth Type	School Growth Status	School Growth Type	School Growth Status
06-08	All Students	Overall	Not Met	Overall	Not Met
06-08	All Students	Reading	Not Met	Reading	Met
06-08	All Students	Mathematics	Met	Mathematics	Not Met

Note: Growth measures were not calculated for any schools in 2019-20 and 2020-21
Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports