Title I-A, II-A, III-A, IV-A
2023-2024 Proposed Plans

June 2023
Every Student Succeeds Act (ESSA)
Every Student Succeeds Act (ESSA)

ESSA Federal Funding through State-Administered Programs:

- **Title I-A**: Schools (academic focus)
- **Title II-A**: Effective Teachers & School Leaders
- **Title III-A**: English Language Acquisition
- **Title IV-A**: Student Support and Academic Enrichment
## ESSA Federal Funding: Title I-A, II-A, III-A, IV-A

<table>
<thead>
<tr>
<th>CMS 2023-2024 Planning Allotment</th>
<th>Title I-A</th>
<th>Title II-A</th>
<th>Title III-A</th>
<th>Title IV-A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$52,280,418</td>
<td>$5,485,425</td>
<td>$2,993,353</td>
<td>$4,400,843</td>
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</tbody>
</table>

### Purpose

- **Title I-A**: Support districts and schools with a high percentage of low-income families so all children can achieve challenging state academic standards.

- **Title II-A**: Support districts to recruit, develop, and retain effective teachers and school leaders.

- **Title III-A**: Support districts to improve the education of English Learners including the immigrant children by helping them learn English and meet challenging state academic standards.

- **Title IV-A**: Support districts to provide conditions for a well-rounded education, safe & healthy students, and effective use of technology.
ESSA Federal Funding: Title I-A, II-A, III-A, IV-A

Purpose & Allowable Uses
- Federal funds must be planned and spent in alignment with the purpose of the grant and the allowable uses as outlined within the grant.

Approval of Grant Plan & Budget
- Since these are state-administered programs, the grant plans and budgets are submitted to NC DPI annually for approval. Budget and grant plan amendments are submitted as needed throughout the year.

Supplement not Supplant
- Title I-A, Title II-A, Title IV-A funding must be used in addition to, not in place of, state and local funds. Title III-A funds supplement state, local and other federal funds.

Reasonable & Necessary
- The plans and expenditures must be reasonable, necessary and allocable to carry out the intent and purpose of the program.
Title II-A
Effective Teachers & School Leaders
Title II-A: Purpose & Program Areas of Focus

**Purpose:** Support districts to recruit, develop, and retain effective teachers and school leaders.

- Teacher and Leadership Pathways
- Induction and Mentorship
- Teacher Leadership
- Support for Early Learning Educators
- Attract and Retain High Quality Teachers and Leaders in High Needs Schools
- Equitable Access to Excellent Educators
The **CMS Teaching Residency Program** provided 102 Teaching Residents to 70 schools for the 2022-2023 school year. 31 new teaching residents participated in the 2023 spring training and 105 new teaching residents are participating 2023 summer training programs to be ready to serve in schools for the 2023-2024 school year. The program is now including 3 new content areas: ECAC, ML, Social Studies.

The **CMS Beginning Teacher Support Program** welcomed 526 new teachers to CMS in August of 2022. This team provides the New Teacher Experience 3-day conference, ongoing professional development sessions, mentor support, classroom visits and coaching, resources, and opportunities for connection and collaboration for our new teachers. Each of these efforts have been designed to attract, support and retain talent in the district. This program currently supports 1,520 beginning teachers and 1,391 beginning teacher mentors.
2023-2024 CMS Title II-A: $5,485,425
Effective Teachers & School Leaders

CMS Teaching Residency Program ($1,405,236)
- CMS Teaching Residency Supervisors & Coordinators, training stipends, cooperating teachers, coursework graders, trainers & coaches

Beginning Teacher Development & Support ($1,024,628)

Educational Leadership ($1,349,333)
- Aspiring Leaders Program, Summer Leadership Conference, Queens School Executive Leadership Academy (SELA) Program, Winthrop Leaders for Tomorrow Program, Principal Coaching & Mentoring & Residency, UNCC Aspiring Leaders Program, Assistant Principal Leadership Program, Professional Development for Principals, Diversity & Inclusion Professional Development

Teacher Professional Development ($1,267,394)
- Elementary, Middle, & High School Math & English Language Arts (ELA) Specialist, Math & ELA Professional Development, Charlotte Teachers Institute, Queens Exceptional Children (EC) Add-on Licensure

Admin Costs, Indirect Costs, & Private School Equitable Services ($438,834)
Title IV-A
Student Support & Academic Enrichment
Title IV-A: Purpose & Program Areas of Focus

**Purpose:** Support districts to provide conditions for a well-rounded education, safe & healthy students, and effective use of technology

- Well-Rounded Educational Opportunities (WRE e.g. STEM, Arts, Accelerated Learning, Enhancing History and Civics Education) – 20% Required

- Safe and Healthy Students (SHS e.g. Mental Health, Counseling, School Climate, Dropout Prevention, Healthy Lifestyles, Anti-Bullying, Safety) – 20% Required

- Effective Use of Technology (EUT e.g. Personalized Learning, Blended Learning, Technology and Digital Learning Tools) – Any $ amount allowed > $1
Title IV-A:
2022-2023 Program Highlights

Quaver elementary music program provides a standards based viable curriculum for music that teachers accessed 29,717 times during the 22-23 school year. Teachers reported that students remained engaged with the work at a higher level & that students were able to see themselves in this culturally relevant resource.

Turning Point Academy MS Core Mental Health Program provides weekly SEL/mental health group sessions for Turning Point Academy (TPA) Middle School students. In 22-23, 178 group sessions were provided and 74% of students agreed or strongly agreed that group counseling was helpful. 67% reported that TPA was helping them to improve behavior and decision making.

Equal Opportunity Schools (EOS) works directly with 21 CMS High Schools in CMS to close the enrollment gap for underrepresented students, specifically African American and Hispanic American students, in Advanced Placement courses. Through the partnership with EOS, the number of 11th and 12th grade students of color enrolled in Advanced Placement courses has increased from 690 students in 2017-2018 to 2,813 in 2022-2023.
2023-2024 CMS Title IV-A: $4,400,843
Student Support & Academic Enrichment

Well-rounded Education ($2,351,053)
• Equal Opportunity Schools (EOS), Supplemental Math curriculum resources, K-5 Science Kits, Elementary Music Platform & Curriculum, Secondary Arts Curriculum, World Languages Curriculum Supports

Safe & Healthy Schools ($1,570,073)
• 2 Bilingual Social Workers, Restorative Practices, Social Emotional Learning Curriculum, Ethix 360 anonymous bullying reporting platform, Mobile Crisis, Panorama Social Emotional Learning (SEL) Screener, School-based Mental Health , Professional Development for Student Services Professionals

Effective use of Technology ($127,650)
• Curriculum Development

Admin Costs, Indirect Costs & Private School Equitable Services ($352,067)
Title III-A
Title III-A: Purpose and Program Areas of Focus

High Quality Language Instruction Educational Program (LIEP)
- Goal Teams Support
- Continuous P.A.C.E. Curriculum Development and Revisions
- Curriculum and Digital Integration
- Supplemental Resource focusing on Language Acquisition
- Authentic Linguistic Formative Assessment (ALFA)

Evidence-based Professional Development
- P.A.C.E. Institutes (Summer, Winter, Spring)
- District Instructional Leaders PD focusing on Language Acquisition
- School Based/Learning Community Based PDs
- CMS Summer Leadership Conference

Parent, Family and Community Engagement
- Strategic Partnership with Community Partners
- Wrap-around Services
2023-2024 CMS Title III-A: $2,993,353
Multilingual Learners

Instructional Support Staffing ($1,161,010)

Contracted Services for Community Outreach ($181,135)

Curriculum Development for Multilingual Learners ($450,000)

Teacher and Staff Professional Development ($400,000)

Curriculum and Digital Integration ($525,000)

High Quality Instructional Supplies ($211,208)

Family Engagement and Student Academic Support ($65,000)
Title III-A: 2022-2023 Program Highlights

- P.A.C.E. (Personalized Academic Command of English) Curriculum Resources
  - Nationally Recognized
    - Council of Great City Schools National Conference
    - TNTP Report (forthcoming)
  - Multilingual Learner (ML) Growth on EOGs/EOCs
Language Amplifications Examples

**Word Choices**

- What does the character think/feel?
- Choices:
  - disappointed
  - angry
  - worried
  - brave
  - strong

**Photos from the Text**

- Visuals/ Images

**Focused Vocabulary, Guiding Questions, Visuals**

- From this...

  - This is a spider stuck in sap. It is a fossil.
  - What is the spider stuck in?
  - Some fossils come from animals that got stuck and preserved. Preserved means their bodies were "sized"—sometimes even the hair and skin! They were sized because they were covered with something.
  - Why were some animals preserved?

- To this...

  - This is a spider stuck in sap. It is a fossil.
  - Stuck: Can not escape or get away
  - Harden: To become hard where the insect cannot escape

**Sentence Starters**

- Description: In the chapter “Los Cebollas” in Esperanza Rising, Mama, Esperanza, and Miguel’s family...
ELA ELD (English Language Development) Resources (K-5)

Targeted ELD

Lessons for Targeted ELD will focus on language development and support students with increased engagement in their ELA courses.

Integrated ELD

Integrated ELD resources are available to support students with ELA curriculum activities with language supports built in. This allows for content and language integration throughout the entire day.
Math Integrated ELD Resources

Available Amplified Resources:
- Math Vocabulary Lists
- Solve & Share Problems for Each Lesson
- Speaking & Writing (Math) Language Portfolios

We have provisioned Integrated ELD resources for K-5 Math.
Science Integrated ELD Resources

Integrated ELD resources are available for 3-5 Science. Science ELD Curriculum Resources can be found on the PACE Toolkit, and the Science Rocks Canvas Page.

https://cms.instructure.com/enroll/TH6844
Middle School Resources (Targeted ELD)

- ELD 6 Novice
- ELD 7 Novice
- ELD 8 Novice

Lessons for Targeted ELD Novice will support students in their ELA courses. Lessons with teacher’s notes have been built out and will continue to be built in Book Creator.

- ELD 6 Intermediate/Adv.
- ELD 7 Intermediate/Adv.
- ELD 8 Intermediate/Adv.

Lessons for Targeted ELD Inter./Adv. will push students to meet their language goals. Teachers will utilize lessons from the Imagine Reading platform in their daily instruction.
Middle School Resources (Integrated ELD)

- Grade 6
- Grade 7
- Grade 8

Integrated ELD resources are available to support students with ELA curriculum activities with language supports built in. This allows for content and language integration throughout the entire day.
Middle School Resources (Other Content Areas Integrated ELD)

- Math
- Science
- Social Studies

Resources to support student access and language development in alignment with core CMS curriculum for MS Math, Science, and Social Studies.
High School Resources (Targeted ELD)

- ELD 9
- ELD 10
- ELD 11
- ELD 12
- PACE Language Lab

Aligned with NCSCoS and WIDA standards, these courses are built to support student language development while preparing them for success in other content areas.
High School Resources (Integrated ELD)

- English I (Springboard)
- English II (Springboard)
- English III
- English IV

Integrated ELD Resources provide language amplifications in alignment with Springboard ELA curriculum for English I. English II resources are in development.
High School Resources
(Other Content Areas Integrated ELD)

- Math I
- Math II
- Math III
- Earth/Env Science
- Biology (coming soon!)
- World History
- Civic Literacy
- Health/PE

Resources to support student access and language development in alignment with core CMS curriculum
Title III-A: 2022-2023 Program Highlights

- Authentic Linguistic Formative Assessment (ALFA)
  - Albemarle Road Elementary with the most MLs exited
ALFA - Authentic Linguistic Formative Assessment

2023-24 Implementation:

- **1 Domain Measured (Writing)**
- **Targeted Group of Students (Data Driven)**
- **ML Teachers will collaborate in facilitating**
- **BOY, MOY, EOY Samples/Scoring**
- **Report: Parent/Student Facing/Friendly**
- **Ongoing Professional Learning and Materials to support implementation**

<table>
<thead>
<tr>
<th>BOY Window</th>
<th>MOY Window</th>
<th>EOY Window</th>
</tr>
</thead>
</table>
Title I-A
Title I-A: Purpose and Program Areas of Focus

Purpose: Support districts and schools with a high percentage of low-income families so all children can achieve challenging state academic standards.

- Academic Achievement for all Learners
- Great Teaching by Great Teachers
- Family & Community Engagement
- Social Emotional Learning
- Strategic Planning with Stakeholders
- Flexibility
Title I-A: Required District Programs

- Services to Students experiencing Homelessness (district-wide)
  - 1% minimum

- Foster Care Services

- Parent and Family Engagement
  - 1% minimum

- Non-Public Schools

- Neglected and Delinquent Programming
Title I-A: Optional District Programs

- Pre-Kindergarten Services
- Professional Development
- Supplemental Comprehensive Support & Improvement & Targeted Support and Improvement
- Multilingual Learner (ML) Support
- District Administration
  - 12% maximum
Title I-A: Schoolwide Programs

Schoolwide programs address the educational needs of children living in impoverished communities with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency.
# Title I-A: 10 Schoolwide Components

<table>
<thead>
<tr>
<th>Academic Needs Assessment</th>
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</thead>
<tbody>
<tr>
<td>School Reform Strategies in the School Improvement Plan</td>
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<tr>
<td>Highly Qualified Staff</td>
</tr>
<tr>
<td>High Quality and Ongoing Professional Development</td>
</tr>
<tr>
<td>Teacher Retention and Recruitment Strategies</td>
</tr>
<tr>
<td>Parental &amp; Family Engagement</td>
</tr>
<tr>
<td>Transition Plans for Learners</td>
</tr>
<tr>
<td>Teacher Involvement in Assessment Use</td>
</tr>
<tr>
<td>Effective, Timely Assistance</td>
</tr>
<tr>
<td>Coordination/Integration of Federal, State, and Local Services</td>
</tr>
</tbody>
</table>
Title I-A: New & Grandfather Status Schools

- New Schools Served (Poverty Data of 75% & above)
  - Rocky River HS
  - JM Alexander MS
  - Clear Creek Elementary
  - Berewick Elementary
  - Oaklawn Language Academy
  - Mint Hill Elementary
  - Pineville Elementary
  - Vaughn Academy of Technology
  - Esperanza Global Academy
  - Grove Park Elementary

- Grandfather Status (one more year of programming)
  - Montclaire Elementary
  - Cotswold Elementary
  - Charles H Parker Academic Center
  - Sedgefield Middle
Title I-A: Planning Allotment

- 23-24 Planning Allotment reduction: $4,530,200

  2020-2021: $43,109,637  
  2021-2022: $42,118,574  
  2022-2023: $56,810,618  
  2023-2024: $52,280,418

- Schools qualify for Title I status based on April 1, 2023 income status data.
  - CMS uses Community Eligibility Provision (CEP) data to identify schools for Title I programming.
  - Districts must serve schools with CEP data at or above 75%.
  - In 23-24, more CMS schools qualify for services.
  - North Carolina added Medicaid participation to other social program data used to determine income status for CEP

- 102 Schools Served in 23-24 school year (75% & above)
23-24 Title I-A Programming

- **Private Schools, $488,249.96, 1%**
- **Parent & Family Engagement, $522,804.18, 1%**
- **Homeless Children & Youth Services, $1,914,535.25, 3%**
- **Foster Care, $10,000.00, 0%**
- **Neglected, Delinquent or At-Risk Services, $52,408.00, 0%**
- **District Administration, $5,797,726.49, 10%**
- **Professional Development, $964,665.07, 2%**
- **Pre-Kindergarten, $18,318,602.39, 32%**
- **District - wide Instructional Initiatives, $985,131.17, 2%**

Title I School Allotment, $28,075,214.59, 49%
## 23-24 Title I-A Programming

<table>
<thead>
<tr>
<th>Program</th>
<th>Budget</th>
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<tbody>
<tr>
<td><strong>Required District Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Equitable Services (Private School Participation)</td>
<td>$488,249.96</td>
</tr>
<tr>
<td>Parent &amp; Family Engagement (1% minimum)</td>
<td>$522,804.18</td>
</tr>
<tr>
<td>Homeless Children &amp; Youth Services (1% minimum)</td>
<td>$1,914,535.25</td>
</tr>
<tr>
<td>Required: Foster Care Neglected, Delinquent or At-Risk Services (estimate)</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>$50,000</td>
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<tr>
<td><strong>CMS District Programs</strong></td>
<td></td>
</tr>
<tr>
<td>District Administration (12% Maximum)</td>
<td>$5,797,726.49</td>
</tr>
<tr>
<td>Professional Development for Teachers in TI Schools</td>
<td>$964,665.07</td>
</tr>
<tr>
<td>Early Childhood Programs: PreKindergarten (PreK)</td>
<td>$18,318,602.39</td>
</tr>
<tr>
<td>District-wide Instructional Initiative</td>
<td>$98,513.17</td>
</tr>
<tr>
<td><strong>Total Required + CMS District Programming</strong></td>
<td>$28,563,464.55</td>
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<td><strong>Title I Schools</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title I School Allotments</strong></td>
<td>$28,075,214.59</td>
</tr>
</tbody>
</table>

### 2023-2024 Title I Program Total: $52,317,802.00
Principal Glenn Starnes
Harding University High School
Principal Monica Palmer
Albemarle Elementary School
APPENDIX
2023-24 ANNUAL PLAN
GOALS

The percent of Black and Hispanic third grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 15.9% in October 2021 to 50%, by October 2024.

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- in Math 1 (grades 9-12) will increase from <5% (4.5%) in October 2021 to 25% in October 2024.

The percent of graduates earning a state high school endorsement will increase from 61.2% in June 2021 to 75% by June 2024.

The percent of schools who met or exceeded expected Educator Value Added Assessment System (EVAAS) growth will increase from 71.7% in October 2019 to 95% by October 2024.
GUARDRAILS

The superintendent will not allow inequitable treatment of students and families. Includes measures of teacher certification, substitute fill rates, out-of-school suspension (OSS) disproportionately for Black students.

The superintendent will not deprive students of access to course offerings that are rich, diverse, and rigorous. Includes measures of high school graduates taking and passing at least one college-level course, students in grades 6-12 participating in World Languages, and students in grades 6-12 taking one or more Visual or Performing Arts course(s).

The superintendent will not neglect students’ social/emotional health, wellness, and development. Includes measures of students reporting a positive self-perception of their self-efficacy, self-management, and engagement on the Fall Panorama Screener.

Details on specific targets available in the Appendix.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Title I-A</th>
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<tr>
<td>Purpose</td>
<td>Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA, 1965), as amended by the Every Student Succeeds Act (ESSA, 2015), provides financial assistance to local education agencies (LEAs) and schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic standards.</td>
<td>Title II, Part A of the Every Student Succeeds Act (ESSA) provides grants to State educational agencies and sub grants to local education agencies to: Increase student academic achievement consistent with challenging State academic standards; Improve the quality and effectiveness of teachers, principals, and other school leaders; Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.</td>
<td>Title III, Part A of the Every Student Succeeds Act (ESSA) awards subgrants to eligible Local Education Agencies (LEA) to help ensure that Multilingual learners (MLs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.</td>
<td>Title IV, Part A of the Every Student Succeeds Act (ESSA) provides the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students’ academic achievement by increasing the capacity of the local educational agencies (LEAs) to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.</td>
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Title II-A: Purpose


The purpose of this title is to provide grants to State educational agencies and sub grants to local education agencies to:

- Increase student academic achievement consistent with challenging State academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
Title IV-A: Purpose

The Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students’ academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning;
- and improve the use of technology to improve the academic achievement and digital literacy of all students.
Title III Supplement, Not Supplant

- **Cake** – State and local funds used to provide the Core EL program
- **Icing/Frosting** – Other federal funds
- **Sprinkles** – Title III funds
  - High Quality Language Instruction Educational Program (LIEP)
  - High Quality Professional Development
  - EL Parent and Community Engagement
Title III Supplement, Not Supplant

Title I, Part A & Title III, Part A

Title I

Funds must supplement, and not supplant *State and local* funds

(Section 1120A of ESEA)

School-Based Funding

District Set-Aside

Title III

Funds must supplement, and not supplant *other Federal, State, and local* funds.

(Section 3115 of ESEA)

District-Level Funding

No School-Based Funding

No Braiding
Title III Supplement, Not Supplant

Supplement, Not Supplant Requirement – General

The First Test of Supplanting: Required by Law

The Department assumes supplanting exists if – An LEA uses Title III funds to provide services that the LEA is required to make available under State or local laws, or other Federal laws.
Title III Supplement, Not Supplant

Supplement, Not Supplant Requirement – General

The Second Test of Supplanting: Prior Year

The Department assumes supplanting exists if – An LEA uses Title III funds to provide services that the LEA provided in the prior year with State, local or other federal funds.

This assumption can be rebutted.
Title I-A: PURPOSE

- Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA, 1965), as amended by the Every Student Succeeds Act (ESSA, 2015), provided financial assistance to local education agencies (LEAs) and schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- NC ESSA State Plan
Title I-A: PROGRAM FUNDING

Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Title I, Part A's allocation formula provides funds to school districts in which the number of children counted in the formula (formula children) is at least 10 and exceeds 2 percent of an LEA's school-age population.

- CMS has two ways we collect data regarding income status of children in Mecklenburg County
  - Free/Reduced lunch application completed by individual families at enrolled schools
  - Community Eligibility Provision (CEP) formula from the U.S. Department of Agriculture
    where social programs (SNAP, TANF, MCV and new to NC this year, Medicaid)

- In CMS, Title I, Part A school allotments are calculated through the CEP formula annually.
Title I-A: Maintenance of Effort

Maintenance of Effort

- CMS Board of Education Policy F-TTOS (revised January 12, 2021)

- “The district will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act.”
Title I-A: Maintenance of Effort

Supplement, not Supplant

- “Title I funds will be used to supplement, and not to supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program. Accordingly, state and local funds will be allocated to each school receiving Title I funds in a manner that ensures that each such school receives all of the state and local funds it would otherwise receive in the absence of Title I funding.”
Title I-A: Maintenance of Effort

Comparability

● “State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. The Board will ensure equivalence among schools in the allocation of state and local resources for (1) teachers, administrators, and other staff; and (2) curriculum materials and instructional supplies; and in the implementation of a district-wide salary schedule.”
Comprehensive Support and Intervention (CSI) Schools

States are required to identify schools that are most in need of improvement. These schools are designated Comprehensive Support and Improvement (CSI) schools.

Charlotte-Mecklenburg Schools currently has eleven (11) CSI schools so identified by the North Carolina Department of Public Instruction (NCDPI).

Strategies are being implemented in four (4) areas to foster accelerated school improvement:

1. Improving teaching and learning,
2. Recruiting and retaining top talent,
3. Strengthening school culture and climate, and
4. Establishing strategic partnerships.

Schools on the CSI schools list in SY2022-23 are eligible to exit this status after 4 years, if they meet the required exit criteria.