



New Hanover County Schools

Comprehensive/ Targeted Support & Improvement



What is the Purpose?

Federal Requirements

- Develop evidence-based improvement plans
- Address subgroup performance gaps
- Engage families & stakeholders
- Monitor & report progress

The funds are designed to help schools accelerate growth, not depend on the funding long-term. When the grant ends, the systems and practices should still be standing.

Comprehensive Support & Improvement (CSI)

Who is designated?

- Schools whose School Performance Grades are in the bottom five percent of all Title I served schools; or
- Schools that did not exit the CSI-LP status
- We currently have three designated CSI-LP schools

What is the Exit Criteria?

- Meet measure of interim progress for the “All student” subgroup in all subjects (reading and math); AND
- Achieve above the lowest 5% of Title I served schools for the most recent and previous school year
- Exit timeline is every three years

What is the Funding Requirement?

- For use by the entire school
- Minimum of 40% allotment to be distributed to these designated schools

Comprehensive Support & Improvement (CSI)



Targeted Support & Improvement (ATSI)



Targeted Support and Improvement Additional Targeted Support (TSI-AT or ATSI)

Who is designated?

- Identified when and if student subgroups perform below the All Students subgroup score of the highest performing CSI-identified school.
- In addition, that school must also have one or more subgroups that have been identified as TSI-CU in the same year.
- We currently have 12 designated schools

What is the Exit Criteria?

- Identified Subgroup achieves a 1.0+ growth index in the current and two previous years
- Subgroup is on track to meet its 12-year proficiency goal in reading

What is the Funding Requirement?

- For use by the designated subgroups only
- Minimum of 30% Allotment to be distributed to these designated schools

Targeted Support & Improvement (TSI-CU)



Targeted Support and Improvement Consistently Underperforming (TSI-CU)

Who is designated?

- Identified when one or more student subgroups have earned a letter grade F for the most recent year and previous two years
- Commonly referred to as the watchlist
- We currently have 11 designated schools

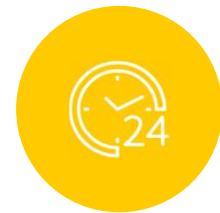
What is the Exit Criteria?

- The designated subgroups must demonstrate sustained improvement by earning a letter grade D or higher for both the most recent and previous year

What is the Funding Requirement?

- There is no requirement to provide an allotment from the funding

Three Year Road Map



Year 1 - Planning

Diagnose, Engage, Design

- Data Review & Needs Assessment
- Stakeholder Engagement
- Plan Development
- Capacity Building
- Resource Alignment

Year 2 - Launch

Launch & Monitor

- Strategy Roll-Out
- Coaching & Support
- Progress Monitoring
- Communication & Transparency

Year 3 - Sustain

Refine & Sustain

- Refinement of Practices
- Deeper Capacity Building
- Sustainability Planning
- Outcome Review & Adjustments



Funding Breakdown

Annual Allotment:	\$570,144.75
Admin Fees (8%)	\$45,611.58
CSI Schools	\$296,475.27
Williston Middle School	\$150,590.61
Forest Hills Global	\$80,744.31
Freeman Eleementary School	\$65,140.35
ATSI School	\$171,043.43
Per School allotment (12 schools)	\$14,253.62
TSI-CU Schools	\$57,014.48
Per School allotment (11 schools)	\$5,183.13



New Hanover County Schools

Comprehensive Support & Improvement (CSI)

Designated Schools

- Williston Middle School
- Forest Hills Global Elementary
- Rachel Freeman School of Engineering





Williston Middle School

Foundation and Strengthening of Schoolwide Practices

CHAMPS Behavior Framework

CHAMPS provides a consistent school-wide approach to behavior, routines, and classroom management.

Academic Support Initiatives

Targeted tutoring and instructional materials focus on reading fluency and foundational math for struggling students.

Collaborative Teacher Planning

Paid substitute coverage allows teachers time for collaborative planning and data-driven intervention design.

Ongoing Practice Reinforcement

Coaching and feedback ensure consistent CHAMPS implementation and use of progress monitoring tools.

SMART Goals and Data-Driven Monitoring

Academic Achievement Goals

Set SMART goals for reading and math with a 5% annual increase, measured by benchmark and state assessments.

Attendance Improvement

Target a 5% yearly increase in student attendance, monitored via daily attendance and absenteeism reports.

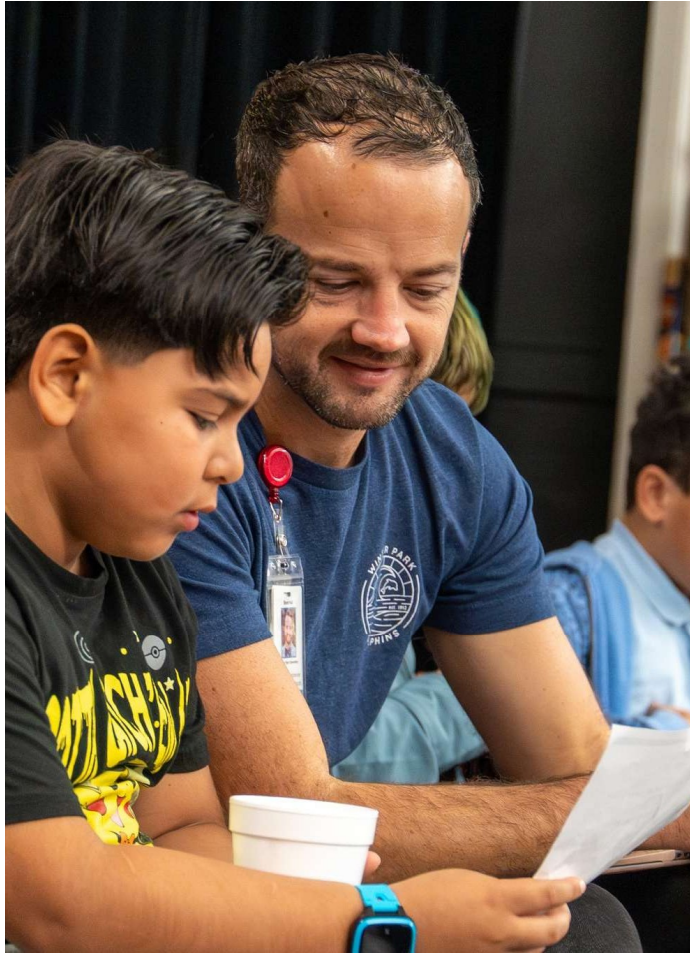
Behavior Reduction Goals

Aim for a 10% annual reduction in office discipline referrals using CHAMPS and monthly behavior trend analysis.

Staff Training and Capacity

Ensure 100% staff CHAMPS training by Year 2 and ongoing training for new staff to maintain consistency.





Sustainability & Long-Term Impact

CHAMPS Framework Continuity

CHAMPS remains embedded as the school-wide system, with trained staff leading onboarding and ongoing coaching to ensure consistency.

Sustained Instruction and Intervention

Existing staffing, schedules, and collaborative planning time support continued data-driven instruction and targeted interventions.

Efficient Use of Resources

Previously purchased materials and intervention tools continue to support student skill development without additional funding.

Positive Climate and Accountability

Positive behavior incentives and ongoing monitoring of academic, attendance, and behavior data ensure fidelity and continuous improvement.

3-YEAR BUDGET OVERVIEW

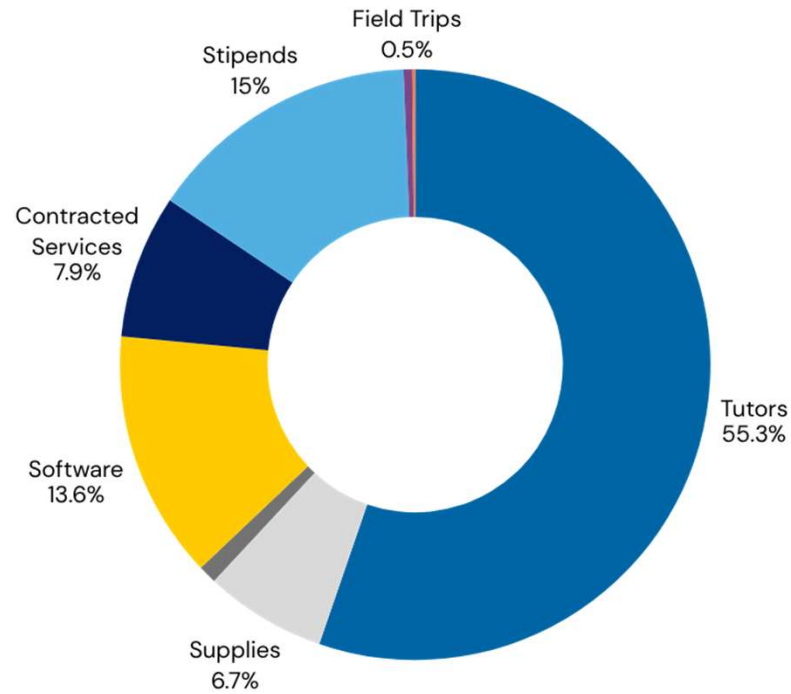
Williston Middle School

\$87,226

**Professional
Development**

\$77,469

**Supplies &
Materials**



\$6,400

Engagement

\$21,172

Staff Salaries

**Allocated Budget:
\$382,268**



Forest Hills Global Elementary

Foundation and Strengthening of Schoolwide Practices

CSI Identification and Focus

Forest Hills is identified as a CSI school due to low proficiency in ML and Math, driven by gaps in foundational academic skills.

Targeted Academic Support

Additional certified and classified tutors provide in-day support to strengthen reading, math, and core academic skills.

Aligned Resources and Staffing

Staffing is aligned to support instructional priorities and targeted interventions.

Professional Learning and Support

Staff participate in CHAMPS and instructional coaching to improve academic instruction and classroom management.

SMART Goals and Data-Driven Monitoring

Academic Achievement Goals

Increase EOG proficiency in ELA and Math while meeting or exceeding growth as measured by EVAAS.

Behavior Reduction Goals

Reduce minor and major office referrals and suspensions to improve student readiness and engagement.

Data-Driven Monitoring

Progress is monitored using EVAAS, EOG results, and Infinite Campus discipline data.

Continuous Improvement

Ongoing data analysis guides instructional adjustments, interventions, and resource allocation.





Sustainability & Long-Term Impact

Sustained Academic Growth

Students build stronger foundational skills, supporting continued growth in EVAAS and EOG performance.

Continuation of Targeted Supports

Title I funding will support continued tutoring and intervention on a smaller scale.

Embedded Instructional Practices

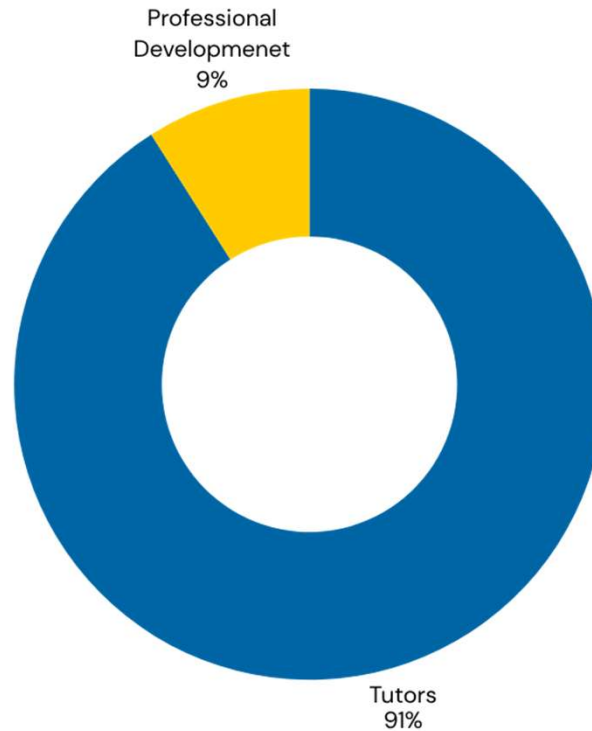
Effective instructional strategies and interventions remain part of daily practice and planning.

Ongoing Monitoring and Support

School leadership will continue to use academic and discipline data to ensure fidelity and long-term success.

3-YEAR BUDGET OVERVIEW

\$19,014
Professional
Development



\$185,952
Tutors

Allocated Budget:
\$204,966



Rachel Freeman School of Engineering

Foundation and Strengthening of Schoolwide Practices

Targeted Academic Intervention

Freeman strengthens Tier 2 and Tier 3 supports through high-dosage tutoring during an intervention block.

Personalized Instruction

i-Ready diagnostics and lessons guide flexible groups and skill-based instruction.

Staff Capacity Building

Job-embedded PD strengthens small-group instruction, data use, and STOIC structures.

Data-Driven Systems

4-6 week data cycles guide regrouping, reteaching, and instructional adjustments.

SMART Goals and Data-Driven Monitoring

Student Growth Targets

70–75% of students meet Typical Growth with increasing Stretch Growth each year.

Instructional Effectiveness

Lesson pass rates improve from 70% to 75% with consistent weekly usage.

Fidelity of Practice

90–95% of classrooms meet small-group and STOIC expectations.

Ongoing Monitoring

i-Ready data, walkthroughs, and tutoring attendance guide continuous improvement.





Sustainability & Long-Term Impact

Embedded Systems

Intervention block, data cycles, and instructional routines remain in daily practice.

Sustained Supports

Title I and at-risk funding maintain tutoring for highest-need students.

Internal Capacity

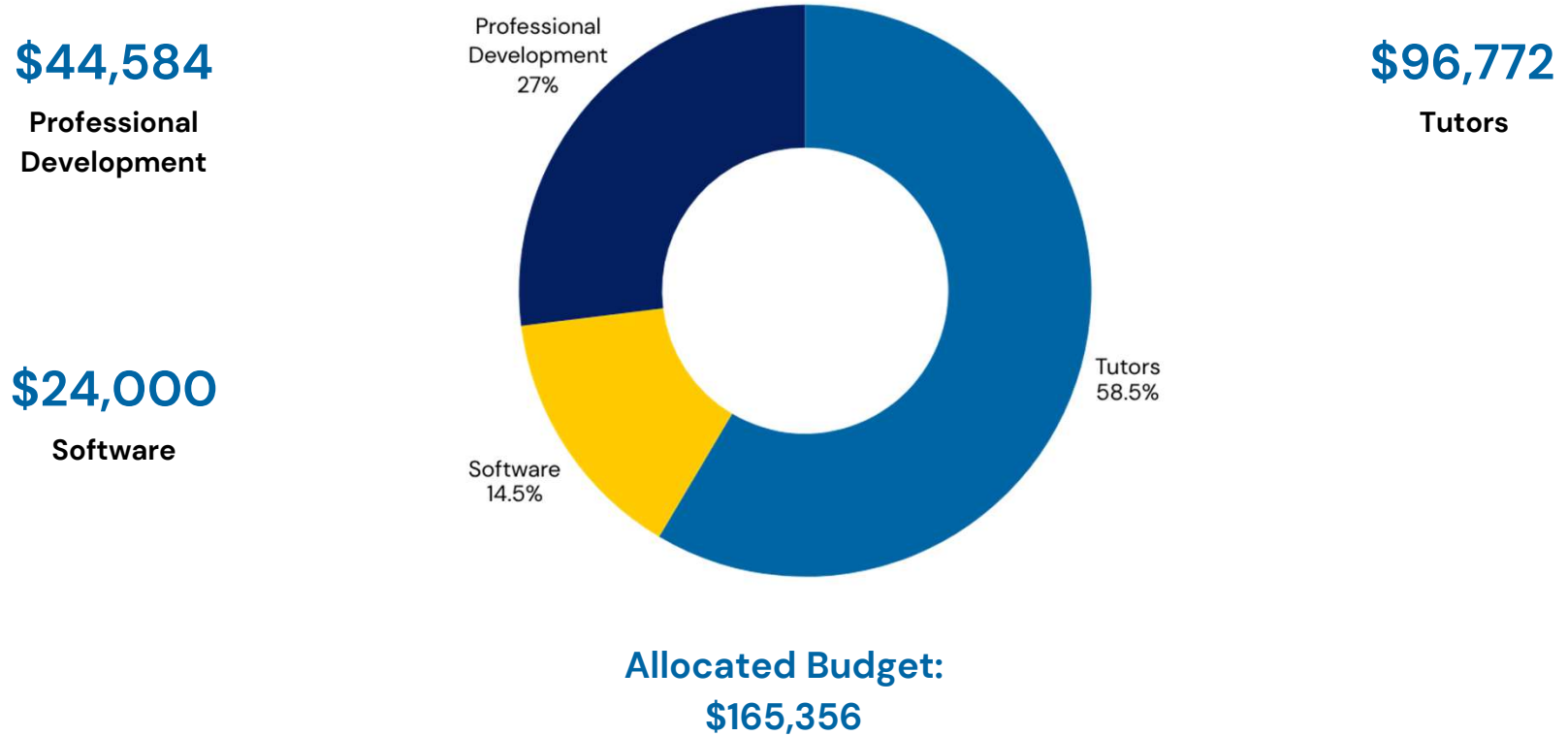
PLC leads and coaches continue data analysis and peer support.

Equity and Access

Targeted grouping ensures SPED, ML, and AIG students receive needed support.

3-YEAR BUDGET OVERVIEW

Rachel Freeman School of Engineering



Additional Targeted Support Improvement (TSI-AT or ATSI)

Designated Schools

- Alderman Elementary
- College Park Elementary
- Porters Neck Elementary
- Snipes Academy Elementary
- Wrightsboro Elementary
- International School at Gregory
- Holly Shelter Middle
- Murray Middle
- Myrtle Grove Middle
- Noble Middle
- Roland-Grise Middle
- Trask Middle





Additional Targeted Support (TSI-AT or ATSI)

Foundation and Strengthening of Schoolwide Practices

Targeted Intervention Focus

Schools prioritize high-dosage tutoring and small-group instruction to address gaps in reading, math, and core academic skills.

Tiered Support Systems (MTSS)

Interventions are embedded within Tier 2 and Tier 3 structures, often during dedicated intervention times.

Building Staff Capacity

Ongoing professional development strengthens differentiation, co-teaching, and data use to improve instruction.

Collaborative Structures

PLCs, co-planning, and cross-role collaboration ensure alignment between general education, EC staff, and tutors.

SMART Goals and Data-Driven Monitoring

Multiple Data Sources

Progress monitored through benchmark assessments, progress monitoring tools, and state assessments (EOG/EOC).

Structured Data Cycles

Bi-weekly or monthly reviews drive regrouping, reteaching, and targeted interventions.

Increasing Expectations Over Time

Year-to-year goals progressively increase rigor (e.g., 70% → 75% → 80% growth targets).

Implementation and Fidelity

Walkthroughs, PLC documentation, and coaching logs ensure interventions and instructional practices are implemented consistently.





Sustainability & Long-Term Impact

Shift to Internal Capacity

Schools transition from grant-funded supports to teacher-led interventions and in-house expertise.

Embedded Systems and Structures

Intervention blocks, PLC data cycles, and progress monitoring become standard daily practices.

Continued Data-Driven Decision Making

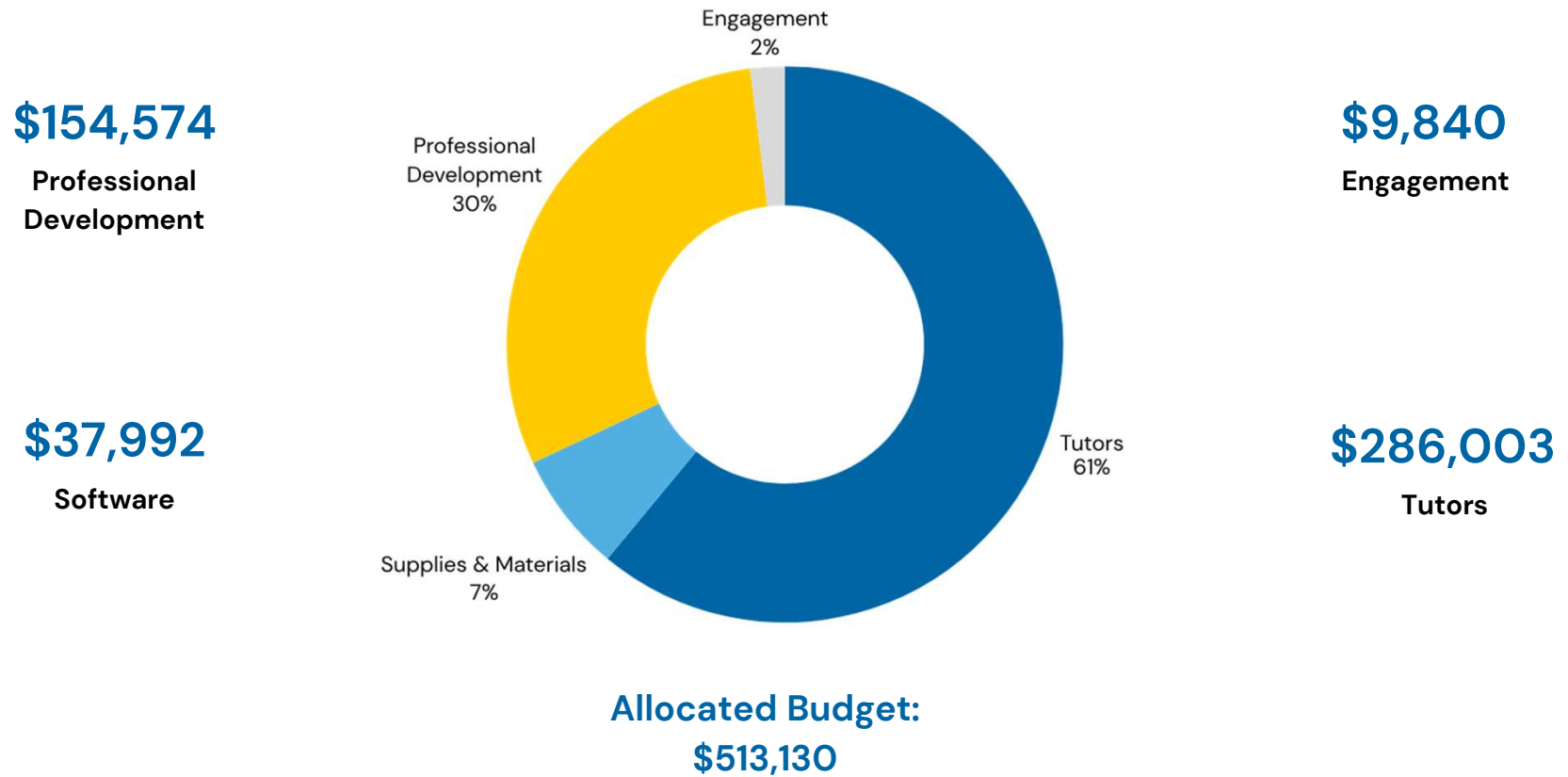
Ongoing data analysis guides instruction, identifies student needs, and adjusts supports over time.

Long-Term Professional Learning

Coaching, PLCs, and train-the-trainer models maintain staff capacity and instructional quality.

3-YEAR BUDGET OVERVIEW

Additional Targeted Support (TSI-AT or ATSI)



Targeted Support & Improvement Consistently Underperforming (TSI-CU)

Designated Schools

- Anderson Elementary
- Bradley Creek Elementary
- Castle Hayne Elementary
- College Park Elementary
- Murrayville Elementary
- Wrightsboro Elementary
- Roland-Grise Middle
- Ashley High
- Hoggard High
- Laney High
- New Hanover High





Targeted Support & Improvement Consistently Underperforming (TSI-CU)

Foundation and Strengthening of Schoolwide Practices

Building Instructional Capacity

Professional development (co-teaching, differentiation, EL strategies) is a major focus to strengthen Tier 1 instruction.

Data-Driven Systems

Benchmark, EOG/EOC, ACCESS, and progress monitoring data guide grouping, instruction, and intervention decisions.

Tiered Support Framework (MTSS)

Support is delivered through aligned Tier 1, Tier 2, and Tier 3 systems, including push-in, co-teaching, and intervention blocks.

Collaboration & Alignment

PLCs and co-planning strengthen alignment between general education, EC, ESL staff, and tutors.

SMART Goals and Data-Driven Monitoring

Growth-Based Targets

Most schools aim for 60–80% of students meeting growth benchmarks and 5–10% increases in proficiency.

Multiple Data Sources

Progress is tracked using benchmark assessments, state tests, progress monitoring tools, and program data.

Structured Data Cycles

Monthly or quarterly PLC reviews drive regrouping, reteaching, and instructional adjustments.

Increasing Expectations Over Time

Year 1 builds systems, Year 2 refines practice, and Year 3 scales and sustains improved outcomes.

Monitoring Implementation

Walkthroughs, PLC artifacts, and coaching logs ensure consistent fidelity of instruction and interventions.





Sustainability & Long-Term Impact

Shift to Internal Capacity

Schools transition from grant-funded supports to teacher-led interventions and in-house expertise.

Embedded Systems & Practices

Intervention blocks, PLC data cycles, and progress monitoring become part of daily school operations.

Continued Data Use

Ongoing data analysis informs instruction, identifies student needs, and adjusts supports.

Leverage Existing Resources

Title I and local resources sustain tutoring and supports at a targeted scale.

Sustained Professional Learning

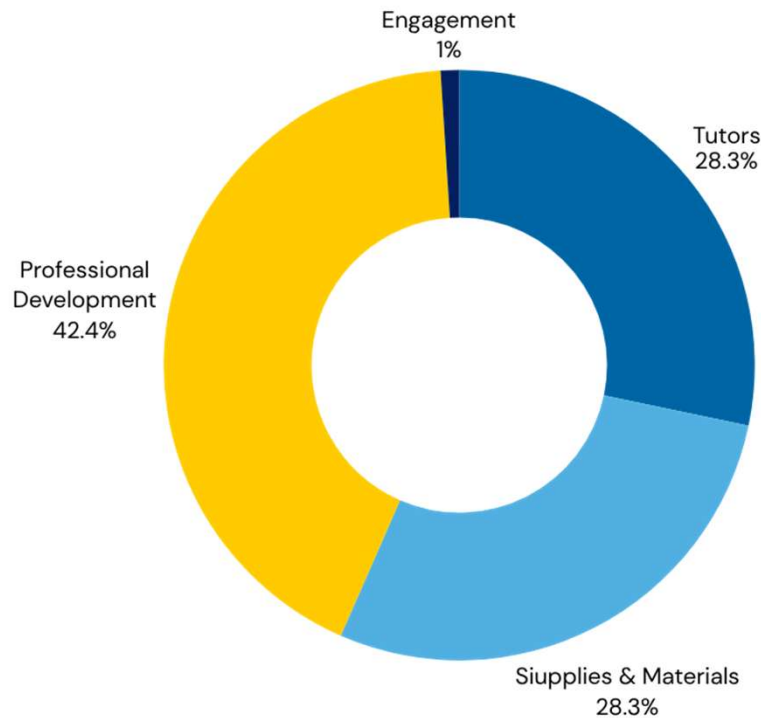
Coaching, PLCs, and train-the-trainer models maintain staff capacity and instructional quality.

3-YEAR BUDGET OVERVIEW

Targeted Support & Improvement Consistently Underperforming (TSI-CU)

\$2,195
Engagement

\$72,654
Professional
Development



\$47,760
Tutors

\$48,434
Staff Salaries

Allocated Budget:
\$171,043

A dimly lit classroom with rows of desks and chairs, a chalkboard, and a map on the wall. The text "Thank You" is overlaid in white on a yellow rectangular background.

Thank You