

[Insert LEA Name]

1.0 Applicant Information

This table provides the contact information for the staff member responsible for oversight of programmatic implementation of the activities in this grant. This person will be responsible for completing programmatic monitoring reports and will receive communications from LDOE monitoring staff.

Part 1B. Provide the following information:

Name of LEA	Harriet Tubman Charter School
LEA Site Code (also called "LEA Sponsor Code")	2200161
LEA NCES ID#	220016100946
Name of LEA grant contact person	Alison Mehr
Phone #	504-258-5922
E-mail address	amehr@crescentcityschools.org

2.0 LEA Identified Schools and Intervention Models

This table lists schools in the LEA that are included in this application. Please list each school, including the site code and NCES ID#, that will be incorporated in the application and will therefore receive SIG funding, and the intervention model that will be implemented.

Site Code	NCES ID#	School Name	Intervention Model
2200161	220016100946	Harriet Tubman Charter School	Restart

3.0 LEA Strategy Description

Please provide a brief description of your theory of change for addressing identified persistently low-achieving schools. Provide a high level summary of how this application provides for the implementation of proven strategies that result in increased student achievement, the implementation of human capital systems that rely on evidence of effectiveness, the transition to Common Core State Standards (CCSS), the expansion of early childhood offerings, the expansion of High School course offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certifications), and/or the expansion of Carnegie credit offerings in Middle School as applicable.

Harriet Tubman Charter School is designed to educate children who are considered “at-risk.” The Tubman student population is 97% African-American and 96% receive free or reduced lunch. At the start of the 2011-2012 school year, Tubman’s first year of operations under the Crescent City Schools charter management organization (CMO), 80% of students were at least two grade levels behind in reading. Over the past two years of operation the school has implemented many of the same strategies that have been effective in other urban school settings. Tubman’s SPS score has already increased by 11.1 points in its first year of operations since the last reported score, going from a 55.5 in 2009-2010 to a 66.6 in 2011-2012. However, the school has significant gains to make for students in order to be the type of academically excellent school that it strives to be.

The school supplements the comprehensive curriculum with research-based programs and curriculum materials designed to meet the needs of students who are academically behind. In addition, the daily schedule includes time to focus on foundational math and reading skills as well as classes that focus on Grade Level Expectation (GLE) and Common Core mastery. These options allow academically “at-risk” students to make multiple gradelevels of progress in one year, mastering foundational skills while also progressing through Louisiana’s Comprehensive Curriculum. Additionally, the extended school day allows for daily one-on-one tutoring and remediation designed to meet the needs of each individual child.

Crescent City Schools’s, the Charter Management Organization that operates Harriet Tubman, approach to education is one that addresses meeting the needs of students at risk of academic failure. Tubman’s educational program helps students achieve academic success through perseverance, using a longer school day and year that is specifically tailored to students who are struggling academically and/or behaviorally when they arrive at school. This program provides students with a rigorous academic program that is focused on literacy and math intervention, remediation and acceleration. The extended school day and year provide additional seat time for intensive focus in those areas. Based on prior experiences in transformation environments, especially the previous two years at Harriet Tubman, as well as research from the transformation movement, CCS has developed a set of strategies that focus school leadership on the behaviors and activities that will create a school culture that leads to success. Successful turnaround leaders first set priorities to ensure that they are focusing their efforts, and the efforts of the leadership and school faculty, on a common set of goals. Successful leaders filter distractions that do not lead to success on clearly set priorities. Maintaining a clear focus on priorities in the first year also allows for early, visible wins for the organization and allows staff to build on successes. Tubman believes that creating a structured, orderly learning environment is crucial to transforming a school and that it should be a first priority. School culture must be established within the first month of school in order clearly to communicate high expectations for all students before moving on to focus on academics and Tubman did this in its first year of operations. While there will always be students who behave outside the boundaries of what is acceptable, when the majority of students are engaged with the teacher the school can make huge academic gains. Without constant attention to setting and maintaining high expectations for behavior, there is not proper establishment of school culture. In schools where high standards are not maintained after the first

week of school, constant “re-sets” are necessary, teachers are focused on the daily struggle of classroom management instead of instruction and become less effective. A strong culture is the platform on which all teaching and learning takes place. Tubman has created an orderly and structured environment so that teachers and students can spend time focused on making progress toward rigorous academic goals. The school believes that a values-rich environment inspires students to work hard and treat others with respect. Tubman’s values of responsibility, courage, unity, and excellence are reinforced in the classroom during assemblies, in the hallways, in written communication with parents and on banners, posters and displays around the school.

Based on our own prior experiences in transformation environments as well as research from the transformation movement, we have developed a set of strategies that we believe focus school leadership on the behaviors and activities that will lead to success. Instead of thinking of the project as “school improvement,” turning around a school requires bold action and clear strategy. Crescent City Schools’s and Harriet Tubman’s transformation strategies are:

- Set Priorities and Minimize Distractions
- Set the School Culture as a First Priority
- Build Unity through a Team Approach
- Invest in Adults
- Provide a Structured Management System
- Drive Student Achievement Through Personal Leadership

Tubman is committed to implementing programs, curricula, and school structures that have proven results in high-performing schools across the country. The school pushes for academic excellence through curricula that promotes intellectual curiosity and creative thinking in a way that challenges students to reach their full potential. The school’s core academic program includes educational elements that dramatically raise student achievement, create a culture of respect and enthusiasm and maximize the efforts of school-based leadership. It is also a goal to develop the character of students by incorporating ideas of respect, social health and moral integrity into all that the school does while implementing systems and structures that allow for the maximizing of instructional time each school day. Challenging goals are set for students and they are motivated to give their best effort to achieve high academic and social standards. A values-rich environment inspires students to work hard and treat others with respect and this is reinforced by Tubman’s values at all times. Constant repetition of values motivates students to aspire and to achieve, and helps them develop an ethos of continual self improvement and concern for the well being of others.

At Tubman, the foundation of our school’s academic structure include whole school implementations that will support students to achieve at high levels and allow students who are behind or need intervention to catch up. To further support these academic structures, all teaching staff will utilize the classroom instructional methods in the Core Program. These methods are based on methods seen in high-performing schools across the country, and represent best practice for the whole school and in the classroom.

These instructional methods are:

- Whole-School Instructional Methods

[Insert LEA Name]

- Standards-Based, Aligned Curriculum
- Focus on Planning
- Data-Driven Instruction
- Explicitly Teach Habits of Mind
- Tiered-Based Grouping and Instructional Organization
- Multi-Layered System of Intervention
- Classroom Instructional Methods
- Instructional Consistency
- Lesson Cycle with Guided and Independent Practice
- Spiraling Every Day
- Daily Use of Data
- Purposeful Homework

It is our goal to produce excellent readers, writers, and thinkers, and to that end we must provide all aspects of a literacy program to each child. Lowest-level students should not be placed exclusively in phonics even if they are well below grade level in reading GLEs and phonemic awareness. There are ways to give them opportunities to discuss text, process ideas, and explore literature before they are reading on or near grade level. Especially for older students who have gaps in their reading development, we must move forward with literary analysis while students are brought to grade level in phonemic awareness. We must always keep the standard in mind while we are providing remediation or else we run the risk of short-changing students. The farther behind the student, the more work we must do to ensure that they meet our 8th grade goals of 75th percentile in reading and passing the LEAP at Basic and above levels.

Our Program Principals include the following components:

- More Time for Reading – Students spend two and a half to three hours each day in phonics, phonemic awareness, shared reading, guided reading, and read aloud.
- Universal Screening of all students and frequent (quarterly) progress monitoring and intervention based on screening results.
- Guided Reading instruction in an aligned setting: frequent benchmarking leads to differentiated instruction in the classroom during the regular school day.
- Layers of Intervention support to help Tier I, Tier II, and Tier III students to improve quickly.
- Initial training in our core and intervention reading programs, and ongoing professional development and instructional monitoring by Directors of Curriculum and Instruction.

Harriet Tubman is specifically requesting funding from the Louisiana Department of Education's School Improvement Grants to fund the Intervention program. It is our belief that in order to bring students that have been in academically unacceptable school environments to grade level and above, we must have intensive intervention and significant time and resources for remediation. We believe that this will lead to 80% of students being proficient on the iLEAP/LEAP in three years. In the 2013-2014 school year Tubman will implement a full Intervention Team with six staff

[Insert LEA Name]

members, led by a Dean of Intervention, dedicated full time to raising the achievement levels of all students that are below grade level.

[Insert LEA Name]

4.0 Performance Goals

4.01: SPS Performance Goals - Please enter the current SPS for each school for the requested years. Then, use that data to set performance goals for the three-year period in which SIG funds may be provided.

School Name	2010-11 SPS	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	Overall Growth
Harriet Tubman Charter School	Unknown	66.6	85	95	105	38.4

4.02: Percent Proficient Performance Goals - Please enter the ELA and Math percent proficient data for each school for the requested years. Then, use that data to set performance goals during the three-year period in which SIG funds may be provided.

School Name	2010-11 % Proficient	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	Overall Growth
	Unknown	42/46	70/70	75/75	80/80	38/34

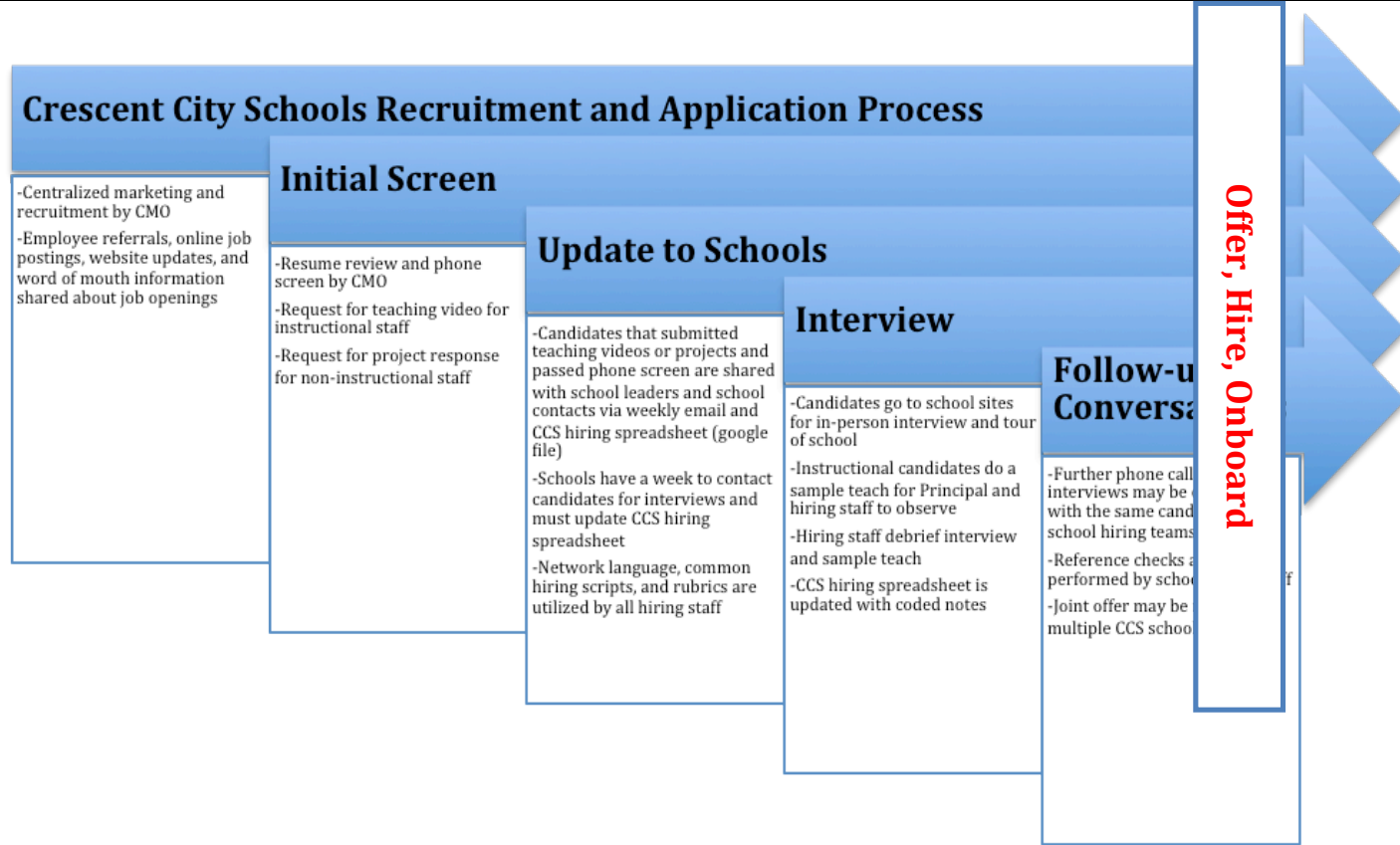
5.0 LEA Strategy Work Plan

Your work plan will be used to determine the quality and effectiveness of your proposed intervention. Your work plan will be evaluated based on its ability to address the proposed Intervention Model in a manner consistent with the USED final requirements and set ambitious but achievable Performance Goals as detailed in Section 3.1 and 3.2. Please be sure to align your deliverables, tasks, and activities to your budget as well as the requirements for the selected Intervention Model. Please be sure to include pre-implementation activities in the narrative. Please make sure that item narratives describes how each specific school will accomplish each item and how that item relates to their selected intervention model.

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
1.0	<p>Effective Human Capital Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <ul style="list-style-type: none"> 1.01 Explain how the LEA central office structure will be modified to support the schools to be served. Describe the job descriptions and desired competencies for LEA central office and school leadership roles who will conduct this work. 1.02 Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served. 1.03 Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model. 1.04 Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results. 1.05 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process. 1.06 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.
<p>Narrative</p> <p>As the LEA, Harriet Tubman does not support any other schools. Because Tubman is an established Restart school that began operations in the 2011-2012 school year, there is already a leadership team and full staff of highly qualified teachers and school support faculty in place.</p> <p>The school principal has complete autonomy to hire, dismiss and evaluate her own staff. However, the recruitment and screening process for new candidates begins at the CMO level. Crescent City Schools is deeply committed to attracting and retaining talented and diverse educational</p>	

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	<p>professionals. As such, the CCS hiring process is deliberately designed so that staff at Crescent City Schools gains a comprehensive understanding of the strengths and weakness of each candidate, while at the same time the candidate receives thorough information about both the mission and values of the school and the high expectations for people who work in our network.</p> <p>The CMO supports the recruitment and hiring of all staff across the network and works closely with school leadership and directors. In July 2012, Crescent City Schools hired a full-time Director of Human Capital dedicated to recruiting highly qualified, proven, value-aligned, and diverse professionals. The Director of Human Capital is employed at the CMO level and works closely with school principals in matters of recruitment, hiring, and dismissal. In addition, each school site has a staff member that works with school leaders and the Director of Human Capital during peak recruitment seasons. At Harriet Tubman the Executive Assistant serves as the chief point of contact for screening and scheduling candidates for the principal and leadership team members to meet with and interview. CCS’s rigorous hiring process includes several key steps that are supported by research standards and best practices for identifying and recruiting high-quality school professionals.</p> <p style="text-align: center;">Crescent City Schools Hiring Process</p>

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CCS starts with mission and outcome-driven job descriptions for each role at school sites and the CMO. The organization actively recruits professionals that exhibit the ability to close the achievement gap, possess a strong belief in children’s ability to succeed, are dedicated team players, and have a growth mindset to accept and integrate feedback, especially in a data-driven environment. From our marketing materials to our interview questions, these values and beliefs are conveyed to candidates throughout the hiring process.

In terms of marketing and recruitment, CCS seeks a large and diverse talent pool by leveraging relationships with regional universities and colleges, Teach for America, the New Teacher Project, Building Excellent Schools (Excellent Skills Network), Eastbank Collaborative, the Louisiana Association of Public Charter Schools and many more. In addition, we also utilize online networks such as Historic Black University job sites,

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	<p>Craigslis, Idealist and others to advertise positions. Further, CCS seeks referrals from our own talented employees and attends relevant regional job fairs. High quality applicant pools include novice to highly experienced professionals with over ten years of teaching experience, a diverse range of racial backgrounds, a range of educational and certification backgrounds, and a range of local and national applicants, but a common belief that all students can succeed.</p> <p>Using the online recruitment management software tool Taleo, CCS tracks applicants throughout the hiring process in a robust database, for multiple uses. Once a job is posted through Taleo, CMO staff review applicants' resumes for experience and culture alignment with schools and invite qualified applicants to participate in a phone interview. During a thirty-minute phone conversation, candidates receive information about the schools, organizational values and qualities of successful professionals within the network. If a candidate exhibits a strong belief in all children succeeding, an appreciation for open-enrollment schools, an ability to work well on teams and receive feedback - with high marks on a screening rubric - the candidate is then asked to submit a teaching video or complete a project within a specific time period. When a candidate responds with the video or project, their resume, phone screen notes, project and/or video are shared with school leaders via a weekly email update and common CCS hiring spreadsheet.</p> <p>School leaders have one week to review potential candidates' qualifications, videos or projects and phone screen notes to determine if they would like to invite him/her to the school site for an in-person interview. Principals and hiring staff record their preferences on a shared CCS hiring spreadsheet so that real-time actions are accurately captured. If a school is interested in interviewing a candidate, CCS utilizes common scripts that acknowledge our process in that different hiring staff may be contacting candidates for interviews at multiple schools within our network. Our desire is that all candidates have an opportunity to learn about all of our schools and have the ability to choose the location that best fits.</p> <p>Once a candidate arrives for an in-person interview, s/he receives a tour of the school, observes classrooms, meets potential team members and, if instructional, leads a sample lesson in an actual classroom. Candidates are observed for leadership presence, attention to students, lesson sequence and instruction, and value alignment. After a sample lesson, an in-person interview with hiring staff (which may include Directors of Curriculum and Instruction, Grade Level Chairs, Principals and potential colleagues) includes a discussion of the lesson and class. Interview questions are purposely interwoven into the conversation to ascertain a candidate's examples of past performance, attitudes, and social skills. Interviews are designed to determine technical skill sets, personal drive, personality, and perseverance. A common interview rubric is used and shared among hiring staff, so that the best candidates can be shared among the network. Each step is recorded in our online tracking system so that all hiring staff are aware of a candidate's progression in the hiring process.</p> <p>Following a successful in-person interview, school leaders may contact a candidate multiple times via email or phone calls to have further conversations. These conversations may target concerns around technical or social skills, values alignment or leadership styles. The goal of our hiring process is not only to hire the most qualified candidate, but also to ensure there is cultural and professional alignment. Post-interview in-depth</p>

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	<p>conversations provide an opportunity to follow-up with candidates after a hiring staff debrief about candidates' qualities.</p> <p>The final step in the CCS hiring process is to notify all school leaders and the Director of Human Capital if a school would like to offer a candidate a position. Before any offers are made, every school within the network has an opportunity to meet with a candidate, as long as the school has operated within the hiring time frame. Once a school alerts the network as to his/her intentions, reference checks are conducted. Candidates offered a position at Crescent City Schools are typically called by the school Principal and verbally offered a role with a follow-up email reiterating the terms in writing. Once a role is filled, we email all applicants notifying them of their status. Extra communication steps are made for potential employees that may be good fits in other roles within the network.</p> <p>Crescent City Schools has rigorous standards at all of its schools for teacher quality and development. Teachers at Harriet Tubman are evaluated on excellence in instruction, including employing effective strategies, having rigorous and measurable objectives and daily use of data, classroom management and effective routines and procedures, creating strong culture in the classroom including high levels of student engagement and developing respect and rapport with and among students, and superior levels of professionalism, time management and organization. The leadership team works with teachers during a summer training to establish student learning goals to factor in to value-added data. As outlined in the Compass evaluation model of Act 54, 50% of the teachers' annual evaluation will be comprised of professional practice results and the other 50% will come from student growth results.</p> <p>The school employs two Directors of Curriculum and Instruction (DCIs) who are the primary sources for teacher coaching, feedback and evaluation. The DCIs manage not only teachers in academic subject areas but also enrichment and elective studies teachers, who are held to the same rigorous evaluation standards as academic subject area teachers.</p> <p>CCS believes that a key to retaining staff is to create a robust, rewarding professional development program. We also feel that developing leaders within the organization and providing opportunities for growth will lead to higher staff retention. One of the goals of the professional development program at Crescent City Schools is to provide career options within the organization for staff members, so that most vacancies can be filled from within the organization. For example, an assistant teacher will receive support and feedback all year that will prepare him or her to take on the role of classroom teacher the following year or sooner if necessary. Office managers will receive feedback and training to possibly take on positions managing operations and finance of the school. All instructional leaders, such as Assistant Principals and Directors of Curriculum and Instruction, will receive ongoing training and support so that they are ready to take on the role of Principal if that is the career trajectory they are interested in. For those teachers that do not want to move out of the classroom, we create a culture where they are supported in perfecting their instructional craft. Through regular observation, feedback, and opportunities for continued professional growth, teachers will be supported in multiple ways throughout their careers.</p>

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	<p>Because Crescent City Schools and Harriet Tubman value professional development and feedback to teachers, we have created two positions in the school solely dedicated to observing teachers and giving them feedback during the school year. The Directors of Curriculum and Instruction (DCI's) support teachers in unit and lesson planning, observe them daily in their classrooms, and are a resource for teachers for all instructional needs. Furthermore, the Assistant Principal also observes teachers and gives feedback, mainly around classroom management and school culture. The principal also observes teachers and gives feedback.</p> <p>At the start of the school year, the Principal, the Assistant Principal and the DCI meet with each teacher to create a Personal Professional Development Plan (PPDP). That plan list seach teacher's strengths and areas for growth and then outlines 2-3 goals for that individual. These goals are tied to the growth the teachers would like to make during the year and are also tied to their future aspirations, both personally and professionally. Additionally, this PPDP outlines what type of support that teachers should expect from his/her supervisors.</p> <p>It is the responsibility of the DCI to follow up and monitor implementation of the Personal/Professional Development Plan for teachers. The DCI will meet with each individual teacher bi-monthly to give feedback, and set small goals, in order to insure that that the teacher is meeting the larger goals set forth in the professional development plan. The DCI visits each teacher's classroom every day in order to give informal feedback and observes one full lesson every two weeks in order to give feedback on instructional delivery and curriculum implementation.</p> <p>Bi-Monthly, the Principal, the two DCI's and the Assistant Principal conduct "instructional rounds" where they walk the building together and visit classrooms to observe lessons. These rounds serve as an opportunity for the Principal to develop the instructional team as well as allow the Leadership Team to align their own understanding of high quality instruction.</p> <p>The Leadership Team formally revisits each teacher's Personal/Professional Development Plan (PPDP) twice a year, once at a mid-year meeting in January and again at the end of the year meeting in June. In that mid-year meeting, teachers receive a mid-year evaluation, stating how they are performing as compared to the evaluation rubric. Finally, at the end of the year in June, the teacher meets again with the Principal, Assistant Principal, and Director of Curriculum and receive an annual evaluation, again based on the rubric.</p> <p>One of the foundational beliefs of Crescent City Schools is that quality professional development is key to attracting and retaining talented people and to raising student achievement levels in New Orleans. Teachers at Tubman meet annually for two weeks in August before the start of the school year, participate in a monthly full-day data analysis session and have weekly afternoon professional development sessions during an early dismissal day for students. Teachers also have eleven professional development days during the regular school year, and four days, each at the end of a quarter, are designated as half days in order to schedule parent-teacher conferences. In addition, each Wednesday from 3:00 pm - 5:00 pm is designated as professional meeting time for teachers and will include sessions on specific topics in professional development. In total, this means that faculty participates in 350 hours, or 44 days, of professional development each year.</p>

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	<p>During the two week intensive summer session prior to the opening of school, teachers participate in interactive sessions that include mission and values training, unit planning, lesson planning, classroom management, routines and discipline, curriculum and instructional delivery. Special focus is given to school community development, meeting the needs of all learners and building relationships with students and families in order to ensure that all staff have the cultural competencies to serve a diverse community and student body in the best way possible.</p>
	<p>There is be an emphasis on the values and mission of the school as well as the creation of procedures related to sustaining school culture. Led by the principal and aided by the assistant principal, teachers work as a team to create specific practices that will reinforce school order, discipline, and positive culture. Teachers agree to use the same discipline procedures in each classroom to support a shared culture throughout the school, and having had a hand in creating these procedures, are more likely to use them consistently. Over the course of the year, teachers revisit the values of the school, mission statement and procedures and practices to facilitate continued building of a positive school culture.</p>
	<p>The Tubman principal and the leadership team ensure that teachers are fully immersed in the school’s mission, vision and basic values, emphasizing a rigorous, standards-based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork. Visiting other high-performing schools in the area serves to raise teachers’ expectations for student achievement and set our collective vision for the school as a rigorous, college preparatory institution. The Louisiana Grade Level Expectations and Common Core State Standards guide teachers to prepare and deliver standards-based, aligned lessons will also guide teachers.</p>
	<p>Teachers are be exposed to professional development programs designed to maximize their effectiveness in the classroom. Pedagogically, teachers are trained to use a structured lesson planning format and the Directors of Curriculum and Instruction help teachers craft their scope and sequence for the year based on the Louisiana Comprehensive Curriculum and Common Core State Standards. Creating the outline for the year before students arrive helps set the pace for teachers and builds a strong academic program. Over the course of the year, teachers will have eleven full days to evaluate their work and go through professional development as it relates to their teaching. The school leadership team consistently uses learning walks, classroom observations, and ongoing professional development to assist teachers during the year and teachers are able to attend off-campus professional development when appropriate.</p>
	<p>After the intensive two-week professional development retreat, teachers receive professional development at weekly sessions conducted by the Leadership Team. These sessions occur on an early dismissal day and build on the work teachers did in the summer as well as provide an opportunity for the principal to provide sessions on identified areas of development for the entire staff. Topics may include ongoing classroom management discussions, modeling, differentiation, discipline and routines and curriculum development.</p>
	<p>Using data effectively is an important component of Harriet Tubman and each teacher will periodically assess standards taught with LEAP, iLEAP, and Common Core-like assessments. All schools in the CCS network contract with The Achievement Network in order to provide professional</p>

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	<p>development pertaining to data analysis and data-driven instruction. Using this evaluation method allows school leadership to determine if standards taught in the classroom are being covered with the intensity and rigor that is required for success on standardized tests and assists teachers in using data to inform adjustments to instructional focus in the classroom. Results from these assessments are reviewed quarterly in full-day Data Days. All faculty participate, helping them increase their understanding of student performance and improve their own instructional delivery. In addition to providing data-based interventions for students, improving delivery is the main goal of these Data Days.</p> <p>Because Harriet Tubman places such emphasis on collective improvement, the leadership team ensures that proper training is provided to guide teachers in best instructional practices. This occurs each summer and is revisited periodically to ensure instruction is producing results in student learning. To support further the development of Tubman staff, the school supports travel to pertinent conferences and other learning opportunities, the pursuit of relevant graduate degrees, and travel to observe high performing schools and teachers. The school also brings in experts to help the school in the critical areas of assessment and curriculum development.</p> <p>In addition, teachers have ample planning time built into the school day to ensure that the planning process is prioritized and supported by the school leadership. Several different types of meetings must take place, including:</p> <ul style="list-style-type: none">• Department (subject area) meetings• Team (grade level) meetings• Student Assistance (SAT) or School Building Level Committee (SBLC) meetings• Division (either K-4 or 5-8) meetings• Whole school meetings• Parent Meetings• Individual coaching meetings with the DCI• Individual meetings with Assistant Principal or Principal• Planning meetings for events, trips, or assemblies <p>Additionally, all teachers are prepared to meet the needs of all students, whether designated regular or special education. Professional development on the requirements and responsibilities of meeting the needs of 504 and special education students are covered before the school year and reinforced by the Director of Special Education during the year. Training on monitoring progress, participation in school-building level committee meetings (SBLC), and SAT (Student Assistance Team) meetings will be an ongoing part of professional development for regular education teachers. Learning how to differentiate instruction will be a significant part of the training prior to the start of school in order to help teachers adapt curriculum and lesson plans to meet all students' needs. In addition, special education teachers have opportunities to attend special trainings in their area depending on the needs of the school. Training for teaching struggling readers is a focus of the professional development for both special education teachers</p>

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<p>and reading teachers. Tubman uses teacher feedback and growth toward Personal/Professional Development goals as well as student progression toward learning goals to evaluate the effectiveness of the professional development provided.</p> <p>Principal Development The CEO, Kate Mehok, is responsible for the development of the Principal. Together the CEO and the Principal will develop a Personal Professional Development Plan (PPDP) for the Principal for the 2013-2014 school year that includes site visits to high performing charter and district schools, both in New Orleans and outside the region, observations of summer professional development for takeover schools, school visits during the start-up weeks to observe culture setting, readings and discussions of those readings, and professional seminars that include topics such as curriculum development, teacher coaching, decision-making, finance, and operational management.</p>							
2.0	<p>Autonomy and Accountability - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>2.01 Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served.</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>2.03 Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</p>						
<p><i>Narrative</i></p> <p>We believe the role of the Crescent City Schools Charter Management Organization (CMO) central office is to support schools to achieve their missions. If the CMO central office is able to conduct an integral function or operation with greater efficiency at the network level, then those functions should be housed at the CMO. If specific functions or operations can be accomplished more efficiently at the school level then those functions are housed at the school site. Below are the decision rights at CCS.</p> <table border="1" data-bbox="464 1312 1638 1450"> <tr> <th colspan="3" data-bbox="942 1312 1155 1344">Decision rights</th> </tr> <tr> <td data-bbox="464 1378 854 1450">CMO Central Decides</td> <td data-bbox="856 1378 1247 1450">School Decides</td> <td data-bbox="1249 1378 1638 1450">CMO/School Decides Together</td> </tr> </table>		Decision rights			CMO Central Decides	School Decides	CMO/School Decides Together
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CMO Central Decides	School Decides	CMO/School Decides Together					

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	<ul style="list-style-type: none"> -The name of school -School value of excellence -All schools are college prep -All schools are open enrollment -All schools use common interims -All schools use TerraNova STEP & Fountas & Pinell testing -Facilities -Board approves budget -Fundraising -Benefits -Legal -Growth -Website -Marketing 	<ul style="list-style-type: none"> -The colors of the school -School Values -Curriculum programs used -Management of budget -Discipline systems -Staffing -Final hiring/firing decisions -Food Service -Bus Service -Janitorial -After-School Partnerships 		<ul style="list-style-type: none"> -Annual School Goals -Number of students enrolled *Hiring process *Compensation for school staff *Staff evaluation system *CCS has worked during the 2012-2013 school year to centralize these items

The CMO selects, trains and supports autonomous school leaders who utilize the CCS network as a resource to make academic gains for students. CCS believes that school principals should have control over the majority of decisions that are made about operations within the school. Principals have autonomy in areas such as curriculum s/he uses at the school to drive success on interims, growth in reading and success on state testing; hiring, evaluation, and dismissal of all staff members; staffing plan for the school; and all budget decisions at the school level. However, CCS schools use the same interim assessments and formative reading assessments in order to analyze data, determine network averages, identify strengths and weaknesses, glean areas of improvement and home best practice across the network. Principals have access to data across schools and can utilize that data to determine areas of excellence and refine and develop strategies to incorporate within the school.

Crescent City Schools has rigorous standards at all of its schools for teacher quality and development. Teachers at Tubman are evaluated on excellence in instruction, including employing effective strategies, having rigorous and measurable objectives and daily use of data, classroom management and effective routines and procedures, creating strong culture in the classroom including high levels of student engagement and developing respect and rapport with and among students, and superior levels of professionalism, time management and organization. The leadership team works with teachers during summer training to establish student learning goals to factor in to value-added data.

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	<p>All Crescent City Schools use the Louisiana Department of Education COMPASS rubric to evaluate teacher performance. As outlined in the Compass evaluation model of Act 54, 50% of the teachers’ annual evaluation will be comprised of professional practice results and the other 50% will come from student growth results.</p> <p>Because academic performance is the central driving force of the school, Crescent City Schools and Harriet Tubman are very intentional about the response to unsatisfactory performance. When a staff member manifests unsatisfactory performance, the staff member’s direct supervisor will provide immediate, direct and written feedback to the effect of informing the staff member of his/her underperformance and setting up an urgent meeting to discuss next steps. The result of the subsequent in-person meeting will be a detailed and specific action plan with clearly defined time targets for addressing all elements of underperformance. Should the staff member fail to meet the goals as outlined in the action plan the staff member’s direct supervisor will explore other options including, but not limited to, the creation of a further action plan and/or dismissal.</p> <p>In working with external stakeholders, the Chief Operating Officer of Crescent City Schools, the School Principal, the School Director of Finance and Operations and specific members of the leadership team as needed meet with potential partners to discuss services, scope of work, contract obligations, fee schedules, and services and payment obligations. For services such as transportation, food service, and custodial service, the CMO and/or school typically get bids from three different service providers and make a decision based on cost as well as quality of the service provided.</p> <p>For partners such as The Achievement Network, Crescent City Schools and Harriet Tubman have chosen to contract with them based on their record of excellent service and quantitative documentation of increasing student achievement at the schools that the program works with. An established track record of raising student academic progress is the greatest factor in selecting external partners to address the needs of students.</p>
3.0	<p>Targeted Resources - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served.</p> <p>3.02 Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served.</p> <p>3.03 Describe how the LEA will coordinate and align available resources for the identified schools to support the implement of the selected intervention model. Demonstrate how additional funds will flow directly to the identified schools.</p> <p>3.04 Describe the process to build a pool of external partners whose services align to needs of the schools to be served.</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
	3.05 Describe the process and timeline to work with stakeholders and external partners to develop strategies to address the needs of each school to be served.
<p><i>Narrative</i></p> <p>Because Harriet Tubman Charter School is the LEA, it does not serve any other schools and all services and staff are dedicated to supporting Tubman and the students at the school. All funds from the School Improvement Grant will be utilized at Harriet Tubman. Additionally, the Crescent City Schools CMO has committed to raising a minimum of \$100 per student in additional funding for the school to use.</p> <p>The Tubman principal meets weekly with the Crescent City Schools CEO to discuss school progress and needs from the CMO. Every June, the Principal and CEO develop an intensive plan for the following school year for school needs and services that the CMO will provide to the school. This plan is re-evaluated each month based on the current needs of the school.</p> <p>In May and June of every year the School Principal and Director of Finance and Operations, in conjunction with members of the Leadership Team, identify school needs and conduct an evaluation of service providers for the previous school year. This enables the school to interview and contract with service providers and external partners in June and July for the following school year.</p>	
4.0	<p>Proven Instructional and Professional Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>4.01 Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.</p> <p>4.02 Describe the process for differentiating among students' needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.</p> <p>4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.</p> <p>4.04 Describe how schools will set high expectations for students.</p>
<p><i>Narrative</i></p> <p>Students at Harriet Tubman Charter School are in school 199 days per year and receive 1516 hours of instruction annually, which is significantly</p>	

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	<p>higher than the national average of 180 days per year and 1206 hours of instruction. Additionally, staff meet annually for two weeks in August before the start of the school year, participate in a monthly full-day data analysis session to evaluate student progress and have weekly afternoon professional development sessions during an early dismissal day for students. Teachers have eleven professional development days during the regular school year, and four days, each at the end of a quarter, will be designated as half days in order to schedule parent-teacher conferences. In addition, each Wednesday from 3:00 pm - 5:00 pm is designated professional meeting time for teachers and includes sessions on specific topics in professional development. In total, this means that faculty participates in 350 hours, or 44 days, of professional development each year.</p> <p>Response to Intervention</p> <p>The Response to Intervention process, monitored by the Director of Curriculum and Instruction and beginning in the 2013-2014 school year by the Dean of Intervention, is a function of regular education at the school and monitors the progress of students who are performing below grade level or falling behind in performance. Each month, the Student Support Team (SST) will meet to report on student progress for students in intervention. This team is empowered to report the need for evaluation to the Dean of Intervention and the Director of Special Education or recommend further observation. Students referred for evaluation and/or re-evaluation will be screened by a certified diagnostician. The evaluation will include:</p> <ol style="list-style-type: none"> 1. A review of the results of sensory screening and of the student’s educational and health history. 2. A review of the student’s academic and social performance, language and communication skills, performance on applicable state-wide and district-wide assessment tests and classroom performance on daily, weekly and interim assessments. 3. A meeting with the student’s teachers and parents or legal guardians concerning the student’s specific academic or behavioral problem or exceptionality. 4. For students not meeting expectations outlined in SBESE Bulletin 1508 § 107: A4, the Director of Special Education will coordinate the implementation and review of at least one comprehensive and documented regular education intervention appropriate to the student’s age and learning/behavioral problems. Individual interventions may consist of, but are not limited to, techniques such as those listed below: <ul style="list-style-type: none"> • Restructuring the classroom/school environment • Modification of the student’s instructional program • Behavior management plans specific to the behavior of concern • Combined home/school behavior change program • Individual or group counseling/therapy • Remedial/compensatory education 5. Sensory, health, speech and language, motor and/or other assistive technology screenings, if warranted from teacher or parent concerns and conditions, are met in accordance with guidance provided by SBESE Bulletin 1508 – <i>Pupil Appraisal Handbook</i>. <p>Following the initial screening activities, the Dean of Intervention and the Director of Special Education will establish and coordinate a School</p>

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	<p>Building Level Committee (SBLC), consisting of the student’s parents or legal guardians, school staff and outside experts/specialists as necessary. The SBLC will collectively review and analyze all screening data, including intervention results, to determine the most beneficial option for the student.</p> <p>The Dean of Intervention or the Director of Special Education will provide a summary report to the child’s parents on the status of the referral intervention at least once every quarter until a decision has been reached. If the parent(s) disagrees with the SBLC decision, the parent(s) will be provided a copy of his or her rights, which include a right to a due process hearing. The SBLC may choose to refer the student to the Director of Special Education or other qualified examiners for an individual evaluation that determines a student's eligibility for special education services.</p> <p>Harriet Tubman Charter School recognizes that participation by parents is crucial and necessary in all meetings in which decisions are being made regarding their child’s well being. Parents will be provided the opportunity to participate, at a minimum, in:</p> <ol style="list-style-type: none">1. The SBLC meeting in which a decision will be made whether to refer the student to pupil appraisal personnel for an individual evaluation.2. The evaluation team meeting to consider the results of the data and determine eligibility.3. The re-evaluation meeting of the IEP team to determine the continued need for special education and related services. <p>For an individual evaluation or re-evaluation, the Director of Special Education will obtain informed parental consent in writing. Parents will also be given a printed copy of their rights at the time of the request for parental consent. If the parent denies or fails to give informed consent for the individual evaluation, Tubman will follow the procedural safeguards described in Chapter 5 of SBESE Bulletin 1706 to respond appropriately. A meeting may be conducted without a parent in attendance when the parent is unable to attend. In this case, the Director of Special Education will maintain detailed records of staff attempts to arrange a mutually agreed on time and place.</p> <p>Upon referral from the SBLC, a request from a parent for evaluation, or a re-evaluation of a student entering the school with an existing IEP, the Director of Special Education or an external qualified examiner will conduct an individual evaluation. For an initial evaluation or re-evaluation, the Director of Special Education will obtain informed parental consent according to SBESE Bulletin 1706 §505. An individual re-evaluation of all students with IEPs will be conducted at least once every three years, whenever the student is enrolled in special education or when additional qualifying events occur as outlined in SBESE Bulletin 1508 – <i>Pupil Appraisal Handbook</i>. The Director of Special Education will serve as the evaluation coordinator, unless a qualified examiner from an external provider is determined to be a better fit for a particular student’s needs.</p> <p>The final determination of whether or not a student is an exceptional student, and the nature and extent of needed special educational services will be based on a comprehensive assessment, integrating information drawn from various sources, including classroom observations, test results, screening results, interviews, and parent input.</p> <p>The objectives of an individual evaluation are:</p>

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	<ul style="list-style-type: none"> • To determine the present levels of performance, including performance in the general educational program as measured by classroom assessments, personal observations and interviews, and standardized test results • To determine whether the student has an impairment or condition, including a physical, social, mental or emotional disability, which would result in the student being classified as exceptional, and the nature and extent of such impairment or condition • To determine the effect of the impairment or condition on the educational performance of the student in the general curriculum and activities of Harriet Tubman Charter School • To determine the need for special education and related services, including educational strengths and support needs of the student • To recommend types of instruction, accommodations, additions, modifications, and related services to meet the assessed needs of the student that will enable him or her to participate, to the greatest extent possible, and in the general curriculum and activities of Harriet Tubman Charter School <p>The evaluation coordinator will follow the procedures, within the timeframes specified, outlined in the SBESE Bulletin 1508 – <i>Pupil Appraisal Handbook</i> §115: E-G to conduct the individual evaluation of the student suspected of having an exceptionality. The evaluation coordinator will maintain detailed documentation concerning screening, referral and evaluation data in individual student files. A written evaluation report that addresses the presence or absence of student symptoms or conditions will be created and shared with the parents and the School Building Level Committee during an evaluation meeting. The report will include the type and severity of the impairment and the functional implications of said impairment on the educational process. The report will provide the SBLC with sufficient information to determine whether or not the student has a disability and is in need of special education services. The evaluation coordinator will make recommendations for modifications and implementation strategies to ensure the academic and behavioral success of each student. At the conclusion of the evaluation meeting where eligibility is determined, if the parents disagree with the consensus of the team, they will be afforded the right to challenge the evaluation report in accordance with prevailing procedural guidelines and safeguards. Parents will be given a copy of the evaluation report, the documentation of eligibility, and their procedural safeguards, including the right to an Independent Educational Evaluation – an evaluation conducted by a qualified examiner not employed by Tubman.</p> <p>Should a parent request an Independent Educational Evaluation (IEE) of their child, the Director of Special Education will provide to the parent information about where such an evaluation can be obtained and the criteria by which it must be conducted.</p> <p>Prior to the three-year anniversary date of an active special education student's Full and Individual Evaluation (FIE), a three-year re-evaluation will be completed. The Director of Special Education will track and monitor these requirements to ensure compliance with state statutes and regulations, and will conduct the re-evaluation according to the policies and procedures described in SBESE Bulletin 1508 – <i>Pupil Appraisal Handbook</i> §115: F.</p>

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	<p>If, upon evaluation, it is determined that the student is not eligible for services for special needs, the parents or legal guardians shall be informed in writing of the evaluation within ten school days. If the decision is that the student is disabled or gifted and talented and eligible for special education, the school will initiate and conduct a meeting to develop a new Individual Education Plan/Individual Family Service Plan (IEP/IFSP) or review/revise an existing IEP, as appropriate to the individual situation.</p> <p>The school will strive to create measurable and ambitious goals for our students with special needs. The effectiveness of an IEP and Tubman staff implementation of the IEP will be measured by the student's achievement of these goals. According to the recent report by the National Alliance for Public Charter Schools, IEPs should serve as "meaningful blueprints for individualized programming." (ESS, 35) This means that IEPs should establish specific data points, both for "present level of performance" and for the level of performance that the student is trying to attain by the end of the school year. Specific data points will be derived from norm-referenced test measures and curriculum-based assessments.</p> <p>Throughout the year, the Dean of Intervention and the Director of Special Education/Special Education teacher will meet with the student's guardian and teachers on an as-needed basis to address any changes, concerns, or successes. If the student is not making satisfactory academic process, the IEP team will review and consider modifications and revisions to the IEP if appropriate.</p> <p>At the end of each year, teachers, administrators, the Director of Special Education and Special Education teachers will examine each IEP goal and related modifications to assess how they should be revised for the following year. The school will re-evaluate a student upon request of a member of Tubman staff, but this will not occur more than once per year. At a minimum, every student who has been identified with an exceptionality will be re-evaluated every three years.</p> <p>In order to best address the needs of all students that are performing below grade level, whether as identified as needing RtI or Special Education services or not, Harriet Tubman will create a full Intervention Team for the 2013-2014 school year. This team will be led by a Dean of Intervention and will include five full-time intervention teachers, all of whom will be certified in Special Education. The team will have a grade K-1-2 Intervention Teacher, a grade 3-4 Intervention teacher, a grade 5-6 English Language Arts Intervention teacher, a grade 7-8 English Language Arts Intervention teacher, and a grade 7-8 Math Intervention teacher. The members of the Intervention Team will also assist in case management of students with IEPs and students in the RtI pipeline.</p> <p>Students in need of remediation and intervention will be identified quarterly by data from The Achievement Network, the STEP reading system and the Fountas and Pinnell (F & P) reading system. The SBLC will meet quarterly to discuss student achievement data and review students in need of intervention services. Currently there are 100 students in grades K-4 and 240 students in grades 5-8 that are identified as performing below grade level and in need of intervention or remediation services and instruction.</p>

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<p>The school will utilize small group and one-on-one instruction in order to provide targeted remediation to students performing below grade level. Tubman will also use specific curriculum designed to increase academic achievement for students that are behind. Tubman will use Leveled Literacy Intervention kits developed by Fountas and Pinnell and aligned with the ELA curriculum at the school and the STEP reading system. The school will use Accelerated Math and STAR Math for mathematics intervention and remediation.</p> <p>The following are the budgetary needs at Harriet Tubman in order to implement the Intervention Team program. This funding from the LDoE and SIG will allow the school to address the needs of all students and support Tubman’s efforts to provide specific, tailored instruction to all students based on individual student needs.</p>					
	Year 1	Year 2	Year 3	Responsible for Hiring/Contracting	Hire/Contract Date
Dean of Intervention	\$50,000	\$51,000	\$52,020	CMO/Tubman Principal	May 2013
Interventionist	\$42,000	\$42,840	\$43,697	CMO/Tubman Principal	June 2013
Interventionist	\$42,000	\$42,840	\$43,697	CMO/Tubman Principal	June 2013
Interventionist	\$42,000	\$42,840	\$43,697	CMO/Tubman Principal	June 2013
Interventionist	\$42,000	\$42,840	\$43,697	CMO/Tubman Principal	June 2013
Interventionist	\$42,000	\$42,840	\$43,697	CMO/Tubman Principal	June 2013
Medical Insurance	\$33,250	\$33,250	\$33,250	CMO/Tubman Director of Finance	June 2013
Dental Insurance	\$2,450	\$2,450	\$2,450	CMO/Tubman Director of Finance	June 2013
Vision Insurance	\$350	\$350	\$350	CMO/Tubman Director of Finance	June 2013
ER 401k Match	\$10,400	\$10,608	\$10,820	CMO/Tubman Director of Finance	June 2013
Social Security	\$16,120	\$16,442	\$16,771	CMO/Tubman Director of Finance	June 2013
Medicare	\$3,770	\$3,845	\$3,922	CMO/Tubman Director of Finance	June 2013
Unemployment	\$5,512	\$5,622	\$5,735	CMO/Tubman Director of Finance	June 2013
Accelerated Math Achievement Network	\$2,000	\$2,000	\$2,000	Tubman Director of Curriculum	August 2013
STEP	\$28,000	\$28,000	\$28,000	CMO/Tubman Principal	June 2013
LLI Kits	\$21,500	\$21,500	\$21,500	Tubman Director of Curriculum	August 2013
F&P Supplies	\$18,000			Tubman Director of Curriculum	August 2013
STAR Math	\$700	\$700	\$700	Tubman Director of Curriculum	August 2013
STAR Math	\$2,000	\$2,000	\$2,000	Tubman Director of Curriculum	August 2013
TOTAL	\$404,052	\$391,968	\$398,002		

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3 YEAR TOTAL \$1,194,022

Whole School Instructional Methods

These instructional methods will be implemented at the school level in order to ensure the highest possible quality of instruction and high expectations for students, with responsibility for execution residing with school leadership. Harriet Tubman measures progress by the academic gains of students. As part of the focus on results, the school employs a variety of assessment tools to ensure that students are developing the academic, intellectual, and character skills that are necessary for success in high school, college, and the competitive world beyond. Some of the performance evaluation and assessment instruments to be used include:

- Norm-Referenced Testing each year
- Quarterly Interim Assessments
- Reading Level Assessment
- Subject-specific diagnostics
- Weekly tests and quizzes in each class
- Daily exit quizzes in each class

Details of each segment of the program are outlined below.

Standards-Based, Aligned Curriculum

State standards guide the curriculum and help teachers determine what to teach so that students master the expectations for each grade level. It is extremely important that teachers in a K-8 school are aligning their teaching to state standards, so that teachers know what material students have learned and mastered in previous grades, know what material they are responsible for getting students to master in the current grade, and know what new academic content students will face in upcoming grades. For the next two years, both Louisiana and Harriet Tubman will be transitioning to the Common Core standards and working to increase rigor in the classroom to meet those standards. By the 2014-2015 school year both Louisiana and Tubman will be fully aligned and participating in the PARCC assessments.

Teachers at Tubman use a standards-based, aligned curriculum, which is formed by breaking the state standards and Common Core standards down into units of study and using the LEAP and iLEAP assessment guides as well as the common core transition guides to determine the areas of greatest priority for each subject and grade. The curriculum is also aligned to a citywide Schedule of Assessed Standards that forms the basis for quarterly interim assessments with the Achievement Network. These assessments allow us to track student mastery toward state standards and generate comparative data that give us a sense of how our school is progressing compared to other schools in the city.

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Focus on Planning

Strong planning is the catalyst to great lesson implementation. Teachers at Tubman are trained on how to use the lesson and unit planning process to maximize their efforts in the classroom. Though we use a variety of purchased curriculum to support the teaching of standards-based objectives, all lesson planning is done utilizing the Louisiana State Standards, Grade Level Expectations, and Common Core Implementation Guide as our guide. At the beginning of the year, teachers plan their yearly units to ensure overall coverage of the standards. Long-term planning is completed before the school year begins and done horizontally and vertically to ensure instruction is aligned over the course of a student’s time at the school.

Data-Driven Instruction

Teachers at Tubman use assessments to inform their planning and teaching. Before the school year begins, all students are assessed for their reading level using Fountas and Pinnell or STEP assessments. In addition, students take basic skills tests in math to determine their particular level. Kindergarten students take the required tests for early literacy and basic skills. All students take the Terra-Nova, a norm-referenced test that allow us to track students’ progress over time and in comparison to same-grade peers across the country. Data from these assessments guides our placement of students in intervention groups and allows us to tailor each child’s education program to their specific needs. Assessment is a regular part of each classroom teacher’s planning each week. Teachers will use assessments to determine their own instructional progress as well as the progress of their students. Using anecdotal evidence, exit quizzes, skill quizzes, and unit tests in their classroom, teachers will determine whether students are meeting achievement goals for the subject area. Interim assessments help determine student progress on mastery of standards and inform teachers in their future planning. Tubman elicits the support of both the Achievement Network and the STEP program to build capacity in the school building around the use of data. With quarterly interim assessments, teachers are able to identify the students that need extra help toward particular standards. In addition, teachers are able easily to identify what standards need to be re-taught or reviewed more rigorously and areas that might need improvement in their instructional practice. DCIs can then use this information to inform professional development needs and modify or expand the PPDP. Our belief is that no matter the curriculum used, the state standards should guide instruction and the level of rigor on the LEAP and iLEAP and upcoming Common Core Assessments should guide the kinds of problems and questions students see in their classrooms throughout the year.

Explicitly Teach Habits of Mind

Students develop the habits of mind to prepare them for unfamiliar situations and build a solid foundation in basic skills so that by the time they approach the difficult work of looking deeply, they will have the necessary foundation to be successful. Students in later grades develop their own ideas and opinions in the context of their particular coursework. This emphasis is based on the work of the Institute for Habits of Mind and the International Baccalaureate Program. It is also supported by research that highlights the importance of including mental habits in our teaching. The content is defined not only by the topics that might be taught, but also the cognitive demands that might be taught (e.g. memorize, understand the concept, solve problems, conjecture and generalize). With the guidance of their teachers, students seek knowledge for themselves, develop the skills to succeed in college, and endeavor to build a changed world.

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
	<p><i>Multi-Layered System of Intervention</i></p> <p>Students with needs that extend beyond the standard curriculum will receive intervention that is tailored to their needs. Small group instruction, pull out or push-in services and ongoing assessment of needs are conducted. Students who do not demonstrate improvement with intervention systems will be referred for evaluation for special education services. However, our focus is on early intervention to increase student achievement and regular assessment to determine student needs so to limit the number of student referrals.</p> <p>The key to success will be constant re-evaluation of methods and adjustment as needed to find success with individual students. By focusing on measurable goals, teachers and administrators are able to monitor student progress and teacher effectiveness. We will measure success by the number of students who have demonstrated significant positive growth in both academic and social areas, and we will relentlessly focus on doing everything possible to ensure our students succeed.</p> <p>Each year the school sets short, mid and long term accountability targets in order to meet or exceed the academic and operational goals established by SBESE policy and the charter agreement. The SBESE <i>Framework for the Evaluation of Louisiana Charter Schools 38</i> and the No Child Left Behind AYP goals serve as the core academic accountability framework, setting high expectations for our students to grow and achieve at high levels during their tenure at the school.</p> <p>Once clear and measurable annual goals have been set for the percentage of students achieving proficiency on state accountability exams, these goals are further evaluated to correspond with interim GLE/Common Core-linked assessments every six weeks throughout the year. The administrative team meets with teachers after the administration of these interim assessments to track actual performance and discuss strategies for improvement in GLEs that students have not yet mastered. Based on this data, as well as data from year-end tests, the curriculum is reviewed annually for rigor, relevance, and effectiveness.</p> <p>In addition, Tubman participates in two formal school reviews each year to identify strengths and areas for development for the school. We aim to continuously improve the quality of education we provide, raise the educational standards achieved by students through the use of all available data, and ensure adherence to best practice. These visits focus on helping the school and principal learn to self-evaluate and create sustainable structures to ensure the ongoing success of the school.</p>
5.0	<p>System Wide Strategy - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The LEA should provide evidence of its capacity to design and implement interventions consistent with USED’s final requirements for the intervention model selected for each school. The deliverables, tasks, and activities should align to</p>

<p>Item #</p>	<p>Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.</p>
	<p>your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>5.01 Describe the long term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).</p> <p>5.02 Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.</p> <p>5.03 Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.</p> <p>5.04 Describe the LEAs plan to sustain supports to the identified schools to maintain improvements and growth beyond the three-year grant period.</p>
<p><i>Narrative</i></p> <p>Harriet Tubman Charter School is the LEA, and therefore is not responsible for managing any other schools. Currently Harriet Tubman is a failing school, and as described in section 4.0 has a detailed, structured plan for intervention to improve the academic achievement of all students at the school. The success of all intervention strategies will be assessed by student outcomes and re-evaluated quarterly through use of quantitative data and student academic progress.</p> <p>We believe strongly in neighborhood-centered schools, and work to enroll local students from the neighborhood and generate neighborhood support for Harriet Tubman. Crescent City Schools and Harriet Tubman have created numerous networks within the Algiers community. When Tubman opened in Algiers in 2011 we were successful increasing enrollment from 420 students to 540 students because we recruited students through community networks for many months before the start of school. Crescent City Schools will leverage its existing relationships in the community to inform stakeholders of academic progress of Tubman. Harriet Tubman had an 89% student retention rate for the 2011-2012 school year, an indicator that parents and community members are pleased with the progress the school is making.</p> <p>We believe that family involvement begins as soon as a child is enrolled at Tubman. We are committed to helping parents and students understand the mission of the school and many of the school’s policies before the start of school, as we believe this leads to a more successful school start. After One-App enrollment decisions are made, families of new students are invited to the school to meet teachers, fill out paperwork, purchase uniforms and complete some placement testing. If parents are not able to attend these meetings at the school, home visits will be conducted.</p> <p>Tubman believes a strong partnership with parents maximizes the efforts the school is making to raise academic achievement. The on-going support and participation of each student’s family in the educational process is fundamental to the mission of the school. We believe that, to the greatest extent possible, the school and family should form a team dedicated to educating the child to his or her fullest potential which will serve to retain</p>	

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	<p>students and attract new families. An effective partnership between home and school sets the child up for success by garnering parent support for the activities and expectations at school and connecting school-based activities to the home.</p> <p>We also believe that parents and community have a direct stake in school practices and outcomes and that their influence and support (or lack thereof) can be a significant factor in school environments and success. Before Tubman opened the principal attended community meetings, engaged with leaders and met with parents to create buy-in and establish Tubman as a community partner who works synergistically with the community as a whole while also working to improve it. This also involved working to retain students and families who already attended the school as well as working to recruit new students. Our goal is to continue to work with families of Algiers to create a school that exudes community pride.</p> <p>Our commitment to involving families in our school begins during our student recruitment campaigns and continues on a daily basis throughout the school year. During the year, Tubman ensures regular home communication with frequent phone calls, home visits, weekly behavior updates, quarterly progress reports, and quarterly report cards. Additionally, parents are responsible for signing students' homework on a daily basis to show they are aware of the student's work.</p> <p>In accordance with the Commitment to Excellence form that all families sign, parents are able to gauge their child's academic progress by signing their child's daily homework sheet, attending parent/teacher conferences, attending open houses and reviewing student work with a teacher. Progress reports and report cards are also provided on a quarterly basis. In addition, Tubman tracks student progress as compared to state standards in order to keep parents apprised of the students' individual, collective, and comparative achievement.</p> <p>The school embraces partnerships with local groups and organizations, especially those in the neighborhood surrounding the school, including those who might provide services to our students. In the coming school year we hope to involve multiple groups from the community in our enrichment program, bringing the neighborhood and the city into the school. To give the community information about the school and offer them a chance to meet the school leader and ask questions, several meetings, open to all, will be scheduled. This year, Tubman hosted two Community Breakfasts open to all members of the community to see the scademic progress being made at the school and learn about the academic philosophy of Tubman.</p> <p>Tubman also conducts quarterly Family Nights in order to update parents and guardians on student and school progress, hear parent concerns, and conduct parent satisfaction surveys. Our goal is that in these surveys, 90% of our families will report being "satisfied" or "completely satisfied" with their child's education. In the most recent survey of Harriet Tubman parents, 94% reported being satisfied with their child's education. If we fail to meet this goal we will meet individually with a sampling of parents to determine their specific concerns, where they feel the academic program needs to improve, and what they feel are the strongest and weakest aspects of the school program.</p> <p>In addition to the four Family Nights, we will schedule quarterly parent/teacher conferences over the course of each academic year. The school takes</p>

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	<p>a number of steps to ensure that parents are actively involved in student academic evaluation and planning. Weekly progress reports are required to be signed by parents, which help the school ensure that parents are keeping up with their child’s progress and academic growth. The open line of communication between parents and the school via teacher cell phones and contact with the school principal will ensure that parents feel comfortable enough to call when they have a question. It is our aim to give very clear information to parents about their child’s academic and behavioral progress so they can play a significant role in their child’s school life.</p> <p>We plan to keep all parents intimately informed of their child's progress in the general curriculum, but it is particularly important to keep parents of students with exceptionalities informed of their child's progress in mastering the grade-level expectations and standards. During the year the school provides all parents with periodic Standards Progress Reports that articulate the student's growth and mastery on specific state standards and grade level expectations. Parents of students with exceptionalities are able to compare these Standards Progress Reports with their child's IEP goals that were set at the beginning of the school year. Additionally, the Director of Special Education and the Dean of Intervention are always be available during the week to meet with parents regarding their child's progress and arrange special meetings with the content- area teachers if requested. Content-area and Special Education teachers are also routinely accessible to field all parent questions and concerns throughout the week.</p> <p>As Tubman moves to being a high-performing school, support staff at the school will be less necessary. The Tubman 5-year budget is designed to be sustainable based on MFP allocation. With funding from the SIG grant Tubman will be able to implement the strategies necessary to bring 80% students to grade level in three years, at which point the school will phase out its intensive intervention program.</p>

[Insert LEA Name]

6.0 LEA Budget Summary

The LEA should include the cost of LEA-level activities in the school budget(s) for schools that will receive specific services from the LEA. Schools may apply for a minimum of \$50,000 per year and a maximum of \$2 million per year for the three year grant period.

School(s)	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Harriet Tubman Charter School		\$404,052	\$391,968	\$398,002	\$1,194,022
Total Budget		\$404,052	\$391,968	\$398,002	\$1,194,022

[Insert LEA Name]

7.0 Assurances

This section is not scored. (See scoring rubric for detailed breakdown of points.)

The School Board President or Charter Authorizer President and LEA Superintendent or President must sign below to indicate their approval of the contents of the LEA's application.

On **April 26, 2012**, 2013 the School Board or the Charter Authorizer of **Harriet Tubman Charter School** ("the Board" or "the Authorizer") hereby applies for and, if awarded, accepts the 1003(g) School Improvement Grant (SIG) funds requested in this application. The Board or the Authorizer certifies that, if awarded, the Superintendent or President of **Harriet Tubman Charter School** agrees to the following assurances*:

- To use SIG to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with federal SIG requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the federal SIG requirements in order to monitor each Priority School that it serves with school improvement funds;
- If the applicant implements a restart model in a Restart school, it will include in its contract or agreement terms and provisions to hold the charter operator, Charter Management Organization, or Education Management Organization accountable for complying with federal SIG requirements;
- To monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality.
- To monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- To Report to the SEA the school-level data required under section III of the final requirements.

SIGNED:



LEA School Board President or Charter Authority



LEA Superintendent or Executive