

**odellouisiana Department of Education
FY13 1003(g) School Improvement Grant
LEA Application Narrative**

Official Name of LEA (Agency/Organization)	ReNEW-Reinventing Education/ReNEW Cultural Arts Academy
Name of Superintendent/CEO	Gary Robichaux
Phone Number	504-782-4279
E-Mail Address	Gary@renewschools.org
Mailing Address	3128 Constance Street
City, State	New Orleans, LA
ZIP Code	70115
Name and Title of LEA Grant Contact Person	Barbara Schuler
Phone Number	504-458-9662
E-Mail Address	Barbara@renewschools.org
Name and Title of Fiscal Contact Person	Polly Burns
Phone Number	504-669-2805
E-Mail Address	polly@renewschools.org

A. SCHOOLS TO BE SERVED: Provide the following information about the school(s) to be served with a School Improvement Grant.

Identify each Priority School the LEA commits to serve and identify the model the LEA will use in each.

	SCHOOL NAME	SITE CODE (7 digits)	NCES ID (12 digits)	INTERVENTION MODEL				AMOUNT REQUESTED
				Turn-around	Restart	Closure	Transformation*	
1	ReNEW Cultural Arts Academy	369001	02018	x				\$1,000,000
	TOTAL							\$1,000,000

* An LEA that has nine or more Priority Schools may not implement the transformation model in more than 50 percent of those schools.

School Profiles

	SCHOOL NAME	Rurality (Rural, Suburban, Urban)	% Free/ Reduced Lunch	SY13-14 Enrollment	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 Enrollment
1	ReNEW Cultural Arts Academy	Urban	96%	621	660	660	660

Additional information concerning contact information or school profiles (optional):

98% minority students

Has the LEA been awarded a SIG grant prior to SY13-14?

Yes

No

If the LEA was awarded a SIG grant prior to SY13-14, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

Restart was awarded in AY 2010-2011, and enabled ReNEW Cultural Arts Academy (RCAA) to put in place bold interventions designed to: improve school climate and culture, hire extra school leaders to implement the school-within-a-school model to divide responsibilities, support increased school leader autonomy and accountability, support recruiting of highly effective (vs. highly qualified) educators, flood the building with extra adults to support increased interventions, recruit, educate, and re-enroll families and students from the previously failing school, increase individual supports to students achieving below grade level, and extend the school day and school year in order to accelerate learning. As a result, the school has gone from "School in Decline" to a "Top Gains School," the SPS has grown from 40.2 (old scale prior to Restart) to 60.1 in 2013, and the letter grade has improved from an "F" to a "D." Restart implementation has had a dramatic impact on student achievement growth across all core subjects. In 2011, RCAA along with sister school SciTech Academy, boasted the highest school gains of any K-8 school in New Orleans.

Student Achievement Growth % Scoring Basic or Above on LEAP and iLEAP

2010 Achievement (Prior to Restart)

Grade	ELA	Math	Science	SS
3	15.3	15.4	12.0	20.0
4	23.6	30.6	27.8	22.9
5	29.1	33.3	41.7	41.7
6	30.4	26.0	30.4	43.4
7	19.0	42.9	21.1	47.4
8	20.4	25.9	13.0	9.3

2013 Achievement (3rd Year in Restart)

ELA	Math	Science	SS
53	51	31	47
34	62	35	35
67	83	75	86
43	41	44	39
50	46	34	39
41	42	29	33

B. DESCRIPTIVE INFORMATION: Provide the following information for each school.

- (1) Why is the LEA applying for SIG funds to serve the Priority School(s) it commits to serve? What was the basis for selecting the Intervention Model(s) to address the identified needs? What are the expected outcomes?**

Needs Assessment Aligned with Interventions. For each Priority School that the LEA commits to serve, discuss how the LEA analyzed the needs of each school (such as instructional programs, school leadership and school infrastructure) and selected interventions for each school aligned to the needs each school has identified. Describe the needs identified at each Priority school that the LEA commits to serve. Explain the process that the LEA used to determine the intervention model(s) selected to meet those needs. Describe the LEA's comprehensive theory of change for addressing the needs of identified persistently low-achieving schools and how SIG funds will be part of a comprehensive approach to addressing these needs. Include in the description a high-level summary of how the LEA will use SIG funds to support the implementation of proven strategies that result in increased student achievement.

Goals. Describe the goals the LEA has established to hold accountable the Priority Schools that receive a school improvement grant.

Monitoring. Describe how the LEA will monitor each Priority School that receives school improvement funds, including by:

- (1) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
- (2) Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate).

Needs Assessment Aligned with Interventions

ReNEW Cultural Arts Academy (RCAA) is applying for SIG funds to continue bold, urgent interventions started in 2010 under the Restart Model. At the 2014 AmeriCorps School Improvement Symposium, session "School Improvement Initiatives," moderated by Scott Sargrad, Deputy Assistant Secretary for Policy and Strategic Initiatives, Office of Elementary and Secondary Education, U.S. Department of Education, panelists agreed that lack of funding decreases the number of educators in at-risk schools, increases class size, erodes teacher-student relationships, decreases or eliminates student social emotional supports, and decreases individual student interventions (Washington D.C., April 27, 2014). School turnaround is difficult work that requires additional resources and collaborations to sustain initial gains.

RCAA's overarching goal is to ensure 100% all of its students are college-ready To build upon initiation gains, RCAA must continue to raise student achievement, improve student behavior and responsibility for learning, and grow parent support for learning. For RCAA to become an "A" school, continued interventions are needed to build a strong, effective, and stable core of educators. SIG funds will support implementation of the Turnaround Model, to help RCAA to continue its efforts in increasing achievement for all students, improving teacher and leader effectiveness, realigning the curriculum to CCSS, providing high-quality job-embedded professional learning, educator collaboration, ongoing study of student data, providing social supports for students, and engaging stakeholders in the

educational process. The Turnaround Model provides a strong framework to guide continued interventions and it aligns with the LEA's school improvement strategies. As a result of implementing the Turnaround Model, RCAA anticipates increased student achievement, improved placement and retention of effective teachers and leaders, increased parent and community involvement, and improved school environment.

Needs Assessment

ReNEW Charter Management Organization (CMO) and RCAA's leadership team continually gather and analyze data, implement action plans, share progress and challenges, and receive feedback from a variety of stakeholders. This improvement cycle of analysis, reflection, and action started prior to closing the campus under Recovery School district direct management. Four years later, school and CMO leaders continue to collect data from a variety of sources to assess strengths and weaknesses and inform adjustments to improve educational outcomes. Data is collected from weekly leader and CMO staff observations, universal screenings and monthly student benchmark assessments, professional learning, teacher and leader rigorous value-added evaluations, school climate and culture, parent and community surveys and focus groups, New Schools for New Orleans comprehensive whole-school walkthroughs, and data from curriculum programs and interventions. We have used student achievement data, teacher effectiveness data, and school climate and culture data to assess and remove ineffective leaders and teachers. There is a continued need to recruit and retain highly effective educators.

The most current needs assessment data illustrates the following school strengths and weakness:

Strengths:

- ✓ Increased student achievement, demonstrated by SPS, school letter grade, and increased DIBELS, LEAP and iLEAP scores.
- ✓ Implementation of specialized RTP program to serve students most in need (severe disabilities) and RISE program to support students with severe social-emotional needs as a positive option to suspension or expulsion.
- ✓ 40% increase in parent involvement and 50% increase in school-community partnerships
- ✓ Excellent use of community-based, low-cost wraparound services to support students and their families.

Challenges:

- Maintaining highly effective turnaround leaders and teachers. Several ineffective leaders have left or been replaced, and over 50% of educators have left or been replaced. In turn, has negatively impacted student achievement, student behavior, enrollment, and parent engagement.
- Meeting needs of individual students on a daily basis. As the state's lowest achieving school in 2010, RCAA continues to serve students with a wide range of abilities and experiences. As well, the population of students receiving RTI and special education services is higher than surrounding schools, with special education at 12% of the RCAA student body.
- Continued student achievement /school ratings below "A" or "B" letter grade. As a "D" school, many students continue to perform below grade level in core subjects, and are not prepared for success in high school or college.
- Teacher and student transition to the Common Core State Standards. While ReNEW was an early adopter of CCSS, there is a continued need to make the transition and get students and teachers entrenched in new ways of preparing and delivering content, building supporting skills

(i.e. computer skills), checking for understanding, and aligning LEA and school-based assessment formats to PARCC.

- Engaging families. While progress is positive and demonstrates an increase from 15% involvement in 2010, to 55% involvement in 2013, RCAA has a continued need to leverage families to support education.

Turnaround Interventions:

Replacing Ineffective Staff and Recruiting, Placing and Retaining Effective Staff

The U.S. Department of Education recently reiterated what all educators know, "Recruiting, preparing, developing and supporting great teachers has a direct impact on the learning and success of America's students" (U.S. DOE Newsletter, April 2014). Continued efforts to replace ineffective educators, recruit effective ones, support, their success, and reward and retain the best is critical to improving RCAA's student achievement, climate and culture, and stakeholder engagement. Although the LEA replaced its original leaders and 80% of teachers during restart, we have had to continue to remove several leaders and 50% of teachers due to low performance. New leaders and teachers have been recruited to further improve instruction, student achievement, and school environment. SIG funds will support two new small school leaders, one to lead grades PK-5 and one to lead grades 6-8. "Incubating" for a up to a year within the school allows new leaders to learn the culture, become familiar with students, staff, and families, create improvement plans, create budgets, and receive a full year of intense support before transitioning into the school leader role.

As well, SIG funds will support national recruiting of highly effective (vs. highly qualified) teachers. The Director of Human Capital will participate in ten national teacher fairs to recruit experienced teachers with can demonstrate past success in educating urban, at-risk students like ours. In addition to highly effective lead teachers, RCAA will recruit and hire novice educators to serve as "co-teachers." This strategy has multiple benefits. Co-teachers typically have a year or less of teaching experiences. This allows them to develop their skills and comfort as a classroom teacher in a managed way before taking on a full load of teaching at-risk students. For the LEA, this model builds an in-house pipeline of talent whose members understand ReNEW's culture and stakeholders, and can be tapped to fill vacancies in the following year. Internal data demonstrates that seven of ten (70%) co-teachers remain employed with ReNEW after their co-teaching year and transition to lead teacher positions. Finally, adding co-teachers helps to reduce class size, supports differentiation of learning in the classroom, supports positive student behavior, and increases the amount and quality of individual and small group interventions for the most at-risk students. SIG funds will allow RCAA to add four co-teachers to the PK-5 small school.

To retain highly effective teachers, ReNEW uses its incubation model for leaders and co-teacher model for teachers, allowing them to become acclimated to ReNEW's mission, practices, and expectations. Observation, evaluation, and student achievement data allows RCAA a mechanism to identify and reward effective teachers. Collaboration with New Schools for New Orleans allows RCAA to provide annual bonuses to teachers and leaders, based primarily on the academic growth of their students. Another way RCAA works to retain effective educators is to offer leadership paths, training, and opportunities for practice. Leadership roles include Lead Planners, Deans of Students, and Intersession School Leaders. Opportunities are shared each spring, which allow teachers to apply for leadership tracks.

Adopting a New Governance Structure

ReNEW restructured the central office in 2010, to support its first two turnaround schools. Rather than a top-down approach, the turnaround office is a back office of support designed to support RCAA intensively. With no separate CMO facilities, all turnaround staff members work from school campuses to provide increased support, accessibility, and monitoring of daily activities. Two CMO-level turnaround leaders support all priority schools, and meet with RCAA school leaders weekly at a minimum. Turnaround leaders report directly to the CEO, and coordinate with all other CMO departments to ensure RCAA has the resources it needs to continue dramatic school improvement. RCAA leaders have direct and immediate access to CMO staff, the Executive Team, and the CEO.

New Instructional Program

ReNEW was an early adopter of Common Core State Standards. Working from the LDOE's transition plan, ReNEW put Directors of Curriculum and Instruction (DCIs) in place to participate in local, state, and national, trainings, and ensure teachers and curricula were prepared by the transition year for each grade. The results were that all grades are implementing curricula aligned to the transitional assessments (grades 3-12) or curricula aligned to CCSS assessments (grades P K-2). All grades and subjects, including electives, have realigned their assessments to match new PARCC formats. DCIs lead teams of Lead Planners, outstanding teachers in all grades and subjects, who write model CCSS-aligned lessons and units. These lessons are uploaded to the Better Lesson website, which builds capacity by archiving and sharing. Not only can RCAA educators download ReNEW's model lessons, but they can access model lessons from schools across the country that subscribe to Better Lesson. SIG funds will support stipends to Lead Planners for their curriculum building work that is performed outside of their regular teaching duties.

With so many students achieving below level, and so many students of the same age group working at diverse levels, it becomes very difficult for classroom teacher to differentiate content for each student. For this reason, RCAA has adopted blended learning, in which traditional face-to face instruction is supplemented with CCSS-aligned web-based learning programs such as iReady. RCAA implements research-based blended learning content through classroom learning centers to allow teachers and co-teachers to meet with small groups of students by needed skill. Skill-building classes use blended learning to supplement students' learning of on-level content, allowing each child to work at his own level to remediate missing foundational skills. Blended learning programs are used for Response to Intervention, acceleration of learning, and enrichment. Web hosting and unique log-ins allow students access from any location, to continue work at home or during the holidays. SIG funds will allow RCAA to purchase Chromebooks, allowing students to access approved, CCSS-aligned learning programs both during and after school.

Finally, RCAA's special education department uses research-based resources such as ALEKS, Failure Free Reading, Earobics, KeyMath3, Kurzweill, and Proloquo2go, to meet the specific needs of students with disabilities. Specialized courses, such as service learning and robotics, are being created to engage on-level students in student-led, project based learning.

High-Quality, Job-Embedded Professional Learning

To prepare teachers for the tough work of turnaround, RCAA implements ongoing, job-embedded professional learning (PL) and multiple opportunities each week for collaboration. These include 2 weeks of summer pre-service training, daily small school collaboration, monthly Cohort PL (during which

educators meet by content and plan CCSS-aligned content and activities across grade levels), and monthly Wednesday evening PLs. Continuous use of student data is the heart of RCAA's professional learning and lesson planning. Even at the recruiting stage of hiring potential candidates, data is key to demonstrating a teacher's ability to move student growth by a year or more. Monthly Data Days (during which educators dig deep into student data and create student-level action plans for reteaching).

RCAA contracts with Match Charter School's real-time coaching professionals as an individualized teacher development experience that provides immediate feedback and strategies to teachers as they deliver instruction. Match coaching complements weekly observations and feedback of all RCAA teachers. Quarterly, TIF-like observations are conducted by RCAA leaders, and data trends inform future PL sessions.

Use of Data to Drive Instruction

While Louisiana assessments provide summative data annually to measure current performance bands (compared to last year's performance by a *different* cohort of students), several also provide meaningful mid-year data helpful in monitoring individual and same cohort growth in order to make adjustments to teaching and learning. The remaining assessments, chosen by Consortium specialists in early childhood education, literacy, math, Response to Intervention, special education, and data systems, are used as universal and diagnostic screenings to support placement and customized learning plans for students in regular and special education programs and as formative benchmarking assessments to provide data on student mastery of CCSS to educators at frequent intervals. To underscore ReNEW's importance on data, the CMO has two staff members dedicated solely to data collection, analysis, presentation, and sharing. CCSS-aligned benchmark assessments are administered seven times throughout the school year to grades 2-8. ReNEW's benchmark assessments and Mastery Learning Quizzes are created in-house by Directors of Curriculum and Instruction, and have proven to be a valid predictor of student success on the LEAP and iLEAP.

RCAA educators participate in a cycle of data-driven decision making as part of school routine through a mixture of in-person coaching, group learning and online resources. Resulting benchmark data, provided within one week of administration, helps educator teams to determine which grade level expectations and CCSS students have mastered, what content should be taught further, and which students need it. Network sharing of benchmark outcomes across schools, grades, subjects, and subgroups puts continual focus on narrowing the achievement gap for the lowest performing students and improving individual and team teacher instruction. Data is collected further in between benchmark tests by teacher-made assessments and daily exit tickets. To facilitate educators' creation of CCSS-aligned assessments, and scoring and management of data, each classroom has a high-end scanner. The scanner interfaces with Mastery Learning Quizzes, benchmarks assessments, and Edusoft by allowing educators to scan and upload student answer documents to automatically correct them and create actionable reports. This technology provides real-time feedback as to what students have mastered and what needs to be retaught. As RCAA moves to further align assessments to PARCC, we anticipate less reliance on paper answer documents and increased use of web-based systems for student assessment and data reporting.

Data from benchmarks, universal screenings, and state assessments, blended learning programs, and teacher-made assessments is rolled up into Schoolzilla to provide a unified student dashboard and whole-school dashboards. Dashboard reports are shared with RCAA teachers, leaders, CMO staff, and

the Boards of Directors to study strengths and weaknesses and align support and resources to improve weak areas. This data provides a continuous cycle of feedback that informs leaders on professional development needs. Shared reports respect student and family privacy rights and do not report child-level information.

Schedules That Increase Learning Time and Teacher Collaboration

RCAA will continue to implement a longer school day and a longer school year in order to offer students more time for learning, and much-needed opportunities to gain missing skills and content. As well, the daily schedule includes time for students to work in on-level content and work at their own level to gain missing skills and content. Leveled reading and math classes provide opportunities for students to work on individual learning paths, through blended learning, push-in, or pull-out small groups. Before and after-care programming offers supervised activities, including tutoring, for young students of working parents. 21CCLC programming expands the school day with tutoring, electives, and healthy activities. Expansion of the school day and year allows for 60 minutes or more of daily teacher collaboration, cross grade planning, and deep data study. *For more detail on the types of teacher collaboration, see the previous section on job-embedded professional learning.*

Increased Social-Emotional and Community-Oriented Supports for Students and Families

RCAA relies on partnerships with local organizations and individuals that support and deliver physical, social, emotional, and wellness supports to students and families. Through seamless service partnerships, and providers that offer service at RCAA, students have access to a wide variety of mental and physical health resources. The following list demonstrates the various MOUs ReNEW maintains to help RCAA leverage wraparound services for students and their families:

- Communities in Schools of Greater New Orleans (mental health, links to community services)
- Voice of the Ex-Offender (support for families with a previously incarcerated family member)
- Public Defenders Office and Juvenile Regional Services (past offender, advocacy, legal needs)
- GNO Immunization Network and Bus (vaccinations at school and in community)
- Tots and Teens and Onsite Eyecare (on-site vision screenings and glasses)
- Smile Louisiana (on-site oral exams, cleanings, x-rays, fluoride, fillings, and referrals)
- New Orleans Speech and Hearing
- Tulane University Graduate Social Work Interns (social support for students)
- Magellan (state resource for grief, trauma, crisis)
- City of New Orleans Crisis Team Network (psychological evaluation and treatment options)
- Local shelters, homes, food banks and governmental services

SIG funds will support a contract with Communities in Schools of Greater New Orleans to train and place a full-time social worker at RCAA, to provide ongoing support to students and families.

Increased Parent and Community Engagement

In addition to implementing bold turnaround strategies to better educating students, previously failing schools must rebrand themselves to the community, students, families, and potential staff members. As an open-enrollment, Recovery School District charter, RCAA must engage and recruit families from communities across New Orleans, not just within the neighborhoods surrounding the campus. A partnership with STAND for Children has allowed RCAA's parents to participate in STAND University, a free parent training session to build understanding and advocacy for education and voice the work of charter schools in improving public education for all students. SIG funds will allow RCAA to educate the public about its programming, the One-App enrollment process, and community events. RCAA uses radio ads, strategically placed on stations typically listened to by our current and potential students, to reach families and communities, create interest in ReNEW, and draw in more stakeholders. These include 106.7 Old School R & B, 102.9 Hip Hop, and 1540 Radio Tropical (Latino). Billboards, bus shelters, and benches provide highly visible messaging. All methods communicate the same ReNEW SIG efforts:

highly effective teachers, teacher incentive pay for performance, data-driven instruction, extended school day and year, daily enrichment and tutoring, focus on college preparatory program and T.O.P.S., high expectations for all students, full special education programming, and strong school climate and culture. Ongoing family and community meetings allow families to provide feedback on interventions and programming. The "Our History" portion of ReNEW's website, www.renewschools.org, provides an overview of school turnaround for parents and community members and links to learn about volunteering.

Turnaround Goals

1. Place two effective RCAA Turnaround Leaders, evidenced by annual ratings of "Effective" or "Highly Effective" on the Compass Leader rubric.
2. Increase in the % of effective turnaround teachers, evidenced by 5% annual increase in the number of teachers scoring "Effective" or Highly Effective" on the LDOE-approved ReNEWbric.
3. Increased retention of effective teachers; decreased attrition of effective teachers; and decreased need to removal ineffective teachers.
4. From the 2014 parent engagement baseline of 50%, increase parent engagement each year by 10%.
5. Increase student proficiency in ELA and math, by 10% each year.
6. Increase the SPS by 10 points each year.

Monitoring

As with cyclical data study, ReNEW's SIG monitoring is an ongoing practice embedded in the culture and practices of the day-to-day activities. Rather than a formal, time-bound management plan, SIG monitoring is intimately tied to weekly reviews of school climate and culture, student achievement, and structured supports to leaders and educators. The CEO and Executive Team meet weekly to monitor RCAA's areas of success and create support mechanisms to reduce weak areas. Student achievement growth is the primary focus in monitoring, however Monitoring also includes student attendance, small school climate and culture (including student behavior), formative teacher effectiveness and long-term teacher effectiveness based on ratings of "Highly" Effective and "Effective," and parent engagement. As well school leaders and CMO staff continually assess the value of partners, programs, and resources in supporting school turnaround. Finally, the Board of Directors, through specific committees, monitors all aspects of RCAA's continued growth and turnaround implementation. Board members must green light major changes to programming, and they hold the CMO staff accountable for monitoring, supporting, and ensuring the success of each Priority School.

SPS Performance Goals. Enter the existing School Performance Score (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	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
ReNEW Cultural Arts Academy	69 old scale	70.1 new scale goal	80.1	90.1	100.1	31.1

Percent Proficient Performance Goals. Enter the reading/language arts and mathematics 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	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
ReNEW Cultural Arts Academy <i>For a detailed plan for improved student achievement by content, see the 2013 data table on page 2. RCAA plans to improve ELA and math scores by 10% each year from baseline 2013 % Proficient.</i>	45%	55%	65%	75%	85%	40%

(2) Does the LEA have the capacity to support the Priority School(s) it commits to serve?

Capacity. Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Priority School identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. If the LEA lacks the capacity to serve all of its Priority Schools, explain why the LEA lacks the capacity and how it will be able to address the needs of the Priority Schools that the LEA commits to serve.

Resources Aligned with Interventions. Discuss how the LEA will ensure that each Priority School it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement grant and that those resources are aligned with the interventions. Where applicable, describe how the LEA will align other resources with the interventions. Consider, for example, such resources as local, State or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at each Priority School that the LEA commits to serve.

External Providers. If applicable, describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers to ensure their quality.

Sustainability. Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

Capacity

All ReNEW campuses are Priority Schools, and the LEA was created with the support of a local, non-profit Charter Management Organization (CMO). The CMO staff is composed of individuals with diverse and strong experience in education, and 95% of CMO staff members have teaching experience. This background provides valuable understanding of the educational process and the unique nature of public charter schools. CMO and school leaders must have a proven record of effectiveness in their discipline to be considered for school turnaround work. Required competencies include the belief that all children can learn, willingness to go above and beyond for students and their families, ability to collaborate with and support adults, students, families, and community, excellent communication and organization skills, comfort and efficiency with technology, ability to learn new systems quickly, and ability to use data to drive decision-making. CMO and school leaders must have high levels of commitment to the organization, demonstrate the highest ethical standards, and be willing to serve others over self-interests. School leaders must show past success effectively improving educational outcomes for at-risk, urban students.

Collectively, experiences include Distinguished Educators, Teach for America trainers, National Board Certification, past work at LDOE and CEDL, and participation on national education consulting groups. CMO staff works solely to support the turnaround of its previously failing schools, and functions as a back-office of support. 100% of CMO staff members are embedded within Priority Schools; there is no separate central office building. As well, structures exist to allow the CMO's leadership team to support ReNEW Cultural Arts Academy (RCAA) in a variety to support areas. Each week, leaders and CMO participate in Whole-School Roundups that bring together content specialists, school leaders, special education staff, operations staff, technology staff, the parent-community liaison, and the executive team. These weekly meetings allow for continuity among small schools, focus on academic achievement and CCSS strategies, progress reporting on family engagement, and technology and operations updates. As well, the CEO meets with each RCAA school leader weekly to review challenges and provide one-on-one support. All RCAA staff members are issued cellular phones to ensure support is available from all CMO staff members, at any time (including evenings, weekends, and holidays).

CMO and school leaders use a variety of methods to determine capacity, align resources, and make school improvement adjustments. As with the needs assessment, determining capacity to implement Turnaround strategies is based on RCAA data and research-based practices. New Schools Venture Fund supports the CMO's growth, development, and capacity to support the Priority Schools it serves. As well, ReNEW's CMO staff and Board of Directors participate in trainings offered by the Louisiana Association of Public Charter Schools and the National Association of Charter Schools. The CMO and LEA are overseen by a strong Board of Directors that is comprised of university staff, attorneys, developers, accountants, and community and industry leaders.

To support capacity building, Board members, CMO staff, and RCAA leaders participate in ongoing training. Board members participate in annual retreats conducted by national experts. CMO staff members build capacity to strengthen their areas of expertise, broaden their knowledge, and build shared understanding of organizational growth and successful practices. RCAA leaders participate in pre-service training, monthly job-embedded collaborative sessions with their peers from other ReNEW campuses, and a spring leader retreat.

Resources Aligned with Interventions

ReNEW's CEO and finance team use a dynamic budget spreadsheet that transparently demonstrates to each school leader all incoming funds, by sources and program, as well as costs and formulas for required and supplemental items and services, including staff positions, student meals, student transportation, positive behavior supports, literacy/library building, etc. Leaders are able to view state, federal, local, and private resources, and align discretionary funds to the interventions their data identifies as most critical. Leaders meet with CMO Executive Team members monthly to review their small school budgets, receive feedback, and make adjustments. All funds allocated to a Priority school are received and expended through that school's unique account in the Blackbaud financial system and EGMS. In addition, the CMO adds value by fundraising on behalf of RCAA to increase resources available to support the LEA's identified critical needs and goals. The CMO team supports RCAA leaders in braiding and leveraging funds to address turnaround weaknesses, needs, and intervention strategies. RCAA relies primarily on free and low-cost community resources to provide wraparound services for both students and families. When possible, RCAA schedules community provider visits (health, dental, vision, mental health, etc.) on campus to remove transportation barriers. As part of a charter network, RCAA benefits from ReNEW's economy of scale, and back-office support in vetting vendors, preparing contracts, applying for multi-school grants, and coordinating with the Recovery School District.

External Providers

Through the CMO, RCAA has a solid and successful relationship with Communities in Schools of Greater New Orleans (CISNO) to train social workers and place them in the school at a reduced cost to the LEA. CISNO programming and resources are built upon the wraparound services model. Additionally, RCAA contracts with special education service providers, including speech pathologists and physical therapists, to meet the needs of specific students. These service providers are contracted based on accreditation, past successful experience, success of their intervention work with RCAA students, professionalism, and implementation of best practices. Transportation and meal providers are vetted and evaluated by the CMO staff with input from RCAA leaders, staff, and students.

Sustainability

The LEA and CMO staff work together to ensure sustainability of school improvement efforts and continuing student growth. The CMO provides RCAA with the services of a Development Director, Grants Coordinator, and Volunteer Coordinator, Directors of Data, program specific directors, technology support, and content specialists, to build strong practices that can sustain in future years. On behalf of all of its Priority Schools, the CMO will continue to partner with New Schools for New Orleans to support funding for Common Core training, and provide resources, support, evaluation, and incentives for educators through TIF funding. We will braid funds from other state and federal flow-through sources-- 8(g), JAG, LA GEAR UP, Education Excellence, and others—to continue to differentiate learning, provide additional educators, provide social-emotional supports to students, and expose students to college and career. Title funds will be used to support teacher salaries in year 4, and continue to provide services for low-income students, special education students, and homeless students. MFP will fund increased portions of educator salaries and benefits during the sustainability period. AmeriCorps, Striving Readers, and 21st Century Community Learning Center funds will support the continuation of expanded learning time and enrichment classes that develop the whole child while increasing time for teacher collaboration, additional personnel and benefits, sustained differentiation of learning and intervention activities, and CCSS-aligned content development, materials, and trainings.

RCAA's business plan contains defined strategies to cut initial turnaround spending as student achievement increases. Strategies include collapsing small schools, reducing the number of school leaders, and redefining intervention activities as more students achieve on grade level.

(3) How will the Intervention Model(s) be implemented at each Priority School the LEA commits to serve?

Interventions. Describe the actions the LEA has taken, or will take, to design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model. If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- 1) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- 2) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
- 3) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

Services. Describe the services the Priority School(s) will receive and/or what activities the school(s) will implement using SIG funds.

Timeline. Describe the timeline delineating the steps the LEA will take to implement the selected intervention in each Priority School identified in the LEA's application.

Practices and Policies. Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Practices and policies may include, but are not limited to, those relating to staffing, Union issues, school board issues, increased learning time, etc.

Stakeholders. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools. In particular, describe how the LEA plans to increase parent and community engagement in each Priority School identified in the LEA's application.

Interventions

As described in Part One, "Needs Assessment and Interventions" (page 6), ReNEW Cultural Arts Academy will implement interventions consistent with all eight components of the Turnaround Model. In addition, RCAA will implement Expanded Learning Time (ELT) through a variety of methods and programs. These include:

- Longer school day
- Longer school year
- Built in blocks of instructional time for on-level and remedial (or enrichment) literacy, ELA, and math.
- Built-in blocks of time for standards-based arts instruction, STEM electives, physical education, sports, and learning games.

Implementation of the ELT model expands the school day and infuses it with additional time for enrichment and remediation classes. This model frees educators to collaborate across grades and subjects, every day for 60 minutes. The longer school year allows ReNEW to carve out time for monthly cohort PL and quarterly Data Days that allows educators to collaboratively develop curricula and assessments by subject and across grade levels and do "deep data dives." Funding for ELT is supported by before and after-care funding, 21CCLC, and partnerships with The After School Corporation (TASC) and Partnership for Youth Development (PYD).

Services and Timelines

As a Priority School, RCAA will receive intensive support from the CMO staff, including the CEO, Curriculum and Instruction Team, Special Education Team, Early Childhood Team, Data Team, Human Capital Team, Educator Quality Team, Finance Team, Operations Team, Development Team, and Technology Team. Support is scheduled weekly, but leaders and CMO reach out to each more frequently when additional support is needed. Support is all encompassing, and includes everything from working with challenging students, implementing RTI, parent outreach, supporting teachers, studying data, purchasing, planning and implementing CCSS, coordinating food and bus services, designing professional learning, and leader development.

SIG funds will support the following Turnaround intervention activities:

- Support for two new RCAA school leaders, one for PK-5 and one for 6-8, through salaries and benefits.

Timeline: RCAA has already begun Turnaround interventions by removing all leaders that were present during the first round of SIG. RCAA has been incubating a new leader who will take over

the 6-8 school in July, 2014.

- The Director of Human Capital will support RCAA's new leaders in recruiting highly effective teachers and co-teachers. Mr. Galdi will attend ten educator fairs across the country, to seek out and recruit quality candidates that meet ReNEW's highly-structured, multi-step, application process. Applicants scoring 9-10 on the applicant rubric are prioritized for placement in open RCAA positions. Ineffective educators are counselled out early and are never transferred to another ReNEW campus.

Timeline: Recruiting is an ongoing process, with the goal of having all RCAA positions filled each March for the following school year.

- Placement of four co-teachers in grades K-5, including salaries and benefits. Novice co-teachers gain valuable, supervised experience and support positive student behavior, increased student-adult relationships, increased differentiation of learning, and smaller class sizes. Co-teachers create future pipeline of talent from which to draw lead teachers in future years.

Timeline: Placement by July 1, 2014.

- Lead Planner teachers will work throughout the year to research and create model CCSS aligned units, lessons, and assessments. There is one Lead Planner per grade, for each subject math, ELA, science, social studies, and early childhood. SIG funds will provide stipends for 12 Lead Planners to create and upload approved plans to Better Lesson and share them with all RCAA educators. SIG funds will also support the cost of subscribing to Better Lesson, a national CCSS content archiving and sharing platform.

Timeline: Ongoing, with units and lessons approved by DCIs and uploaded to Better Lesson the quarter before implementation.

- Placement of one whole school social worker, through a contract with Communities in Schools of Greater New Orleans. The social worker will provide in-school social and emotional supports, work with the school nurse to bring providers onto campus, and assist families and students in accessing free and low-cost community services.

Timeline: In place; SIG funds will support ongoing implementation of this Turnaround strategy.

- Community outreach and marketing to educate the community on RCAA's implementation of Turnaround, share its integration of the arts to support school improvement and whole-child development, and to promote family enrollment at RCAA.

Timeline: Ongoing and continuing.

- Chromebooks (Internet accessible laptops) will be purchased to expand and sustain RCAA's blended learning initiative, allowing greater differentiation of learning, lowered costs to do so, and increased access to remediation and enrichment activities during school, after school, and during holidays. Chromebooks significantly ease back-end management and increase teacher monitoring of students web-based learning.

Timeline: In place, active, and will be expanded immediately upon LDOE approval of the RCAA SIG budget in EGMS. Chromebooks will be utilized daily, to support literacy and math learning, for the 3-year Turnaround period and beyond.

Practices and Policies

ReNEW and RCAA created and implemented systems of policies and practices when it started its school turnaround work in 2010. These policies and practices are already in place, allowing educators to implement their school improvement initiatives fully. Aligned with research on what works in urban schools, the CMO developed a set of required and recommended strategies. Required strategies include creating a strong school climate and culture, maintaining a college focus, ongoing educator

support through PL, expanded learning time and year-round schooling, use of instruction aligned with CCSS, and increased school leader autonomy over budgets and programs. Within an annually, predetermined amount based on MFP and committed funding, school leaders may allocate funds as they best align with needs for additional personnel, academic and positive behavior celebrations, curriculum materials aligned to CCSS and RtI, student field trips, professional learning, and learning materials. Turnaround school leaders will closely monitor the staff under their supervision, and have the power to make staffing changes, approve qualified candidates for positions, and recommend staff for dismissal, a process that is expedited once intensive supports have failed. RCAA already schedules extra time in literacy, English language arts, and math, as well as enrichment courses to develop the whole student. As described earlier, RCAA is supported by resources and expertise, as well as policies and procedures, from the CMO back office of support. The CMO back office was created in 2010 to provide intensive support, specific expertise, and create economy of scale for single school LEAs. The CMO office relieves RCAA from time consuming activities that take away from a focus on teaching and learning. Support services include student transportation, student meals, technology support, and content experts. As a ReNEW network school, RCAA has a Board of Directors that oversees the health and growth of the school. The Board is made up of members with diverse expertise, commitment to do the challenging work of school turnaround, and participates in active subcommittees to better the LEA. As a Type 5 Recovery School District charter, RCAA does not have union participation.

Stakeholders

RCAA's leaders and CMO staff continually meet with stakeholders to share plans, gain feedback, and create an inclusive application. The Irish Channel Neighborhood Association supports RCAA's ongoing school improvement plans, including continued implementation of bold interventions provided through the Turnaround model. The CMO's Chief Advocacy Officer shared an overview of the application interventions at the May PTO meeting, and the CMO President shared the Turnaround application strategies with Board members. Turnaround plans were also shared with ReNEW's Program Officer from the Corporation for National Community Service, as ReNEW participates in the national AmeriCorps School Turnaround Program.

In their Article "Parent Involvement is Overrated," Robinson and Harris assessed 63 forms of parent involvement and found that "Parents are critical for how well children perform in school, just not in the conventional ways that society has been promoting." Their research found that communicating the importance of school, holding expectations for their child to attend college, and discussing what their son or daughter is doing in school all positively impact student success, regardless of race or socio-economic status. The researches recommend that schools find creative ways to involve parents and share the value of schooling (April 13, 2014. New York Times).

To further grow parent and community engagement at RCAA, the Parent Liaison will continue to collaborate with school leaders to sustain and grow participation in monthly PTO meetings. RCAA has parents participating in meetings and trainings with the non-profit Stand for Children (STAND). STAND educates parents on school improvement, curriculum, how to support education at home, and student and school advocacy. Increasing family and community engagement strategies also include making home visits, holding public "Info Sessions," and educating parents on college admissions requirements, scholarships, and financial aid. Leaders deliberately demonstrate how a student's grades and work ethic impact admission into selective high schools and college. RCAA leverages school events that draw in families and community to educate and engage families. When parents come to see their child "graduate" from PK or perform in the jazz band, leaders use the opportunity to emphasize the

importance of school as the first step to college and career. They work to make disenfranchised parents feel valued as partners, and encourage positive home-school relationships. As well, quarterly fundraisers allow RCAA to engage business and community members. At these events, RCAA's vision is used as a catalyst to raise community support for students' exposure to college through annual out-of-state campus visits.

C. BUDGET: Include the FY13 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in each Priority School it commits to serve.

In the FY13 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

- Implement the selected model in each Priority School it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority Schools; and
- Support school improvement activities, at the school or LEA level, for each school identified in the LEA's application.

LEA Application Budget Form included with this application:

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Budget Summary

School Name		Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
		Pre-Implementation	Year 1			
1	ReNEW Cultural Arts Academy		\$353,890	\$325,890	\$320,220	\$1,000,000
	LEA Activities					
	TOTAL BUDGET		\$353,890	\$325,890	\$320,220	\$1,000,000

If SIG funds will be used by the LEA/CMO, describe how the funds will be used to support SIG activities.

RCAA leaders do not have the time to fly to national educator career fairs to recruit highly-effective candidates, create and post position descriptions, or rake through countless applications to weed out the unqualified. The Director of Human Capital will support RCAA's two new leaders in recruiting highly effective teachers. Mr. Galdi will attend ten educator fairs across the country, to seek out and recruit quality candidates that meet ReNEW's highly-structured, multi-step, application process. Applicants scoring 9-10 on the applicant rubric are prioritized for placement in open RCAA positions. RCAA SIG funds will be braided with other funding sources to support 10 recruiting trips.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority School the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan. An LEA's budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years). The minimum amount of funding an LEA may request is \$50,000 per school.

D. ASURANCES: Provide the following assurances as part of the application for a School Improvement Grant.

The LEA must assure that it will:

- 1) Use its School Improvement Grant to implement, fully and effectively, an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
- 2) 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 final requirements in order to monitor each Priority School that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its Priority Schools that receive school improvement funds;
- 3) If it implements a restart model in a Priority School, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) 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;
- 5) 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 provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- 6) Report to the SEA the school-level data required under section III of the final requirements.

LEA agrees to Assurances:	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

E. **TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model(s) at the school(s) the LEA commits to serve. Include significant grant activities, budget items, deliverables, etc. Where applicable, specify any SIG-funded activities to be provided by the LEA.

Pre-Implementation Activities (Optional)	
Intervention Activities	
<i>Sept. 2011 - April 2014</i>	<i>May 2014 - August 2014 (Pre-Implementation Period)</i>
<p>Implementation of Restart Model (including 2010 addition of 2 new leaders)</p> <p>Replacement of 3-5 School Leader and 6-8 school leader.</p> <p>Addition of PK to serve additional at-risk learners</p> <p>Award of Presidents Committee on the Arts and Humanities "School Arts Turnaround" award to leverage the arts in improving low-performing schools.</p> <p>Collapse of PK-2 and 3-5 into one PK-5 small school</p> <p>Addition of RCAA early childhood program serving birth-age 4 with high focus on serving students with disabilities and low-income families</p> <p>Further replacement of 6-8 leader</p> <p>Incubation of new 6-8 leader to replace 13-14 school leader</p>	<p>May - June—Final incubation phase of 6-8 leader</p> <p>May - July—Final recruiting and placement of RCAA educators for 13-14</p> <p>May 5 - 10—Off campus leader retreat with CMO staff</p> <p>Final approval of RCAA small school budgets</p> <p>May—Finalize summer school logistics, (students, times meals, bus routes, etc.) and finalize school year academic and after school schedules</p> <p>June—Summer session for most at-risk learners</p> <p>July 7-18—Summer pre-service PL, including sessions on data driven instruction, differentiation of learning, instruction and assessments aligned to CCSS, blended learning, effective use of technology to support instruction, classroom management, school climate and culture, high expectations, Rtl, special education, etc.</p> <p>July 21— Student first day of school; full implementation of ELT; universal screenings, building and practice of high student expectations</p> <p>July 29-30—Leader Collaboration PL</p> <p>Upon award--Purchase Chromebooks to support blended learning activities</p>

Year 1: 2014 - 2015 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>National and local recruiting of highly effective educators at educators fairs. Ongoing posting of vacancies by Human Capital Dept. on behalf of RCAA leaders</p> <p>Implementation of new school leaders, co-teachers, and Communities in Schools social worker. Immediate implementation of wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content</p> <p>Ongoing CCSS-aligned benchmark assessments and Mastery Learning Quizzes to progress monitor student learning and collect data</p>	<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>National and local recruiting of highly effective educators at educators fairs. Leaders collaborate to make offers to qualified candidates</p> <p>Continued engagement of leaders, co-teachers, and social worker and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators.</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content</p> <p>Ongoing CCSS-aligned benchmark assessments and Mastery Learning Quizzes to progress monitor student learning and collect data</p>	<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>Recruiting and placement of any outstanding positions in collaboration with RCAA leaders</p> <p>Continued engagement of leaders, co-teachers, and social worker, and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators.</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content.</p> <p>Partnership with TeachNOLA brings novice educators into summer session to support student instruction and hone educator skills.</p>

Year 1: 2014 - 2015 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Daily small school PL allows educators to collaborate across grades and subjects by studying instructional strategies and student data</p> <p>Weekly leader support from CMO staff and CMO Turnaround Leaders through weekly "Leader Roundups" and weekly leader one-on-ones.</p> <p>Weekly educator observations and feedback supports</p> <p>Every 3-4 weeks—Use of student MAP, STAR, or STEP assessment data to regroup students for interventions</p> <p>Monthly Leader trainings, Cohort PLs (allowing core teachers to collaborate across grade levels), and Wednesday evening PLs</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>Quarterly Data Day PLs that allow all ReNEW educators to perform "deep dives" into student progress data and create whole-class and student-level action plans for reteaching</p> <p>Quarterly teacher and leader evaluations based on student growth, observations, and (for leaders) teacher effectiveness, student attendance, culture, etc.</p>	<p>Daily small school PL allows educators to collaborate across grades and subjects by studying instructional strategies and student data</p> <p>Weekly leader support from CMO staff and CMO Turnaround Leaders through weekly "Leader Roundups" and weekly leader one-on-ones.</p> <p>Weekly educator observations and feedback supports</p> <p>Every 3-4 weeks—Use of student MAP, STAR, or STEP assessment data to regroup students for interventions</p> <p>Monthly Leader trainings, Cohort PLs (allowing core teachers to collaborate across grade levels), and Wednesday evening PLs</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>Quarterly Data Day PLs that allow all ReNEW educators to perform "deep dives" into student progress data and create whole-class and student-level action plans for reteaching</p> <p>Quarterly teacher and leader evaluations based on student growth, observations, and (for leaders) teacher effectiveness, student attendance, culture, etc.</p>	<p>Afternoon PL allows educators to collaborate across grades and subjects by studying instructional strategies and student data</p> <p>Weekly educator observations and feedback supports</p> <p>Summer content quizzes to measure mastery of specific skills</p> <p>One week leader PL prior to whole-staff pre-service PL. Intensive planning for upcoming school year. Reflection on what works and adjustments to ineffective strategies, programs, resources, etc.</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>2 weeks of staff pre-service PL, including school-based and network level trainings. Sessions on data driven instruction, differentiation of learning, CCSS-aligned instruction and assessments, blended learning, effective use of technology in instruction, classroom management, school climate and culture, high expectations, RtI and special education, etc.</p>

Year 2: 2015 - 2016 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>National and local recruiting of highly effective educators at educators fairs. Ongoing posting of vacancies by Human Capital Dept. on behalf of RCAA leaders</p> <p>Continued engagement of leaders, co-teachers, and social worker, and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content</p> <p>Ongoing CCSS-aligned benchmark assessments and Mastery Learning Quizzes to progress monitor student learning and collect data</p> <p>Daily small school PL allows educators to collaborate across</p>	<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>National and local recruiting of highly effective educators at educators fairs. Leaders collaborate to make offers to qualified candidates</p> <p>Continued engagement of leaders, co-teachers, and social worker, and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content</p> <p>Ongoing CCSS-aligned benchmark assessments and Mastery Learning Quizzes to progress monitor student learning and collect data</p> <p>Daily small school PL allows educators to collaborate across</p>	<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>Recruiting and placement of any outstanding positions in collaboration with RCAA leaders</p> <p>Continued engagement of leaders, co-teachers, and social worker, and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content.</p> <p>Partnership with TeachNOLA brings novice educators into summer session to support student instruction and hone educator skills.</p> <p>Afternoon PL allows educators to collaborate across grades and</p>

Year 2: 2015 - 2016 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>grades and subjects by studying instructional strategies and student data</p> <p>Weekly leader support from CMO staff and CMO Turnaround Leaders through weekly "Leader Roundups" and weekly leader one-on-ones.</p> <p>Weekly educator observations and feedback supports</p> <p>Every 3-4 weeks—Use of student MAP, STAR, or STEP assessment data to regroup students for interventions</p> <p>Monthly Leader trainings, Cohort PLs (allowing core teachers to collaborate across grade levels), and Wednesday evening PLs</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>Quarterly Data Day PLs that allow all ReNEW educators to perform "deep dives" into student progress data and create whole-class and student-level action plans for reteaching</p> <p>Quarterly teacher and leader evaluations based on student growth, observations, and (for leaders) teacher effectiveness, student attendance, culture, etc.</p>	<p>grades and subjects by studying instructional strategies and student data</p> <p>Weekly leader support from CMO staff and CMO Turnaround Leaders through weekly "Leader Roundups" and weekly leader one-on-ones.</p> <p>Weekly educator observations and feedback supports</p> <p>Every 3-4 weeks—Use of student MAP, STAR, or STEP assessment data to regroup students for interventions</p> <p>Monthly Leader trainings, Cohort PLs (allowing core teachers to collaborate across grade levels), and Wednesday evening PLs</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>Quarterly Data Day PLs that allow all ReNEW educators to perform "deep dives" into student progress data and create whole-class and student-level action plans for reteaching</p> <p>Quarterly teacher and leader evaluations based on student growth, observations, and (for leaders) teacher effectiveness, student attendance, culture, etc.</p>	<p>subjects by studying instructional strategies and student data</p> <p>Weekly educator observations and feedback supports</p> <p>Summer content quizzes to measure mastery of specific skills</p> <p>One week leader PL prior to whole-staff pre-service PL. Intensive planning for upcoming school year. Reflection on what works and adjustments to ineffective strategies, programs, resources, etc.</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>2 weeks of staff pre-service PL, including school-based and network level trainings. Sessions on data driven instruction, differentiation of learning, CCSS-aligned instruction and assessments, blended learning, effective use of technology in instruction, classroom management, school climate and culture, high expectations, RtI and special education, etc.</p>

Year 3: 2016 - 2017 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>National and local recruiting of highly effective educators at educators fairs. Ongoing posting of vacancies by Human Capital Dept. on behalf of RCAA leaders</p> <p>Continued engagement of leaders, co-teachers, and social worker, and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content</p> <p>Ongoing CCSS-aligned benchmark assessments and Mastery Learning Quizzes to progress monitor student learning and collect data</p> <p>Daily small school PL allows</p>	<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>National and local recruiting of highly effective educators at educators fairs. Leaders collaborate to make offers to qualified candidates</p> <p>Continued engagement of leaders, co-teachers, and social worker and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content</p> <p>Ongoing CCSS-aligned benchmark assessments and Mastery Learning Quizzes to progress monitor student learning and collect data</p> <p>Daily small school PL allows</p>	<p>Ongoing parent and community outreach, education, and marketing to recruit families and educators to RCAA</p> <p>Recruiting and placement of any outstanding positions in collaboration with RCAA leaders</p> <p>Continued engagement of leaders, co-teachers, and social worker, and wraparound supports for students and families</p> <p>Lead Planners create model CCSS unit and lesson plans, for all grades and subjects (ELA, literacy, math, science, and social studies). Units and lessons are approved by Directors of Curriculum and Instruction before being uploaded to Better Lesson platform and shared with all RCAA educators</p> <p>Daily implementation of blended learning strategies, differentiation of instruction, RtI interventions, and special education services to meet the needs of all learners</p> <p>Daily exit tickets used in all core subject to measure student understanding of content.</p> <p>Partnership with TeachNOLA brings novice educators into summer session to support student instruction and hone educator skills.</p> <p>Afternoon PL allows educators to</p>

<p>educators to collaborate across grades and subjects by studying instructional strategies and student data</p> <p>Weekly leader support from CMO staff and CMO Turnaround Leaders through weekly "Leader Roundups" and weekly leader one-on-ones.</p> <p>Weekly educator observations and feedback supports</p> <p>Every 3-4 weeks—Use of student MAP, STAR, or STEP assessment data to regroup students for interventions</p> <p>Monthly Leader trainings, Cohort PLs (allowing core teachers to collaborate across grade levels), and Wednesday evening PLs</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>Quarterly Data Day PLs that allow all ReNEW educators to perform "deep dives" into student progress data and create whole-class and student-level action plans for reteaching</p> <p>Quarterly teacher and leader evaluations based on student growth, observations, and (for leaders) teacher effectiveness, student attendance, culture, etc.</p>	<p>educators to collaborate across grades and subjects by studying instructional strategies and student data</p> <p>Weekly leader support from CMO staff and CMO Turnaround Leaders through weekly "Leader Roundups" and weekly leader one-on-ones.</p> <p>Weekly educator observations and feedback supports</p> <p>Every 3-4 weeks—Use of student MAP, STAR, or STEP assessment data to regroup students for interventions</p> <p>Monthly Leader trainings, Cohort PLs (allowing core teachers to collaborate across grade levels), and Wednesday evening PLs</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>Quarterly Data Day PLs that allow all ReNEW educators to perform "deep dives" into student progress data and create whole-class and student-level action plans for reteaching</p> <p>Quarterly teacher and leader evaluations based on student growth, observations, and (for leaders) teacher effectiveness, student attendance, culture, etc.</p>	<p>collaborate across grades and subjects by studying instructional strategies and student data</p> <p>Weekly educator observations and feedback supports</p> <p>Summer content quizzes to measure mastery of specific skills</p> <p>One week leader PL prior to whole-staff pre-service PL. Intensive planning for upcoming school year. Reflection on what works and adjustments to ineffective strategies, programs, resources, etc.</p> <p>Monthly and quarterly reporting of SIG progress to stakeholders, including Board, families, community, and LDOE</p> <p>2 weeks of staff pre-service PL, including school-based and network level trainings. Sessions on data driven instruction, differentiation of learning, CCSS-aligned instruction and assessments, blended learning, effective use of technology in instruction, classroom management, school climate and culture, high expectations, RtI and special education, etc.</p>
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