

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	ReNEW-Reinventing Education
LEA Site Code (also called "LEA Sponsor Code")	369
LEA NCES ID#	2200155
Name of LEA grant contact person	Barbara Schuler
Phone #	504-458-9662
E-mail address	Barbara@renewschools.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
369005	02323	ReNEW Accelerated High School #2	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.

ReNEW has implemented a reform model that is heavily influenced by the "No Excuses" school model, one that has proven to be effective in raising student achievement levels in at-risk student populations, and which can be characterized by schools that employ "principals and teachers who demand excellence and reject the notion that poor kids can't learn." Many of our nation's highest performing charter schools implement some form of this model. Abigail and Stephan Thernstrom's landmark book, *No Excuses: Closing the Racial Gap in Learning*, (2003) details several proven elements that these successful schools have used to close the achievement gap – and which heavily inform ReNEW Accelerated High School #2's approach to transforming the performance of an academically unacceptable school. There is clear evidence that the "No Excuses" model – one that embodies the idea that *all* students will be successful, go on to college, and have the opportunities that follow academic achievement – can raise the level of academic achievement of at-risk students. Many of the highest performing open-enrollment charter schools in New Orleans are themselves based on the model. More importantly, ReNEW Schools does not seek to implement a new or unique model; rather, it launches schools that implement strategies and methods that have consistently proven successful in the highest performing urban schools across the country. These strategies include high quality teachers and leaders, extended school year, a small school environment, a strong academic and professional culture that fosters high expectations for all students, and increased parent and community engagement. The CMO provides a back-office of support, rather than top-down management. ReNEW's human capital, operations, IT, curriculum and instruction, finance, and development professionals ensure that school educators spend their time focused on instruction, rather than reporting, food service, and vendors. ReNEW has dedicated the most CMO personnel resources to the Curriculum and Instruction team to prioritize a high-quality and full implementation of Common Core State Standards, ongoing cycles of data study, and professional learning aligned with school and educators' needs. ReNEW implements school turnaround within all grade levels (not one grade at a time) to accelerate the rate of impact on failing schools, and actively recruits students attending the takeover school to remain enrolled in the newly transformed site.

ReNEW campuses are characterized by an unwavering focus on results. Administrators, teachers, and students all set end-of-year goals and their success is evaluated based on their achievement of those goals. Assessments are aligned to the Common Core standards, as well as additional college-readiness standards, and administered at the conclusion of three instructional cycles annually. Assessment results are used to monitor the quality of instruction and effectiveness of curricular materials, the school's progress against its own goals, and its performance against other high performing schools in New Orleans. School leaders have increased autonomy over budget, personnel and resources to best serve the needs of students. They focus professional learning on topics most relevant to their students' needs, teachers, grade levels, and school. They determine

rewards schedules and celebration activities for Positive Behavior Support and may schedule academic field trips and high school and college visits for students. In a tradeoff for increased autonomy, school leaders must show academic growth of the students within their grade cluster. All ReNEW employment contracts are renewed based on demonstrating student growth.

ReNEW's high school structural approach allows school leaders to oversee a manageable number of students and teachers, producing the benefits of a small school environment. Research consistently demonstrates that small schools are able to drive significant academic gains through strong student-teacher-parent relationships as well as with a strong, cohesive culture. Scheduled on trimesters, our high schools tailor instruction to the unique needs and past educational experience of each over-aged, under-credited student. Bold interventions ensure that within 2 years of enrolling, each student will graduate with a diploma and a plan for college or career. High levels of blended learning, on-site childcare options, flexible scheduling, and use of public transportation allow over-aged students to stay in school while attending to home and family obligations.

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
ReNEW Accelerated High School #2	N/A	33.3	50	55	60	26.7

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
ReNEW Accelerated High School #2--ELA	N/A	54	60	65	70	16
ReNEW Accelerated High School #2--Math	N/A	34	40	45	50	16

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>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.</p> <p>ReNEW restructured the central office in 2010, to support its first two turnaround schools. Rather than a top-down approach, the central office is a back office of support designed to support all six ReNEW priority schools. With no separate central office, all CMO staff work from school campuses to provide increased support, accessibility, and monitoring of daily activities.</p>

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	<p>Ninety-five percent (95%) of CMO staff and all CMO department leaders have educational experience through Teach for America or traditional public schools. 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.</p> <p>Gary Robichaux, CEO, is key to ensuring all SIG schools are making appropriate gains. Gary takes lead on big-picture items, including gaining support from policy-makers, RSD officials, and community. He leads the CMO and studies district data to realign improvement goals and resource alignment. Gary will continue to oversee the Curriculum and Instruction Team and make site visits to each SIG school weekly to support and advise school leaders and monitor daily activities.</p> <p>Colleen Mackay, Chief of Staff, led stakeholder work on composing and submitting each SIG school’s approved charter applications. She has been instrumental in involving multiple stakeholders, completing pre-opening requirements, and leveraging supporting CMO funds from new School Venture Funds and the Walton Family Foundation. Colleen continues to support schools as the main liaison to the Board of Directors.</p> <p>Michael Galdi is a Teach for America alumnus who worked as teacher and Human Resources professional at the Recovery School District before taking lead in ReNEW’s Human Capital Department. He will continue to spearhead all staff recruiting and screening, and sharing high-scoring applicants with school leaders. He will continue to initiate and maintain all human resources documents such as salary records, background checks, benefits, and employment history.</p> <p>Alex Pearlman, Executive Director of Operations, has experience in school finance and operations. He will continue to oversee all school-based operations managers in overseeing SIG facilities, student meals, and student transportation to ensure educators stay focused on teaching and learning.</p> <p>Tanya Bryant, Chief Financial Officer and Comptroller, will lead the finance team in braiding funds, documenting matching, purchasing, coding expenditures in QuickBooks, and ensuring compliance with the approved program budget and activities. Her team of six includes one full-time and one part-time worker dedicated to grants management.</p> <p>Tammy Robicheaux, Chief of Instructional Strategies, will continue to support SIG schools through a strong Common Core transition plan, observations and technical support to teachers and leaders, and preparation, delivery, and alignment of professional learning activities to student and educator needs. Tammy will continue to oversee the core subject and early childhood Directors of Curriculum and Instruction (DCIs) to ensure each</p>

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	<p>SIG school’s teachers and leaders are supported at high levels in preparing CCSS-aligned scope and sequence documents, lesson and unit plans, and interim benchmark assessments.</p> <p>Andrew Cox and Sumeet Goil will continue to support SIG schools as Directors of Data and Assessment. As importantly as relieving schools of the burden of reporting, they compile all data—achievement, benchmark, attendance, behavioral, and demographic—and create easy-to-understand reports for educators, Board, parents, and community. They oversee re-alignment of ReNEW’s report cards to describe CCSS mastery. Mr. Cox created an online application to simplify classroom observations and automatically tally field data for immediate review and analysis, and an application for setting instructional goals aligned with LDOE accountability.</p> <p>The Development Team will continue to support SIG schools and the CMO in identifying potential resources to supplement SIG 1003(g) funding and continue the work after the grant concludes. The team will collaborate with the Finance Department for program reporting and needed revisions. The Development Team will continue to act as the liaison to the School Turnaround Office to ensure timely state reporting with minimal reporting burdens passed on to school leaders.</p> <p>Increasingly state assessments and classroom activities rely on effective and updated technology. The IT Team of four individuals provides critical support to the CMO and RAHS 2 in maintaining systems, supporting blended learning, and supporting take-home learning activities. The IT manages e-rate to ensure technology is more affordable for SIG schools. Because RAHS 2 will increase its use of blended learning for the 2013-2014 school year, SIG funds will support the addition of IT personnel in July, 2013.</p> <p>Brooke Gershman oversees all enrollment for RAHS 2. With an open network of schools in New Orleans, enrollment is critical to the health of the school. RAHS 2’s school leader creates a budget based on desired enrollment for each grade level. Collaborating with the CEO and school leaders to conduct open community information sessions, Brooke will ensure returning and new families are aware of the RSD’s OneApp process and timelines.</p> <p>The Chief Academic Officer, Dr. Jean Pinney, supports RAHS 2 by providing daily monitoring and support of academic instruction and student achievement, and school climate and culture. Dr. Pinney supports Mr. McCoy and the school counselor in ensuring students are correctly placed upon enrollment, their course offerings are customized to their needs, and they have the social and community supports needed to stay in school.</p> <p>Elizabeth Marcell, Director of Special Education Services, supports ReNEW’s schools, educators, and students by overseeing all resources, staff, and professional learning to support students with disabilities. With high populations of students with 504 plans, IEPs, and ESL needs, Ms. Marcell has ensured each SIG school has effective special education staff in place to accommodate students and support regular education teachers. Ms. Marcell oversees the network’s RtI Coordinator, who ensures the 100% of at-risk RAHS 2 students get layered interventions and differentiated instruction every day.</p>

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	<p>Dwight Rhodes, the Chief Advocacy Officer, manages the Parent-Community Liaison, who organizes regular PTO meetings, makes home visits, and works with RAHS 2 to build relationships between home, school, and neighbors. Mr. Rhodes works with the Recovery School District to oversee student behavioral infractions that may result in suspension or expulsion.</p> <p>Because RAHS 2 opened in 2010, the school leader, Vasy McCoy, is completing his second year. Vasy was able to incubate at SciTech Academy in 2010-2011 to prepare for his unique and challenging role of overhauling years of systems, policies, culture, lack of autonomy, and personnel contributing to low achievement. As will all restart leaders, Mr. McCoy demonstrated prior successful teaching and leadership experience at-risk students and low-performing schools. His student achievement data was among the highest in the district when he worked at Reed High School before leaving the RSD and joining ReNEW. Working with a population of students including many challenged by pregnancy, low-income, incarceration, and years of missed schooling takes a special leader. Even on days when the students are more challenging, Mr. McCoy is professional, able to support and motivate teachers, students and parents, and stay focused on overarching goals.</p> <p>As a RAHS 2 school leader, Mr. McCoy has more autonomy and less managerial responsibilities, and is held accountable for every aspect of the educational environment and ongoing student achievement. Mr. McCoy participates in all CMO-delivered professional learning (PL), including annual 3 days of intensive leadership training. Scheduled this year in May, 2013, the PL delves into educational compliance and school law, instructional coaching and modeling, the ReNEW incentive pay structure, curriculum and virtual learning software, culture building, benchmarking testing, and data analysis training.</p> <p>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.</p> <p>As RAHS 2 opened in 2011, the school leader, the dean of students, and core teachers were hired in year 1. Since 2010, ReNEW has been recruiting staff locally and nationally through evening and weekend information sessions in order to identify and place highly effective teachers and leaders. Teach For America alumni network, The New Teacher Project, and New Leaders for New Schools are pipelines of talent ReNEW relies upon to identify and place high-potential personnel. ReNEW actively identifies and recruits individuals with high potential to positively impact students, using their past student achievement data as an indicator. A year of incubation has allowed Restart leaders to prepare for their roles, create staffing models, engage the community, study student achievement data, and review and make final decisions on candidates. The CMO's Human Capital (HC) Department takes on the bulk of the work to screen out less effective candidates. HC staff implements all recruiting and observations of potential candidates before sending them to school leaders for further interviewing and matching to specific openings. ReNEW's web-based portal</p>

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	<p>allows applicants to submit a cover letter, resume, and essays. The HC team uses a set of screening rubrics based on successful hiring strategies found in Geoff Smart and Randy Street's book "Who." The first rubric identifies desired qualifications and competencies found in the cover letter, resume, essay, or application. Candidates scoring a total of 9-10 on the first screening rubric are prioritized, and those scoring 7-8 are guaranteed to continue through the process as strong candidates. Candidates scoring 5-6 are considered for placement in critical shortage areas when higher-scoring candidates are not available. The Interview Score Card rubric rates candidates' general patterns of evidence in efficiency, organization and planning, attention to detail, strategic thinking and visioning, calm under pressure, persuasion, intelligence, and ability to analyze. Using questions designed to focus on outcomes, the Interview Score Card asks candidates about career goals, professional strengths and aspirations, and previous work experience and relationships. Candidates scoring 7 or above during the in-person or phone interview meet with small school principals for possible placement. Principals then utilize their own rigorous process to determine values alignment, previous successful experiences, and fit for the team.</p> <p>To reward and retain effective educators, ReNEW partners with New Schools for New Orleans (NSNO) to administer Teacher Incentive Funds (TIF). TIF requires multiple teacher assessments based on observations, goal achievement, and student assessment data. Incentive pay is provided to all academic teachers (regular education, special education, behavior support, lead teachers, and co-teachers) who demonstrate 1 to 1.5 years of student growth as determined by ReNEW's stepped incentive pay formula. School leaders for K-2, 3-5, 6-8, and 9-12 are also able to earn incentive pay based on the academic growth and attendance of the students within their grade cluster. Because the most effective teachers are placed with the lowest-achieving students (i.e. over-aged 8th graders), these teachers receive approximately \$15,000 more in their base salary. Academic teachers and grade cluster leaders receive extra pay to work holidays and summer, providing remediation to the lowest-performing students. ReNEW also retains the most effective educators by supporting leadership training programs and offering career advancement opportunities into roles that require greater support of colleagues, potential to increase impact on students, and opportunity to hone professional skills.</p> <p>1.03 Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model.</p> <p>Mr. McCoy and his dean of students were able to incubate with ReNEW's SciTech Academy upper grades for a full school year before opening RAHS 2 in 2011. The opportunity provided time to work on school budgeting, staffing, curriculum, scheduling, community outreach, and resource development. During incubation, Mr., McCoy and Mr. Barnes attended (and continue to attend) all leader meetings and professional learning sessions.</p> <p>1.04 Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how</p>

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	<p>student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results.</p> <p>CMO staff will use multiple tools, methods, and time intervals to evaluate teachers and leaders. Frequent observations of each teacher will be scored on the state-approved ReNEWbric, and leaders are evaluated on the LDOE’s Compass Leader Evaluation Performance Rubric. The ReNEWbric is based on best practices demonstrated to support learning in urban classrooms. Attributes include classroom culture, college-focus, strong use of extra adults to facilitate student learning, differentiation of instruction, checks for understanding, use of exit tickets, instruction aligned with CCSS, efficient transitions, etc. Teachers are observed weekly by their small school leader and dean of students. Quarterly, at a minimum, they are observed by CMO staff, parents and community partners, and members of the Board of Directors. To learn from observation data, teachers meet individually with their small school leader to review observation data, analyze teaching strengths and improvement areas, and create action plans to support the development of low-scoring skills. TIF observations and assessments add benchmarking data to evaluations, and heavily weigh incentives in student achievement. LDOE-provided LEAP, iLEAP, and EOC achievement data allows ReNEW to assess individual teacher’s and leader’s impact on student growth and assign value (no growth or negative, 1 year of growth, and over one year) to determine whether teachers and leaders are ineffective, effective, or highly effective. During the first 9 weeks of school, we work to identify less effective teachers and support them to effective levels.</p> <p>Should a teacher not be performing to expectations, she or he will gain additional support from Mr. McCoy, the subject area Director of Curriculum and Instruction, and the Chief Academic Officer. As well, struggling leaders receive increased support from the CEO and the Curriculum and Instruction Team. A specialized individual growth plan will document challenge areas. The plan will include required action plans, persons responsible, opportunities for support, and time lines to complete each activity. The struggling teacher will be asked to attend Wednesday evening PD sessions relevant to his or her weak skill(s) area. ReNEW and school leaders will strive to provide intensive support or, if available, placement adjustments. However, if a teacher is still not meeting expectations following increased support and growth plans, the unsuccessful teacher will be counseled out of the ReNEW network. The same applies for leaders. Struggling leaders are provided with intensive support from the CMO staff and actionable improvement strategies documented in the PIP. Those who cannot positively impact growth within their school and support teachers, students, and families are dismissed.</p> <p>1.05 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process.</p> <p>ReNEW strives to make all professional learning (PL) sessions and activities aligned with educator and student needs. Network-wide PL, planned</p>

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<p>and led by the CMO staff, includes in-depth sessions on ReNEW’s values, special education, blended learning, RtI, educator support and evaluation based on observations on the ReNEWbric, John Hattie’s research on effect sizes of various instructional strategies, Doug Lemov’s techniques from <u>Teach Like a Champion</u>, Better Lesson online lesson bank, data-driven instruction, Kickboard data collection to support positive student behavior, and differentiated learning. ReNEW’s use of the online ERO data system organizes PL sessions, activities, participants, and feedback. ERO data collection allows us to continually analyze teacher and leader needs to make all PL relevant and highly useful in the classroom. Leaders and Deans participate in customized PL to meet their needs, such as instruction, culture, and execution from Paul Bambrick-Santoyo’s book <u>Leverage leadership</u>.</p> <p>ReNEW recognizes the power of professional learning communities as a way for educators to collectively study student data and collaborate on learning solutions. RAHS’ pre-service professional learning, led by Mr. McCoy, allows teachers to further train on selected interventions, practices to support strong school culture, understanding and using the instructional framework, applying the ReNEWbric to daily teaching, administering universal and diagnostic screenings, and supporting individual learners. Daily, Mr. McCoy observes classroom instruction and customized PL to the needs of his teachers. RAHS 2 educators meet after school for 1 hour to review student work samples, analyze achievement data, determine the effectiveness of instructional strategies and interventions, and model instructional strategies working in ReNEW classrooms. Teachers make plans to meet the needs of high, medium, and low-achieving students and reteach missed content. In-house instructional rounds and school-wide reviews supported by New Schools for New Orleans, help the CMO collect data on the ReNEWbric and align subsequent PL to individual teacher needs.</p> <p>The Curriculum and Instruction Team has identified Model teachers at each grade level. Starting in 2013-2014, Model teachers will serve as outstanding examples of effective implementation of CCSS in the classroom for RAHS 2 educators to observe. Directors of Curriculum and Instruction provide additional live supports to teachers through content and instructional strategy coaching.</p> <p>Quarterly, following benchmark assessments, specialized Data Day trainings, managed by ReNEW’s Directors of Data, provide a prediction protocol and time for action planning to target specific subject area plans by student. Data Days allow teachers and leaders to study the most recent student benchmark assessment data to examine the standards on which students most-poorly performed. Coaching and feedback from peers and Leaders allows teachers to try out strategies and troubleshoot potential challenges before implementing them with students. Data Days reinforce the practice of designing instruction through the data cycle; each teacher leaves with an action plan on how to reteach missed content and skills.</p> <p>ReNEW hosts a series of monthly, Wednesday evening PL sessions that are open to any ReNEW educator. Current and past sessions include Understanding by Design, classroom management, backwards planning, checks for understanding and exit tickets, questioning techniques, and leadership courses. While attendance is optional, teachers are encouraged to attend sessions that strengthen skills they are struggling with, skills rated poor to average on the ReNEWbric, or skills identified by their leader as needing improvement.</p>	

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<p>Finally, the CMO collects teacher and leader feedback following every PL session. This data is studied within the week it is collected, to align future offerings to the most-recent needs of educators.</p>	
<p>1.06 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.</p>	
<p>Since 2010, ReNEW has been using annual contracts for 100% of staff members, and we do not participate in collective bargaining. Educator contracts are renewed based on teacher and leader effectiveness in raising student achievement. Following intensive intervention support by school leaders, the school's Chief Academic Officer, CMO staff <i>and</i> continued lack of effectiveness, staff members unable to impact their students' academic growth are encouraged to resign or dismissed.</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>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>ReNEW has already implemented changes in policies and practices with its first two SIG schools in July, 2010. These policies and practices have been extended RAHS 2 to allow staff to implement their SIG 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, year-round schooling, and use of instruction aligned with CCSS. Recommended practices include giving principals autonomy over their budgets. Within an annually, pre-determined amount (based on MFP), Mr. McCoy may allocate funds as his team sees fit for additional personnel, academic and positive behavior celebrations, curriculum materials aligned to Common Core State Standards and RTI, student field trips, professional learning, and consumables. Mr. McCoy closely monitors the staff under their supervision, and has the power to make staffing changes, approve candidates for positions, and recommend staff for dismissal, a process that is expedited once intensive supports have failed. While all</p>	

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	<p>ReNEW schools schedule extra time in literacy, English language arts, Mr. McCoy has autonomy in choosing and scheduling enrichment classes, clubs, sports, and college and career-readiness activities. Scheduling is done in collaboration with students and community partners who provide additional services to students. For the upcoming school year, Mr. McCoy surveyed students and families and will modifying the daily course schedule to better meet their needs of the majority of our students who have children or jobs. Mr. McCoy has the autonomy (and is expected) to focus professional learning on topics most relevant to his teachers and students. He and his staff determine the rewards schedule and celebrations for Positive Behavior Support and may schedule academic field trips and high school and college visits for students. In a tradeoff for increased autonomy, Mr. McCoy must continually demonstrate academic growth of the students within RAHS 2.</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>ReNEW holds school leaders and teachers accountable for student achievement based on the growth of the students assigned to their classes and grade levels. Interim benchmark assessments and TIF reviews help leaders and CMO staff progress monitor each educator’s effectiveness and make timely interventions to support less effective teachers or leaders. With the CMO ultimately held accountable by BESE for RAHS 2’s charter renewal in years 3, 5, and 10, there is a sense of urgency in ensuring teachers and leaders make the best decisions surrounding student achievement.</p> <p>Teachers, leaders, DCIs, and the Directors of Data and Assessment monitor progress daily, through exit tickets, and monthly through MAP testing, Middle of Course (MOC) benchmark assessments, and other state-required assessments (EOC, GEE, ACT, etc.). Teacher grade cluster meetings provide highly-structured professional learning that is evaluated by its impact on students. The CMO back office and the Board of Directors use data to monitor progress student achievement independently. Internal instructional rounds and school reviews by New Schools for New Orleans provide external classroom observations and monitoring of student achievement that allows us to determine which teachers or leaders are falling short and need more intensive assistance. Anonymous CMO and NSNO surveys, as well as twice-annual student and parent surveys provide valuable feedback, including strengths and areas for improvement in school climate, instructional supports, and academic growth. Finally, the charter contract provides built in monitoring annually, with intensive progress studies in year 3 and 5. Annual teacher contracts, incentive pay, and the ability to remove ineffective educators are tools to hold teachers and leaders accountable.</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>ReNEW is an established charter management organization with 3 years of high-scoring charter designs and proven intervention methods. In</p>

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<p>year 1 of operation, ReNEW’s K-8 SIG schools made the highest gains in the city with 19 and 20 point increases in SPS. Those first two schools are poised to come out of school improvement, and they are now performing as well as most New Orleans charter schools. ReNEW will not contract with an external management company, CMO, or EMO to continue school improvement interventions at RAHS 2.</p> <p>External partners are selected by their historical evidence base in providing support to disadvantaged students, support of the work of charter organizations, and when possible, their past success in providing beneficial resources and services at other ReNEW SIG schools. ReNEW also relies on reviews from other high-performing charter schools and non-profit organizations to make initial decisions in partnering. When possible, CMO staff and school leaders visit non-network sites to see external provider services being implemented. Partnerships must fulfill a critical need for SIG school’ educators, students, and families. Contracts with external providers spell out program or service goals, expectations, responsibilities, and deliverables for each party for the term of the contract. For a list of ReNEW’s major external sponsors, see section 3.04.</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> <p>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>
<p>3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served.</p> <p>The CEO works collaboratively with the Board of Directors to ensure the ReNEW network grows at an appropriate pace to support efficiency of scale, efficacy in growth of student achievement, and sustainable, high levels of support from CMO staff. Because ReNEW was designed to transform priority schools within the Recovery School District, all ReNEW campus are in school improvement (or just coming out this year), and all have been receiving the highest levels of support available at current levels of funding. These include increased small class sizes for immediate support, differentiation of instruction, increased time for learning, increased RtI interventions, flexible student scheduling and wrap-around social supports, and student access to content 24 hours, 7 days a week, to support credit recovery and acceleration of learning.</p>	

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	<p>SIG funds will allow RAHS 2 to increase needed supports in personnel, advertising, curriculum resources, and contracted social worker services. As the network’s schools continue to grow, and the first schools come out of school improvement (SciTech and Batiste are anticipated to be the first to come out of school improvement this summer), the CMO will review network supports and add additional CMO expertise and services to the lowest-achieving.</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>The increased model of school autonomy ensures RAHS 2’s leadership team, as well as the whole-school Chief Academic Officer, feels ownership of it goals, work, and outcomes. Additionally, the CMO leadership team divides itself among SIG schools, so that the CEO, the President, and the Director of Early Childhood Education each have two SIG schools to oversee each year. Chief Academic Officers and CMO leaders are assigned to the same SIG schools each year, to encourage ownership, detailed knowledge of the improvement plans ,activities, and progress, and build rapport with school leaders, staff, and students. Weekly one-on-one school leader meetings are open to all CMO staff, and provide ongoing opportunities to collaborate on the specific needs of RAHS 2. Whereas schools in a traditional system are limited to the LEA or CMO-wide calendar and scheduling, RAHS 2 leaders have ownership of calendar, scheduling of data days, and scheduling of school-wide professional learning sessions.</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>Whole-school restart is expensive. Bold interventions for the state’s lowest achieving students require additional personnel, interventions, parent and community outreach and education, competitive salaries and incentives to attract highly effective leaders, teachers, and behavior interventionists, higher levels of professional learning, and increased and improved data and technology systems. Having implemented the Restart Model at four SIG schools in round 1 and 2, ReNEW’s CMO staff have gained experience at aligning resources to RAHS 2’s needs. With the cutback in per-pupil spending, it was critical to involve Mr. McCoy, the CAO, and the CFO in the SIG planning process, as they manage the RAHS 2 budget, know which strategies work best with their students, and know where funding falls short in providing exemplary resources, activities, and services. As with all other ReNEW SIG schools, RAHS 2 will have its own funding stream within the accounting structure. Finance department grant staff have reliable procedures for coding requisitions and reimbursements to the correct SIG school. This includes electronic software tracking of all grant expenditures and revenue sources by school site and by grant code. Funding streams are also delivered separately and identified by individual site code. SIG funds will not be used to supplant, nor will they be used to fund CMO activities. All SIG funds will go directly to RAHS 2, and no indirect costs have been</p>

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<p>charged to the grant.</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> <p>Completing its 3rd year of implementing full-school turnaround (in addition to a year of incubating the CMO), ReNEW has developed, through its CEO and CMO staff, a portfolio of external partners who provide resources, expertise, and services aligned with the needs of RAHS 2. External partners are built through email, information sessions, media events, site visits, and face-to-face meetings about the work that ReNEW does to decrease the achievement gap for the city’s most disadvantaged youth. Current external partners include:</p> <ul style="list-style-type: none"> • New Schools Venture Fund and Charter Growth Fund for support of the CMO • Walton Family Foundation for support of year 1 of RAHS 2 • Tulane, Loyola, Delgado and Xavier Universities for interns and volunteers • School Leadership Center for expert training on CCSS • Match Charter Schools for job-embedded, live classroom coaching • New Schools for New Orleans for CCSS cohorts, grant awards, TIF, and annual school reviews • TNTP, TFA, teachNOLA, and New Leaders for New Schools for a pipeline of highly effective educators, support with summer school, and leader PL and coaching • Communities in Schools of Greater New Orleans for low-cost, trained social workers • Community Works, Partnership for Youth Development, The After-School Corporation, New Orleans Arts in Education Initiative, and Young Audiences for tutoring, expanded day, and career and college readiness activities • Presidents Committee for the Arts and Humanities for CMO and school support in integrating the arts to support school improvement and introducing the Board to high level individuals with the potential to fund school improvement priorities • Booth Bricker and private donors for funding of incubation leaders and research, development, and implementation of blended learning • Irish Channel Neighborhood Association, city council members, and BESE members to understand our work, advocate for the work of charter schools, and connect us with additional stakeholders and service providers • Recovery School District for charter placement, use of facilities, and shared enrollment procedures, discipline procedures, early childhood resources, special education providers, and student meal resources 	

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3.05	<p>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> <p>The year before RAHS 2’s restart (2010), ReNEW partners and funders worked collaboratively to design effective strategies for and access resources to support the high needs of the over-aged, under-credited, at-risk students that would attend RAHS 2. Planning included identifying Mr. McCoy as the potential leader and identifying funds to support his incubation period at SciTech. Planning also included delivering stakeholder informational sessions around the community to engage parents and students. Mr. McCoy and CAO Dr. Pinney, visited high-performing high schools in California and New Orleans, serving low-income, urban, minority students, to study and bring back effective teaching, learning, and school management strategies. They also made home visits to families to educate them about RAHS 2 and its unique school improvement strategies. The Board was highly involved in pre-opening strategizing as they must complete internal green-lighting before any approved charters can be used to expand the network. We also collaborated at high levels with the Recovery School District and BESE for approval of the Type 5 charter falling under the umbrella of the RSD. Starting in January 2011, ReNEW openly engaged potential staff, community members, and families. From January through July of 2011, the CMO staff provided evening informational sessions in schools and community venues. We met with NSNO, Communities in Schools of Greater New Orleans, TNTP and Teach for America, to discuss the (then) upcoming needs of RAHS 2 and made action plans to support staffing, educator evaluation, and student supports. ReNEW will continue to work with external partners as school needs change over time. Quarterly at a minimum, we collaboratively review strategies against ongoing and changing needs. Identifying gaps through data study, we realign partners’ services and resources to best support our student, family, and educators.</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>

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.
	4.04 Describe how schools will set high expectations for students.
	<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>Since 2010, all of ReNEW’s schools have participated in year-round schooling to provide students with additional time in learning. During the school day, 90-minute blocks of learning time in ELA, literacy, and math allows students to spend more time on the basics and gain the skills needed to succeed in grade level content. Students are able to continue working in skill-building programs after school, on weekends, and during holidays by checking out ReNEW laptops that only access ReNEW’s approved learning sites. Sixty-minutes of daily common professional leaning time, scheduled after school, allows educators at RAHS 2 to share a common time to collaborate within and across grade levels and subjects, and work with the school leader to improve weak areas identified by student achievement data and teacher observations.</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>The majority of RAHS 2 students need to pass the GEE to graduate and <i>all</i> RAHS 2 students require tiered interventions. ReNEW and RAHS 2 have built differentiation into professional learning and the instructional model. Literacy classes occur at the same time so that students may cross traditional age-assigned classes for grouping by skill level and deficiency. Small, flexible student groupings and increased use of state-approved digital learning courses support higher levels of differentiation for individual students. Students can take courses at their own pace and work on the skills they need without having to wait for or catch up to peers in the same course. Computer-based instructional activities through Plato, Fast ForWord, and others, customize learning paths, provide credit recovery, and track and report on instruction. The CMO-level Blended Learning Coordinator provides school leaders and teachers with data and achievement trends for every student and teacher.</p> <p>The CMO RtI Coordinator supports RAHS 2 educators in identifying student needs, aligning interventions, and monitoring time in interventions and student growth. A full CMO and RAHS 2 special education department and contracted specialists further modify and implement instructional activities for students with 504, English Language Learner, Gifted and Talented, and special needs.</p> <p>SIG funds will allow RAHS 2 to hire an on-site blended learning instructor, to troubleshoot student access problems as they occur, be available for students and parents as they work from home, monitor each student’s time spent in prescribed courses or skills clusters, and provide ongoing reports</p>

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<p>for students, families, and educators.</p> <p>4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.</p> <p>Three years of implementing interim benchmark assessments followed by Data Day PL have created a cycle and culture of data study to inform instruction. Educators are expected to study data daily with simple exit tickets presented at the end of each lesson, to stay informed on which of their students are struggling, and with which content standards and skills. To support teachers and leaders, each classroom is provided with an Edusoft-compatible scanner that allows teachers to create, scan, and upload assessment data for immediate tallying and analysis. As well, all benchmark assessments are uploaded to Edusoft, and the CMO Directors of Data and Assessment create customized achievement reports that are used by teachers and leaders during Data Days. These have provided SIG schools with reliable prediction tools for how well students will perform on Louisiana’s high stakes assessments. As mentioned in professional learning, each teacher ends Data Day having created a unique action plan, based on his or her students’ needs, aimed at reteaching missed skills and content.</p> <p>4.04 Describe how schools will set high expectations for students.</p> <p>High expectations for student and staff start with ReNEW’s vision, mission, and founding beliefs. These expectations are expressed during professional learning, community information sessions, family events, recruiting events, and candidate interviews. ReNEW has set forth the no-excuses model that expresses all stakeholders have an active part in ensuring <i>all</i> students achieve on level or above. ReNEW’s adults are expected to do whatever it takes to ensure all students are achieving at high levels. All educators are expected to differentiate learning, provide tiered interventions, and support students with disabilities. At the CMO and school level, ReNEW has allocated extra staff to support RtI, special education services, behavioral intervention, and social and family assistance to ensure each child has the supports needed to achieve. Students are taught to set and monitor learning goals, and use LDOE descriptions such as “mastery” to describe their performance. During parent conferences, students take lead on explaining their achievement progress, where they fall short, and what they need to do to improve their academic performance moving forward. Students are rewarded for meeting their academic goals with fun and educational field trips, college visits, and celebrations. Teachers and leaders who hold holding high expectations and meet performance goals are rewarded with annual incentive pay.</p>	
5.0	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

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	<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>5.01 Describe the long term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).</p> <p>Because ReNEW’s schools are open enrollment and our high schools cater to over-aged under-credited students, we have no feeder patterns from grade 8 to grade 9. For practicality, SIG schools are clustered by proximity (high schools together, uptown PK-8 schools together, and New Orleans East schools together), to ensure CAOs and CMO staff spend less time driving between campuses and more time in the school providing support . Currently, a Chief Academic Officer and one CMO leader is assigned to all grades and leaders within the school. As we move forward, clustering campuses will continue to facilitate intensive monitoring and support. As schools move out of school improvement, the CMO will evaluate the management plan and realign school clusters to provide more intensive CMO supports to the lowest-performing schools.</p> <p>5.02 Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.</p> <p>ReNEW does not seek to implement a new or unique model when it restarts a school; rather, it launches schools that implement strategies and methods that have consistently proven successful in the highest performing urban schools across the country. With proven results in its year 1 and year 2 SIG schools, the CMO is able to evaluate what works and quickly discard ineffective interventions. The CMO and Board of Directors continually study student achievement data to analyze the impact of each potential strategy and those already in use. Monthly CMO staff and school leader professional learning (PL) sessions include book studies and sharing of research on highly effective strategies, such as John Hatti’s work documenting the effect size of various instructional strategies. ReNEW also relies on outside experts to provide unbiased recommendations to review current interventions and improve their effectiveness. Match coaches, PL from the Learning and Leadership Center, and participation in the NSNO-Gates compact provide access to resources, sharing across schools and LEAs, lessons learned, and professional consulting to improve SIG interventions.</p>

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5.03	<p>Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.</p> <p>ReNEW has been collaborating with the Recovery School District both prior to and after submitting charter applications to BESE to identify the highest need school and work with existing staff to hold information sessions for staff, families, and neighborhood associations, presenting details on why ReNEW is a good fit for the school and what it has to offer students, staff, and community. ReNEW’s family and community information sessions are designed to build consensus about what is needed for the educational success of students, the mission of ReNEW, expanded school year programming, and academic and behavioral expectations of students. At every meeting, parents and community members use hand-held response devices to answer opinion and preference questions that are embedded in a Power Point presentation. Input is tallied anonymously and organized into a bar graph in the following slides to show opinion trends, spark discussion within the group, and foster buy-in. Finally, ReNEW 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). All methods of communication cover the same ReNEW strategies, which are intertwined with SIG efforts: highly effective teachers, teacher incentive pay for performance, data-driven instruction, extended school 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. ReNEW's website, www.renewschools.org, includes a tab explaining school turnaround, and each school’s page describes the interventions and their importance in better serving students. Attached documents include support letters from stakeholders, and ReNEW’s information session presentation.</p>
5.04	<p>Describe the LEAs plan to sustain supports to the identified schools to maintain improvements and growth beyond the three-year grant period.</p> <p>ReNEW will continue to seek Title funds, TIF (through NSNO), Charter School Growth Fund, Walton Family Foundation funds, and funding from New Schools Venture Fund to support RAHS 2 and sustain school improvement efforts past year 3 of the grant. ReNEW has partnered with these foundations in the past, and has already submitted new applications for the upcoming school year. We will also continue to work at the CMO level to leverage funding streams to maximize resources. These include 8(g), JAG, LA GEAR UP, Education Excellence, and others. Braided funds support student data management software, student and teacher laptops, print and radio advertisements, and curriculum. Title funds will be used to support professional learning and teacher salaries in years 2 and 3 of SIG, as well as services for low-income students, special education students, and homeless students. Funding also supports free breakfast for every student and year-round schooling. MFP will support increased portions of educator</p>

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<p>salaries and benefits in years 2 and 3 of SIG, as well as during the sustainability period. New Schools Venture Fund supports CMO back office growth and capacity-building to assist and guide persistently low-performing schools. Newly requested funds, including AmeriCorps, Striving Readers, and 21st Century Community Learning Centers will help to support additional personnel and benefits, increased blended learning subscriptions, intervention activities, and CCSS-aligned literacy materials and supports.</p> <p>Even during CMO incubation, the founders realized the initial costs of school turnaround could not be sustained with MFP. Each SIG school’s approved business plan contains defined action plans to cut spending in year 4 of operation to balance increased spending during restart. Strategies include collapsing small schools, reducing the number of school leaders, and saving funding on costly interventions as more students achieve on grade level.</p>	

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			
ReNEW Accelerated High School #2	complete	\$250,545.90	\$250,623.00	\$250,775.00	\$751,943.90
Total Budget		\$250,545.90	\$250,623.00	\$250,775.00	\$751,943.90