



\* 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	Success Preparatory Academy	Urban	93.3%	467	525	520	530
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

Next year, SPA will grow to serve 8<sup>th</sup> grade, increasing its overall enrollment. Two cohorts contain only two sections. As those cohorts move through, anticipated enrollment will fluctuate slightly.

Has the LEA been awarded a SIG grant prior to SY13-14?	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.

Success Preparatory Academy (herein referred to as Success or SPA) was awarded a SIG grant beginning in 2010 under the existing restart model. SPA opened in 2009 as a Type 5 charter school, following the restart model to turn around Albert Wicker Literacy Academy, a failing direct-run Recover School District school with an SPS score of 41.8. After analyzing the initial data in our needs assessment after the 2009-2010 school year, we determined the restart model to be appropriate given the intervention of the charter school model used as the basis for SPA.

Our needs analysis illustrated 5 key pillars that were addressed through the use of SIG funds:

- **Increase teacher effectiveness by providing increased coaching around exceptional instructional delivery and classroom management.** This was achieved by creating Academic Director positions (one in middle grades and one in lower grades) with the specific intention of providing job-embedded professional development through constant coaching and feedback for teachers.
- **Increase teacher effectiveness by conducting rigorous evaluations of teachers and then providing follow-up coaching on identified areas of weakness.** School leaders developed a comprehensive rubric for analyzing teacher performance. Part of this performance relied on absolute student performance data on externally created assessments (LEAP, iLEAP, Terra Nova). School leaders created a bonus system based on teacher performance on this rubric. Teachers received feedback through Academic Directors at least once every two weeks, tying feedback directly to the established rubric.
- **Increase academic rigor and sense of urgency in classrooms by providing high quality professional development for teachers that exposes them to a college preparatory environment.** The SIG grant was used to bring staff members to visit high-performing charter schools throughout the country. These visits allowed teachers to observe best practices of the most successful high-poverty schools in the country. Observations and reflections were recorded through journals, and the information taken from the visits helped to form school improvements in planning from year to year.
- **Create academic interventions to service students who are more significantly at risk academically.** Data indicated that a number of students during the restart entered SPA years behind in reading. As a result, providing direct intervention services to these students became a necessity in order to increase school performance. As a result, SPA added Reading Interventionists to upper grades meant to provide targeted assistance to student most in need of reading support. In addition, SPA used SIG funds to bolster its Guided Reading library, allowing us to provide targeted instruction at the students' level. Through the use of the Guided Reading program, teachers could differentiate reading instruction through small groups in order to address specific deficiencies.
- **Increase support for students and their families, who are most significantly at-risk (severe academic deficits, intense behavioral and emotional needs) along with providing training to teachers in helping them be successful in working with these students.** The funding also allowed us to create a partnership with Communities in Schools (CIS) whose social work and welfare services were able to provide students and their families with an avenue of support. CIS helped provide at-risk families with assistance outside of school that allowed for more stability in students' environment.

By allowing us to implement these interventions, the SIG grant was an instrumental factor in the incredible gains SPA has seen in the 5 years since the initial award. While fundamentally changing school structures in general, the grant's impact is best illustrated in three primary areas: teacher performance, reading growth, and overall schoolwide academic growth.

### **Teacher Performance**

As the primary driver of student achievement, much of the grant funding was used to increase teacher effectiveness through coaching, feedback, and development. By funding two Academic Directors, teachers received frequent feedback based on a rubric established based on the key levers of effective instruction.

As a result of this feedback, we saw dramatic effects on teacher effectiveness over the course of the grant term. During the final year of the grant term, the Louisiana Department of Education released assessments of teacher quality through the Compass system. Using a revamped version of the rubric created through the SIG grant, SPA's teachers did amazingly well. When measured by Compass's Value-Add Metric (used for teachers in subjects covered by state LEAP and iLEAP testing), 70% of teachers were rated as Highly Effective, placing them in the top 10% of teachers in state. Schoolwide,

less than 4% of teachers were rated as Ineffective overall, meaning that over 96% of teachers at SPA were effective according to the LDOE's measurements. This level of performance would not have been possible without the in depth coaching and professional development opportunities offered through the SIG grant.

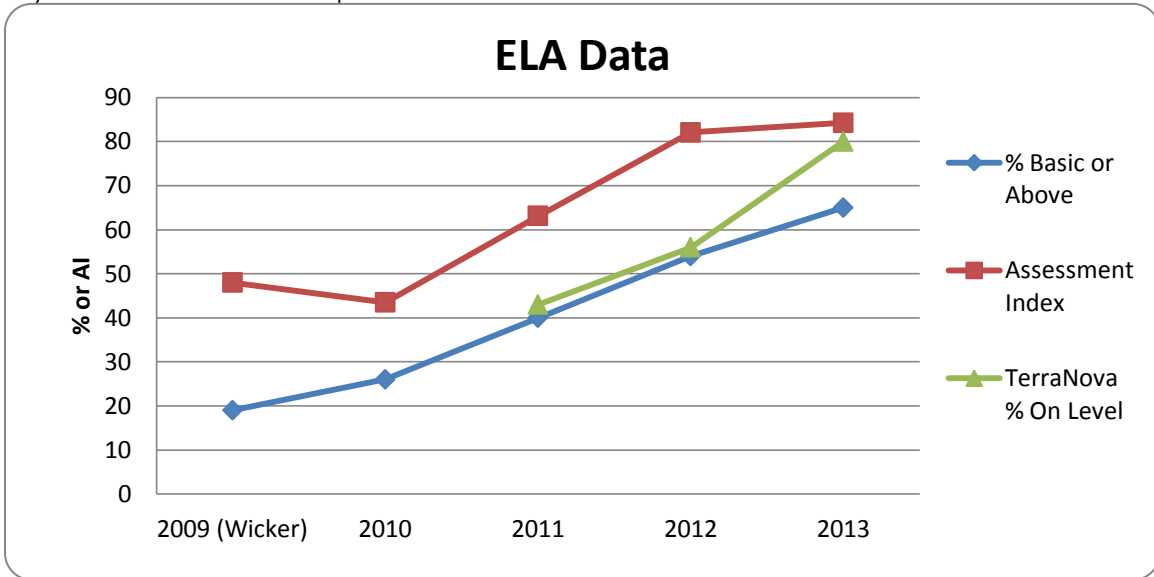
Professional Practice Score (50% of the Final Evaluation Rating)				
Average Professional Practice Score	% of teachers rated Ineffective	% of teachers rated Effective: Emerging	% of teachers rated Effective: Proficient	% of teachers rated Highly Effective
3.01	0.00%	10.34%	89.66%	0.00%
Student Outcomes Score (50% of the Final Evaluation Rating)				
Average Student Outcomes Score	% of teachers rated Ineffective	% of teacher rated Effective: Emerging	% of teachers rated Effective: Proficient	% of teachers rated Highly Effective
2.95	3.45%	31.03%	34.48%	31.03%
Student Learning Target Data (Contributes to the Student Outcomes Score)				
Average SLT rating	% of teachers rated Ineffective	% of teachers rated Effective: Emerging	% of teachers rated Effective: Proficient	% of teachers rated Highly Effective
2.72	0.00%	42.11%	47.37%	10.53%
Value-Added Metrics (from School Session 2012 - 2013)				
Count of teachers receiving value-added data	% of teachers rated Ineffective on Value-Added	% of teachers rated Effective: Emerging on Value-Added	% of teachers rated Effective: Proficient on Value-Added	% of teachers rated Highly Effective on Value-Added
10	10.00%	10.00%	10.00%	70.00%

**Reading Growth**

One of the major areas of focus for the initial SIG grant was in direct reading intervention to address the needs of students entering SPA multiple years behind in literacy skills. SPA addressed this need through the implementation of a comprehensive guided reading program, using the SIG grant to purchase guided reading libraries, hire Reading Interventionists, and offer job-embedded professional development opportunities specific to guided reading instructional delivery.

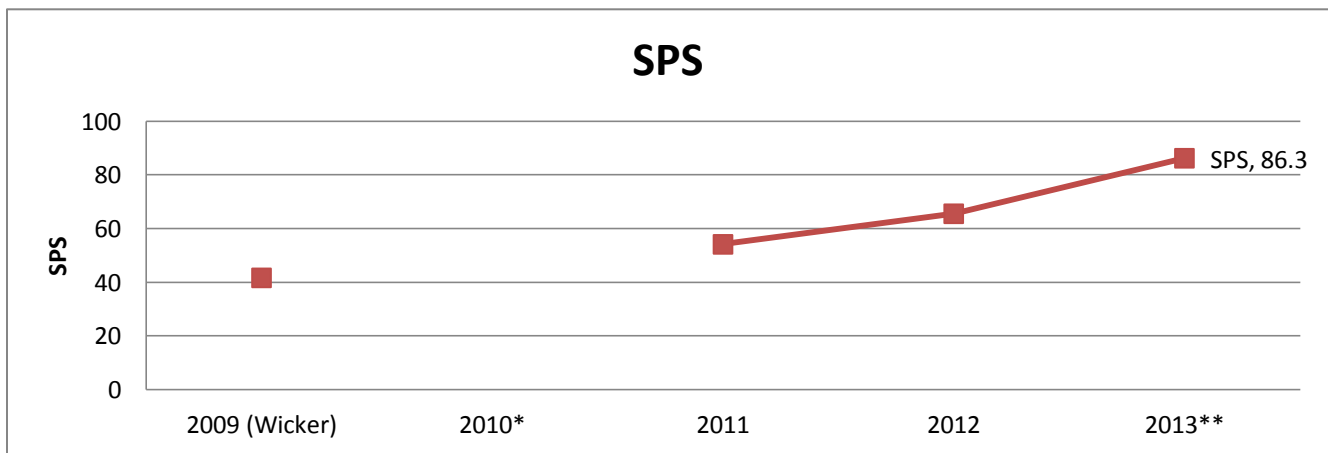
This investment resulted in a major impact with regards to ELA performance. By all measures and in all areas, English performance vastly improved with the implementation of these interventions. On state LEAP and iLEAP testing, SPA saw 39 percentage points of growth in the number of students scoring Basic

or above, the standard for proficiency. In non-tested grades, SPA used TerraNova NRT testing to measure growth, and saw an 89% increase in students on grade level over the course of the grant period. Through constant progress-monitoring and fidelity to the larger improvement plan, SPA's focus on literacy made an immense impact on student outcomes.



**Overall School Performance**

Individual components of school performance certainly illustrate the success of SPA's implementation of the SIG grant. However, successfully implementing a singular component of school performance, while important in grant planning, is meaningless if it fails to contribute to overall school improvement. The SIG grant's intention is to intervene in order to change a school's trajectory as a whole. In this way, SPA's implementation of the SIG grant illustrates a major and meaningful impact on school improvement.



\*SPS score not assigned during transition year.

\*\*Based on 200-point scale.

When SPA began implementing the restart model in 2009, the current RSD direct run Albert Wicker Elementary had an SPS score of 41.7. By the end of the grant period, Success more than doubled that score, with an SPS score of 86.3 based on the consistent 200-point scale, and raising from failing status to a score of a C on the new point system. Using this scale is particularly pertinent to the grant as a portion of this SPS score included attendance statistics. The SIG grant allowed SPA to join with CIS to increase

family support and address the broader needs of Success students. Nowhere is this seen more than the increase in student attendance, rising from 89.5% in SPA's inaugural year to a peak of 93.3% over the successive years. The overall performance, and specifically in the increase in student culture as exemplified by student attendance numbers, illustrates the impact that the SIG grant had on Success as a whole by providing meaningful interventions to create true school improvement.

**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).

### **Success Preparatory Academy & SIG Cohort 5**

Despite the rapid improvement initiated through Success's involvement with Cohort 1 of the SIG grant, we are acutely aware of our need to further develop our school in order to provide the high-quality, college preparatory education outlined in our charter. Given our need for further growth, in combination with the increasing rigor and expectations on us through the implementation of Common Core, SIG funds will allow us to implement the interventions necessary to take SPA from improved to excellent.

#### **Needs Assessment**

SPA's degree of achievement to this point has resulted in a 5-year charter renewal granted in the Fall of 2013. In preparation of the next phase of SPA's history, the administration and staff have focused their on-going reflective analysis on establishing a long-term plan for increasing the school's achievement level. This comprehensive assessment has utilized multiple sources, including student performance data, staff surveys, collaborative feedback, and external assessment to identify the strengths and weaknesses of the school, and to develop intervention plans for further improvement.

#### *Quantitative Analysis of Student Performance Data*

Success Preparatory Academy's constant data-analysis fosters a culture where success is defined only by student learning. Student performance data drives both short- and long-term decision making, with student outcomes as the singular driver of all aspects of the school. In this way, quantitative analysis of this data is an ongoing process. Teachers use daily formative assessments to make adjustments to their instruction. The instructional team disaggregates school-wide data and uses results to re-teach and

continually gauge the effectiveness of teaching methods. In this way, quantitative analysis at both a micro- and a macro- level illuminated consistent trends. Once identified, SPA could further investigate using more specific data, as well as qualitative analyses from other sources, to establish a cause and intervention for these weaknesses.

#### *Student & Staff Surveys*

At multiple points, SPA has utilized surveys of staff members and students to identify school strengths and weaknesses. Specifically, Success's Board of Directors has issued an annual End of Year survey to staff members in order to assess the performance of school leaders, and to develop support plans for the coming year. In addition to these surveys, SPA has partnered with Tulane University's Department of Psychology to pilot a social-emotional learning-focused assessment of school performance. The program involved an extensive survey of students and staff members on multiple aspects of school performance and culture. While initiated for the purposes of Tulane's psychology program, SPA has also used the survey results to support and refine insights into school needs presented by other data sources.

#### *Collaborative Feedback*

Constant analysis is recognized as an essential part of improving practices at SPA. Because of this, significant time is dedicated to assessing current effectiveness and discussing the need for change. Teachers take part in two weekly grade-level meetings meant to allow staff to analyze data and determine any necessary changes. The meetings give staff the opportunity to identify additional needs, collaborating with administrators to solve problems. Administrators are able to then articulate the broader needs, creating an additional data point for our assessment. In addition, SPA's School Leadership Team meets at least quarterly to discuss the concerns, using student performance data in addition to feedback from staff members to identify and address needs, offering another qualitative data point for establishing focus areas.

#### *External Reviews*

Over the past year, SPA has engaged in two separate external reviews to help identify strengths and weaknesses. In April 2013, John Tarvin of Claremont Consulting performed an onsite observation, including extensive interviews with multiple staff members. Mr. Tarvin and Claremont are a premier consulting group who provide assistance in organizational structures and long-term planning for non-profit organizations, and specifically for public charter schools. Mr. Tarvin has extensive experience in multiple levels of a highly diverse set of organizations, including founding the Massachusetts Center for Charter Public School Excellence. Mr. Tarvin analyzed the long-term viability of SPA's leadership structure and issued recommendations for increasing the effectiveness of our organization.

In addition, in February 2014, Julie Jackson, Managing Director of Uncommon Schools New York/New Jersey Elementary Schools, performed a multi-day observation of SPA. Ms. Jackson heads a series of the highest-performing elementary schools in the state of New Jersey, outperforming almost all schools in the state despite serving low-income urban students. Ms. Jackson provided detailed feedback of SPA's effectiveness of operations, providing invaluable perspective on the school's strengths and weaknesses from a source who knows how to run a high-performing school for at-risk students.

#### **Identified Needs**

Based on the data sources listed above, SPA has identified 5 primary areas of need in order to significantly impact student achievement:

##### **1) Create academic interventions for students in early elementary grades (primarily Kindergarten through Third Grade) who are more significantly at risk academically.**

In analyzing student performance data, instruction in early grades has been a particular strength, with Kindergarten and First Grade scoring at or around 90% on grade level on TerraNova tests consistently over the past three years. However, SPA has struggled to effectively address the 10-15% of students who are not on grade level. In tracking student progress beyond these early grades, the distance between these students and their peers continues to grow despite attempts at remediation. In teachers' analysis of these specific students, this is often the result of significant social and academic deficiencies these



students develop before ever entering Success in Kindergarten. While the Cohort 1 grant period focused on interventions for students who are years behind in older grades, SPA needs to establish similar systems earlier in students' academic careers in order to prevent student from continuing to have a performance gap when compared to their peers.

**2) Increase teacher effectiveness through high-quality, consistent coaching and professional development that illustrates successful teaching in high-poverty schools.**

As illustrated in the assessment of the prior grant period, teacher effectiveness has been a major strength at SPA, with over 96% of teachers receiving effective ratings. This has most often translated into increased levels student achievement, such as the SPA Class of 2015 cohort that has seen a 35-point Assessment Index (AI) increase in ELA, and a 48-point AI increase in Math. However, a close analysis of the data illustrates that this growth is inconsistent across grade levels. AI scores show little growth and overall fluctuations across cohorts in both 3<sup>rd</sup> and 4<sup>th</sup> grade. While other grades have showed progress, initial assessments of 2013-2014 interim data seem to indicate other grades and subjects where this is the case as well. In analyzing teacher surveys and observations by Julie Jackson, quality of coaching and feedback seems to be the major driver of this success. While general performance has been strong, the data indicates that lower performance is a direct result of insufficient coaching and development, indicating a strong need to focus on sustaining and improving our practices.

**3) Decrease suspensions through proactive social-behavioral interventions performed to increase student time in class.**

One of the biggest hindrances to student improvement has been an over-reliance on out-of-school suspensions in an excessively punitive behavior system. The suspension rate has averaged 17% over the past three years, with some individual grades as high as 45%. Student survey data indicates that, despite these percentages, students generally feel safe and cared for at school. However, the suspension data seems to indicate that the outliers in these questions could be the students receiving the majority of the consequences. More to the point, the suspension data generally correlates with student achievement data; students who are receiving the highest number of suspensions tend to be lower academic performers. In order to improve student performance, we must address behavioral issues in a more comprehensive and proactive fashions in order to increase the amount of time students spend in class.

**4) Increase the rigor of instruction to align with Common Core State Standards.**

As discussed above, AIs on state tests from a grade level stand point have been inconsistent, and show some initial indications of slowed growth in some areas. While the growth seen from SPA's first year, and as compared to Wicker, has been impressive, this rate of growth must continue in order for Success to achieve its mission. In addition, teacher analysis and surveys seem to indicate greater difficulty in effective instruction with the adoption of Common Core State Standards. Data on a statewide basis seems to indicate that students have scored significantly lower on CCSS-aligned iLEAP and LEAP test questions. These indicators illustrate the need to increase rigorous instruction through improved curricula and teaching methodologies.

**5) Increase recruitment and retention of high-quality, talented teachers.**

The data from the Needs Assessment made clear that the highest performing teachers are consistently those that have been with Success for multiple years. All seven of the highly effective teachers based on VAM data had been with SPA multiple years. The lowest scoring teachers on the Professional Practice observation scores were nearly all new to the school. Administrator feedback also seems to indicate the success of teachers and staff members who have received at least one year of coaching at Success, illustrating the importance of holding on to quality teachers. However, teacher recruitment and retention has been problematic in the past two years as founding members begin to move on, and the market for quality teachers becomes more competitive. This school year, 42% of staff members are new to the school, with only 9% of the staff having been with the school since 2009. While finding additional talent has been more difficult as a result of our grade expansion, administrator reflection indicates that the past two years have made it hard to find quality candidates. As a result, continued growth will rely heavily on retaining current talent, recruiting new talent, and coaching all staff members

to be high-quality, effective teachers.

### **Intervention Model – Transformation**

Based on Success's identified needs, the transformation intervention model seems to best fit the needs of the school in our attempt to be a truly excellent school. The four key areas of the Transformation model (flexible and sustained support, extended learning time, comprehensive instructional reform, and teacher development) align ideally with our areas of need, which mainly focus on issues around human capital and curriculum development. SPA has seen great success through the previous implementation of the restart model, laying a strong foundation for further growth. In order to reach the next level of success, however, the model of the school must change; rather than a focus on remediation of previous deficiencies as with the restart intervention, the second phase of Success's improvement is a transformation into rigorous, well-rounded, and consistent performance across the board. This shift in focus from triage to development seems to fit the transformation model well.

### **Theory of Change**

SPA plans to address the above listed needs by implementing interventions that align with its core values and beliefs with regards to what will create an effective school.

Educational Philosophy: Success Preparatory Academy's education philosophy is derived from the most successful charter schools in the nation – schools that consistently prepare their students to succeed in college and beyond. Specifically, KIPP, Achievement First, and Uncommon Schools have been major influences on the philosophy – the success of these schools has been frequently documented, most notably in a New York Times Magazine article by Paul Tough, entitled "What it Takes to Make a Student."<sup>1</sup> All of these schools almost exclusively serve at-risk students and share the same demographics as our students. Success Preparatory Academy is not conducting an education experiment: it will implement proven strategies that have consistently been effective in raising the achievement levels of at-risk students.

An unwavering focus on our mission to develop college bound students for leadership and lifelong learning serves as the single guiding principle for every aspect of the school's educational program and instructional methodology. Fundamentally, we act upon the belief that all students can learn at high levels and deserve the opportunity to receive a college preparatory public education. We believe in establishing clear and measurable high expectations for academic performance for every teacher and student, and we believe that it is ultimately the responsibility of adults in our school to do whatever it takes to ensure students meet the high academic and social standards we set for them.

Given the practices of our nation's highest-performing charter schools, and our mission to develop college bound students for leadership and lifelong learning, Success Preparatory Academy's academic approach consists of seven main pillars:

Academic Approach:

1. Excellent Teachers are Essential for Excellent Results
2. Extended Learning Time for All Students with Intervention Classes
3. High Expectations for All Students
4. A Structured and Orderly Environment for All Students
5. Rigorous Curriculum and Instructional Systems with Proven Results
6. Using Data to Drive Instruction
7. Increased Student Family Involvement

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<sup>1</sup> Tough, Paul. "What It Takes to Make a Student," New York Times Magazine; Nov 26<sup>th</sup>, 2006.

#### *Excellent Teachers are Essential for Excellent Results*

Educational researchers indicate that teacher quality is the most important determinant of student success.<sup>2</sup> Recruiting and training great teachers has been one of Success Preparatory Academy's foremost priorities. Success Preparatory Academy only hires teachers with the highest expectations and a firm belief that all children can learn. Once hired, Success Preparatory Academy develops teachers through an intense professional development before the school year begins followed by monthly ongoing professional development during school year, frequent classroom observations, coaching on how to use data to drive instruction, and peer collaboration.

#### *Extended Learning Time for All Students*

We recognize that the majority of our students will come to us significantly below grade level. As such, Success Preparatory Academy provides students with a systematic schedule of additional learning time. Research has consistently shown that an educational program utilizing additional hours of carefully planned, engaged academic learning is directly correlated to increased student achievement.<sup>3</sup> Our schedule reflects our belief that literacy and numeracy skills are the gateways to college preparatory learning.

#### *High Expectations for All Students*

Every aspect of the Success Preparatory Academy school design is grounded in our mission to ensure every one of our students is receiving an education that will make them college ready. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that a culture of no excuses and a belief in the ability of all students to achieve at high levels is of paramount importance to securing positive student outcomes.<sup>4</sup>

#### *A Structured and Orderly Learning Environment*

Successful urban school leaders echo the same core belief about building a successful school: a highly-disciplined culture is integral to establishing an environment where students can achieve at high levels. We have built structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway.

#### *Curriculum and Instructional Systems with Proven Results*

Teaching and learning at Success Preparatory Academy is aligned with the Louisiana state standards and their gradual transition into Common Core State Standards, which we believe all students must master in order to be fully prepared to succeed in a selective college. Our instructional approach is not rooted in experimentation with respect to curriculum and pedagogy; rather, we implement an instructional program that is informed by successful practice of urban public schools.

#### *Using Data to Drive Instruction*

Success Preparatory Academy's constant data analysis fosters a culture where success is defined only by student learning. Benchmark assessments have been modeled after the iLEAP/LEAP format and examine content mastery strand by strand. The instructional team disaggregates school-wide data and uses results to re-teach and continually gauge the effectiveness of teaching methods.

<sup>2</sup> Brewer, Dominic, Eric Eide and Dan Goldhaber. "The Teacher Labour Market and Teacher Quality." *Oxford Review of Economic Policy* 20 (Summer 2004): 230. Ferguson, Ronald F. "Paying for Public Education: New Evidence on How and Why Money Matters." *Harvard Journal on Legislation* 28 (1991): 465-498. Hanushek, Eric A. "The Failure of Input-Based Schooling Policies." *The Economic Journal* 113 (February, 2003): F64-F98.

<sup>3</sup> WestEd, "Improving Student Achievement by Extending School: Is it Just a Matter of Time?" PACE Media/Education Writers Seminar, April 20, 1998, accessed via WestEd Web site: [http://www.wested.org/online\\_pubs/timeandlearning/TAL\\_PV.html](http://www.wested.org/online_pubs/timeandlearning/TAL_PV.html)

<sup>4</sup> This philosophy is informed by: Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000); U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

### *Increased Student Family Involvement*

Students' families are an essential resource to any school; stronger family support will result in increases in student achievement. Students' families are supported and expected to be partners in their student's education at Success Preparatory Academy. We are one community whose mission clearly states that we will develop college-bound students for leadership and lifelong learning. We recognize that students' families will be our key partners in making our mission a reality. Our teachers bridge the gap between school and community by making home visits at the beginning of the school year and throughout the school year, especially to complete report card conferences when families are unable to visit the school.

It is important that our teachers are available for our students even outside of school hours, therefore teachers at Success Preparatory Academy provide their students and their families with their cellular phone numbers in order for them to be contacted for homework assistance or in case of emergency.

Throughout the school year, there are numerous family evening programs where students' families can connect with the school staff and one another.

### **Theory of Change Applied**

Using these fundamental beliefs as the foundation for improvement, SPA will create multi-faceted, comprehensive solutions to address the needs identified through our assessment.

#### *1) Academic Interventions in Early Grades*

When used in upper grades, the implementation of the Reading Interventionist (RI) position has resulted in tremendous increases in student performance. The results of 4<sup>th</sup> grade Special Education students, working primarily with the RI, illustrated to us that implementing the practice in younger grades when the distance between academically at-risk students and their peers is smaller can have greater, more immediate effects than waiting until later years. As a result, the primary solution to early interventions will be to hire an RI to serve early elementary grades. By providing small-group, individualized instruction from a highly-effective teacher, we believe we will see a dramatic increase in student performance since we will be able to target the specific needs of students early in their academic careers.

In addition, budget constraints have typically limited afterschool tutoring and summer school to testing grades, more specifically to high-stakes testing grades. While this choice has been necessary given the promotional implications of LEAP tests, it has eliminated an opportunity to address student deficiencies earlier. Through SIG funding, we will be able to implement a comprehensive summer school program to allow students at risk of retention to improve their skills and ensure a smoother transition into the next grade.

Finally, many students' difficulties result from fundamental knowledge or skills that require basic remediation. To address this need, computerized curricula, implemented through a "blended learning" model, has shown statistically significant advantages over face-to-face instruction alone<sup>5</sup>. While such a model shows promise for increased student achievement across the board, the nature of deficiencies within younger readers seems ideally fit for implementation in K-3<sup>rd</sup> remediation. SPA has made initial investments in implementing such a model, creating a 50-student computer lab in combination with computer and tablet stations in each classroom. Implementation through the SIG grant would allow SPA to invest in the most effective intervention software, using a partial blended learning model to address the needs of those students most at risk in early grades.

#### *2) High-quality, consistent coaching and professional development*

As a result of Cohort 1 SIG funding, SPA has fully incorporated Academic Director coaching into its

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<sup>5</sup> US Department of Education Office of Planning, Evaluation, and Policy Development, *Evaluation of Evidence-Based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, Washington, D.C., September 2010.

permanent staffing model. By continuing this model, SPA has laid the foundations for the kind of job-embedded, differentiated professional development that has allowed us to coach high quality teachers to this point. To increase our effectiveness, we know we need to consistently apply the coaching model.

To address this need, a primary function of the SIG grant will be to increase the professional development opportunities of both teachers and coaches. This can be achieved by facilitating additional visits to high-performing, low income schools around the country. These sorts of observations have proved to be invaluable through Cohort 1 funding, and give teachers and coaches the opportunity to learn from some of the best schools in the country that are effectively implementing systems that produce student achievement.

In addition, SIG funding will enable SPA to bring in outside observers to provide feedback specifically to our coaches. During her initial visit to Success, Ms. Jackson provided immensely productive, real-time feedback to those coaching teachers in order to improve the coaches' effectiveness. By bringing in Ms. Jackson and other top school leaders from around the country, SPA coaches will receive a unique opportunity to learn best practices and implement effective systems that have proven to impact student learning.

Finally, consistency has been a major issue with regards to coaching across grade levels. As indicated by the varying degrees of student outcomes with regards to state and Terra Nova testing data, successful practices in one subject or grade level have not always been shared school-wide. While the strong performance of one teacher is a positive thing, growth is going to require a unified effort and sharing of information throughout the staff. This lack of communication has often been the result of a separated system, where Upper and Lower schools were divided and headed by two different leaders. In order to address issues of consistency and unity, SPA has moved to a single School Leader model, with one head administrator over all coaches. This will ensure that practices are consistent, and it will eliminate any of the isolated nature that has created a large amount of the inconsistency of results.

### 3) Decrease suspensions

An analysis of SPA's disciplinary practices illustrates an overreliance on punitive practices. While Success believes that order and discipline require firm consequences, we have also realized that behavior and culture require a much more proactive approach that incorporates corrective strategies to teach students alternative options to behaviors that typically result in punishment.

To do this, SPA will use SIG funds to implement a new behavior intervention system. Focused much more on teaching students the social and emotional coping skills necessary to avoid punishment and handle stressors, the system will utilize a Social and Emotional Learning model. Research indicates the SEL model is an effective method to decrease emotional and behavioral issues, and increase student academic achievement.<sup>6</sup>

Using SIG funds, SPA will employ a Behavior Interventionist and purchase additional components to the Promoting Alternative Thinking Strategies (PATHS) program. Using the lessons and modules from PATHS, the Behavior Interventionist will help students develop the social skills necessary to stay in the classroom. Responsible for monitoring student progress throughout the day, the Behavior Interventionist will reduce the need for out of class time by implementing interventions that prevent the need for further escalation or punishment. In addition, SPA will employ Culture Developers in varying grade levels who will be responsible for assisting in lower level infractions. Whereas we formerly implemented an In School Detention system, this system resulted in more escalation than effective behavior modification, often times resulting in the suspensions. Culture Developers will focus more attention on in-classroom interventions for correction of misbehavior. This will increase the amount of time students are in class and will help prevent further need for punitive action.

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<sup>6</sup> <http://www.channing-bete.com/prevention-programs/paths/paths.html>

Finally, SIG funding will allow Success to continue our relationship with Communities in Schools (CIS). CIS provides counseling services to students in need of emotional support. By providing a full-time social worker, CIS gives Success students access to professional assistance beyond what support staff members can provide. CIS also expands Success's capacity to increase family involvement in the school by concentrating on attendance and truancy issues, providing support for homeless families, and coordinating additional community resources to be available to the school community. This kind of support helps decrease the stresses created by poverty, thus easing one of the major triggers of negative behavior and in turn helping to reduce suspensions.

#### *4) Increase rigor of instruction*

As Common Core-based assessment questions have been incorporated into state testing, SPA has seen a decrease in performance growth, indicating a need to increase the rigor of instruction on a daily basis.

In order to develop rigorous instruction, teachers must have rigorous assessments from which to plan lessons. Through the backwards planning process, Common Core-aligned assessments will guide teachers to the level of rigor required in order to set students up for academic success. For this reason, SIG funds will be used to purchase assessments based on CCSS. Specifically, SPA will need to purchase both formative and summative assessments that are based on Common Core standards. In terms of summative assessments, SPA will evaluate two possible assessments: TerraNova Common Core and Measures of Academic Progress (MAP). Both products offer more rigorous evaluation than current TerraNova tests. After an initial sample period, SPA will be able to evaluate the product most useful for planning rigorous lessons long-term. In addition SPA will invest in other formative benchmark assessments to guide instruction such as Achievement Network testing services. In addition to providing a demanding end-point for students, these assessments will also provide SPA with the data necessary to measure intermediate student progress and make instructional and structural changes as required to improve student achievement.

As previously mentioned, SPA finds promise in a blended learning model that allows students to receive instruction in an engaging fashion, allowing tradition face-to-face remediation to occur more effectively, thus increasing the level of rigor for students. SIG funding will allow SPA to purchase software licenses for iReady and ST Math, two products with a proven track record to increasing instructional effectiveness and boosting student achievement. Blended learning also offers another added benefit. Not only does its use allow for more effective remediation, but it also increases students' computer literacy. With the adoption of Common Core, students will also be required to take the Partnership for Assessment of Readiness for College and Careers (PARCC), a computer-based, adaptive test that will replace the paper-based LEAP and iLEAP. As a result, students will require an additional skill beyond the subject matter in order to perform successfully. Implementation of the blended learning model will give students the familiarity they need to perform on such a test.

#### *5) Increase recruitment and retention of teachers*

SPA holds a firm belief that human capital is the most important determining factor when it comes to student achievement. As such, training and retaining talent is of the utmost importance to the transformation of the school. This need has three parts to address: recruitment, development, and retention.

In terms of recruitment, SPA will use the SIG funds to help pay recruitment fees to organizations such as Teach For America and Teach Nola which focus on bringing top-notch talent to New Orleans. These organizations have given us some of our most successful teachers, so we will continue to utilize their pipeline of talent in order to find intelligent, hard working, and capable teachers.

SPA has also developed an alternative pipeline for developing successful teachers. In the past 3 years, we have seen 6 staff members join the school as teaching assistants or paraprofessionals and develop

into some of our strongest teachers. After a year in a supporting role, the teachers have learned the culture of the school while being able to observe and assist other effective teachers. After this year, the assistants have joined an alternative certification program, received training, and become teachers as SPA the following year. These staff members have become some of our strongest teachers because of the job-embedded development they received during their time assisting other teachers. Because of the success we've seen in these teachers, we plan to use the SIG grant to implement a fellowship program wherein fellows join the staff as an assistant with the intention of becoming a lead teacher the following year. The fellows will receive training and development from an experienced teacher, and will slowly have their responsibilities grow throughout the year, developing their abilities to effectively manage a classroom and deliver effective, rigorous instruction. Similar models have been used in many high-performing charter schools nationwide including MATCH in Massachusetts and Achievement First in New York.

For development of teachers, coaching will be paramount to utilizing the talent we recruit. To guide this coaching, SPA will revamp its observation rubric to better align with the demands of effective next-level teaching. Using the rubric as the basis for observations throughout the year, continuing to develop a comprehensive tool will ensure all teachers are clear on the instruments that lead to more effective instruction, and all coaches can guide their feedback directly to habits of effective teaching.

To increase retention, SPA will utilize SIG funds to provide performance-based bonuses for teachers. Utilizing the LDOE's Compass system, bonuses will be distributed based half on observation scores and half on student performance data. By recognizing highly effective teachers in this way, we hope to create both a financial and appreciation-based incentive to motivate effective teachers to stay on board. Such a system also allows us to be transparent about teacher expectations. By utilizing both objective and subjective components for evaluation, SPA can fairly and accurately determine effectiveness, and have a justified basis for eliminating ineffective teachers.

## **MONITORING**

SPA constantly assesses itself on student outcomes and leading indicator data to see if we are on track to meet our goals. We use the following data sources to capture our efficacy-

1. Data sources:
  - a. Daily observations- School Director, Academy Directors, Teacher Peer Observations
  - b. Formal observations- Academy Directors will conduct four formal observations of each teacher to measure their efficacy on a quarterly basis. Part of the formal observation process will include student achievement data.
  - c. Formative assessments- The 3rd through 8<sup>th</sup> grade assessments will be provided and scored by an external organization – The Achievement Network - which is a national leader in data collection and instructional coaching. As Achievement Network continues to adapt their product to Common Core assessments, SPA will continue to analyze alignment to PARCC testing. Tests that appear poorly aligned will be altered to give more meaningful data as compared to state testing. Every six weeks students will take school created interim assessments in the subjects of English Language Arts (ELA), Math, Science and Social Studies in K-2. The assessments will be aligned to the TerraNova Common Core test.
  - d. Summative assessments: SPA will use PARCC data to compare both baseline and progress data with schools within New Orleans and throughout the state.
  - e. Annual School Leader review by the SPA Board of Directors at the end of the academic year.
2. Goal Review Cycle
  - a. The School Leadership Team will meet in an annual summer retreat to compare prior year results to current goals, and make any necessary alterations to big goals for the following year.
  - b. School Leadership Team will lead the staff in individual goal setting and planning during

- the summer professional development to map out how school's yearly student achievement goals will be met.
- c. Formal evaluations conducted on a quarterly basis.
  - d. School leadership team meets specifically five times (mid-September, early- November, late-December/early January, late February, late April) during the school year to plan necessary interventions and introduce program changes based on data sources listed above using:
    1. Staff input
    2. Support provider input
3. Response Plan if Effort is Off-track
- a. In the event that our school does not meet our own internal goals and standards for student performance, we will immediately take corrective measures, utilizing all resources (the board of directors, theory, research, and faculty/staff input) to re-focus ourselves on our vision and mission thus taking action to make the necessary changes to produce desired results.
  - b. Specifically we will do the following with these data sources.
    - i. Daily Observations- SPA Directors will give written feedback and follow up with a meeting if there are areas of concern during an informal classroom observation.
    - ii. Formal Observations- SPA Directors will give written feedback based on formal observation and lay out strategies for improvement to be implemented in individual professional development plans.
    - iii. Formative Data- SPA is committed to fully implementing a program of data-driven instruction and assessment. SPA will gauge the effective implementation of the program based on the rubric established by Paul Bambrick-Santoyo. The rubric includes: (1) the establishment of a data-driven culture, (2) written assessments, (3) analysis procedures, and (4) follow-up action plans. Response time is key to the implementation of this system wherein data is informing the school's decision-making process. We have formalized this process of responding to data by building it into our academic calendar. Every interim assessment cycle is followed by data entry and common planning time without students for teacher analysis of results and planning. The week immediately following the interim assessment cycle is dedicated to the re-teaching of problematic objectives as well as reorganizing the delivery of small group instruction for maximum results.
    - iv. Summative Data- Poor end-of-year data indicates the need to respond more comprehensively. In this case the SPA Leadership Team will meet with staff and support providers to plan necessary modifications to academic programs and school culture. SPA's Board of Directors will be notified of all interventions. The board will check in on intervention progress at the next quarter data is available. Ineffective teachers will be identified through the rigorous evaluation and professional development goal-setting process, provided a corrective action plan by the School Leaders, and removed by the School Leaders if not making adequate progress. In addition, the SPA Board of Directors will conduct annual evaluations of the school leaders, 50% of which will be based on student achievement data. If the school leader is not making adequate progress toward achieving goals, the school leader will be placed on probation, provided a corrective action plan by the Board of Directors, and removed by the Board of Directors if ineffective.
    - v. School reviews- SPA will identify high-performing school leaders like Julie Jackson who can provide strategic planning support services to schools to assist them in developing plans to address identified weaknesses. This includes coaching and regular review of objective goals established with the School Director.



**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	2012-13 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
Success Preparatory Academy	65.6/200	79.8/150 86.3/200	85/150	90/150	95/150	15.2

**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	2012-13 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
Success Preparatory Academy (ELA)	56	65	65	70	80	15
Success Preparatory Academy (Math)	56	75	75	80	85	10

**Note: Goals are based on the transition to CCSS standards and the PARCC assessment. Because of the transition, SPA reasonably expects a decline in performance growth that will increase with adaptation to the new test.**

**(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**

- Leadership Capacity: Success Preparatory Academy is led by Niloy Gangopadhyay. Prior to co-founding Success Preparatory Academy, Mr. Gangopadhyay was the founding principal of Cleveland Lighthouse Community School where he served as the instructional and operational leader of kindergarten through 6th grade. Before that he served as the Director of Special Projects at Excellence Charter School of the Uncommon Schools network in Brooklyn, New York. His initial entry into urban education was as a 2002 Teach For America (TFA) corps member in San Jose, California where he taught 4th grade and made tremendous gains with his students on state tests. He holds a Bachelor’s of Arts in Political Science from the University of California, Berkeley and a Master’s in Education Policy from the Harvard Graduate School of Education.
- Human Capital Plan: SPA’s strategies are underpinned by the notion that it takes excellent educators to attain excellent results. As such, SPA– through rigorous and mutual consent hiring – will ensure that its school is staffed by results driven educators. Specifically, SPA has partnerships with both Teach For America and Teach Nola to provide ongoing human capital support in the areas of teacher recruitment and development. To date, these human capital providers have been able to fulfill SPA’s needs for excellent teachers. In addition, the charter grants SPA the authority to hire staff on a mutually consensual basis and identify and remove ineffectual teachers.
- Board of Directors Oversight: outside of the school staff, the SPA Board of Directors will conduct timely and rigorous performance management over the school leader, ensuring that all goals are on track to being met – and in the event of set-backs – that plans are in place to meet our annual achievement goals.

*Board Capacity-* SPA is governed by an eleven person board. The board bears final responsibility for the school's academic success, organizational viability, and faithfulness to the terms of the charter. The Board develops and approves the annual budget and all school policies. It sets goals and reviews strategies to continually guide the school towards the fulfillment of its mission.

The board represents the diverse professional experiences and practical expertise necessary to support the start-up and long-term viability of a charter school. Such experiences and expertise include education, finance, law, non-profit and community leadership, human resources and previous governance experience.

The Board is structured to include a Chair, Vice Chair, Secretary, and Treasurer. Board members will

serve renewable two-year terms. Each board member serves on one of the following committees: Governance, Finance, Development, or Academic Excellence. In conjunction with governing the school, the board will also be responsible for hiring the School Leader. Monthly board meetings are held in compliance with the open meetings law.

The school leaders will implement the school's mission, lead the school and report directly to the Board on all major, school related matters. The School Leader will attend board meetings, report academic results, financial reports, legal issues and other pertinent documents for display and review. The school leaders will be charged with hiring, setting compensation for, supporting and evaluating all other school staff.

Although the Success Preparatory Academy Board of Directors delegates management of the school to the School Leader, the Board is ultimately responsible for ensuring that the school meets its academic, fiscal and operational objectives. The primary qualifications for serving on the Board are:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and success in life;
2. A commitment to improving access to quality education for all children regardless of race or economic status;
3. An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
4. The ability to be a good judge of information regarding the School Leader 's educational and fiscal management of the school and a willingness to replace the School Leader if results are less than satisfactory;
5. A willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
6. An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others;
7. Attainment of at least 21 years of age; and,
8. Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience;
9. A willingness to accept and support decisions made in accordance with the by-laws;
10. An ability and willingness to give time and energy to the school; and,
11. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

#### Customized Board Retreat (8 hrs.)

Each board will hold a full day, customized board retreat, designed to establish board-level and management-level goals for the upcoming school year.

### **RESOURCES ALIGNED WITH INTERVENTIONS**

Success Preparatory considers the Supplement Not Supplant and Maintenance of Effort requirements throughout its budgeting process, ensuring that funding through the SIG grant would create additional resources for the school rather than replacing existing plans. SPA has begun implementing trial, small-scale versions of many interventions during the 2013-14 School Year using alternative resources. While

the SIG grant will offer the opportunity to scale up successful tests, SPA is prepared to supplement SIG funds in order to implement the necessary interventions to increase school performance. Please see the chart of interventions in Section 3 for a detailed list of braided funds that will help support specific implementation of SPA's plan for improvement.

### **EXTERNAL PROVIDERS**

Success Preparatory Academy will select and evaluate external providers on the follow criteria:

- Track record of success: Does the provider have a demonstrated track record of raising student achievement with similar student populations?
- Local capacity and support: Does the provider have the requisite local capacity to provide intensive on the ground support at the school site level?
- Cost: Does the external provider offer a cost structure that both fits within Success Preparatory Academy's budget as well compares favorably to other providers?

To date, in using this selection process, Success Preparatory Achievement has selected Achievement Network to provide support on data-driven instruction and formative assessment which is being used by many mission driven charter schools in New Orleans. SPA has also identified Communities in Schools, Inc (CIS), a not for profit providing community-based integrated student services in 27 states and serving 1.2 million elementary and secondary students in 3,400 schools. The PATHS program comes highly recommended through Tulane University's Department of Psychology. It has been heavily researched, indicated a 11% increase in academic achievement. With regards to Blended Learning software, SPA has performed multiple site visits to successful BL schools and has found iReady and ST Math to be two of the most effective and consistent programs used throughout the country. With regards to TerraNova and MAP testing for summative assessments in non-state tested grades, SPA is currently researching the best assessment for our needs. While in an initial trial period, SPA will commit to one assessment by the second year of the grant term.

Partners will be held to the same rigorous evaluation standards as school leaders and staff. Student achievement data, staff evaluation surveys, family evaluation surveys, financial costs (if applicable) and partnership scope will be reviewed annually to determine partner effectiveness. Should student performance lag, or not represent an effective "return on investment" given the price, SPA will discontinue its use and find a more effective product or organization to provide the necessary resources.

### **SUSTAINABILITY**

SPA's experience with Cohort 1 funding illustrates our ability to sustain the necessary interventions beyond the grant period. To do so, interventions are divided into 4 different options: essential continuation, auxiliary continuation, ineffective, and unnecessary.

Ineffective – Success's planning will analyze the effectiveness of specific interventions implemented through the SIG grant. As part of yearly planning, we will determine the overall benefit of each intervention used to determine whether the amount of money invested in the intervention was appropriate given the increase in student outcomes using both quantitative and qualitative data. Should an intervention be determined to result in a disproportionate level of student gains for its overall cost, it will be dropped the following year. Inevitably, this will happen when attempting certain interventions. Eliminating interventions that aren't work, or altering them to be more efficient, will allow us to limit the burden of sustainability, and is only possible with the analysis of the effectiveness.

Unnecessary – Some interventions are meant as temporary fixes to solve a one-time problem. For instance, investment in some computer software may be a single purchase. This investment will result have continued use, so sustainability is not an issue. In addition, plans for expanding summer school should decrease the gap between students, so may decrease in overall costs given an initial investment starting in Kindergarten. We anticipate some expenses to follow this model, and not be necessary after the grant period.

Auxiliary Continuation – After assessing the effectiveness of specific interventions, some programs may prove to be beneficial, but did not produce the large-scale results we anticipated. These interventions will be deemed auxiliary, meaning that they are beneficial, but may not be the first priority when looking at our program's overall budget. As much as we would like to support them, our analysis of the effects of interventions determined that we could budget our money elsewhere and receive a greater result. These programs are useful for their experience, as a sudden influx of revenue may open the opportunity to provide the intervention in the future.

Essential Continuation- Analysis of these interventions indicates that they have become an integral part to our success as a school. Such interventions are a high priority for continuation after the grant period. For these interventions, we will rearrange resources to support the intervention. This could be in part through reallocation of federal or other grants; this is especially true with Title I funding as this funding generally aligns with SIG's grant restrictions. Should no grant funding be available, and General Funds not sufficient to support the intervention, we will focus our development efforts on funding the program. This could include applying for additional grants or increasing fundraising efforts to support the program. Regardless, a determination of an essential program will mean that we will prioritize it over other resources currently in our budget.

The key to sustainability is to prioritize projects based on importance and effect. Because of this, our sustainability plan relies on identifying the important of a particular intervention, then acting accordingly to fund the program in relation to other budgeted expenses.

**(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**

<b>Intervention</b>	<b>School Restructuring</b>
<b>Applicable Needs</b>	2
<b>Applicable Strategies</b>	i.a.iii, i.a.iv, ii.a.i, iv.a.i, iv.a.ii
<b>Description</b>	After consultation with John Tarvin, SPA's Board of Directors received a recommendation to restructure the school's leadership model. Previously, the school operated under a co-leader model, with an Upper and Lower School principal who made joint decisions regarding the operation of the school. Given the findings of the report and mutual agreement by the parties, one of the principals left the school. Mr. Gangopadhyay became the sole School Director, overseeing all operations and decisions for SPA. The School Director model was implemented starting in the 2013-2014 School Year, when SPA's overall long-term planning began to enter into the transformation model. The restructuring has allowed for a more unified vision for the school, allowing for more consistent expectations, norms, and vertical planning throughout the school.
<b>Timeline</b>	This intervention has already been enacted. SPA's Board will continue to review the results of the restructuring and make necessary adjustments through annual reviews of the School Director.
<b>Accountability</b>	Board of Directors
<b>Funding Sources</b>	N/A

<b>Intervention</b>	<b>Early Elementary Reading Interventionist</b>
<b>Applicable Needs</b>	1
<b>Applicable Strategies</b>	ii.a.i, ii.a.ii, ii.b.ii,
<b>Description</b>	Building off of the successful implementation of Reading Interventionists in upper grades, the Early Elementary Reading Interventionist will provide targeted ELA support for students in grades K-3. Teachers will use assessment data and classroom performance to identify students in need of additional support. Once identified, the Interventionist will work with the homeroom teacher to develop appropriate plans to address the remediation needs of specific students. The Interventionist will use student data to determine effectiveness of the services, and will work with the student's teacher to align lessons so as to support, not replace, in-class lessons.
<b>Timeline</b>	Given the date of grant notification, SPA will anticipate placing a current staff member in the position and make necessary adjustments in the case we are not awarded the grant. A staff member will be placed in the position by the end of June. Intervention groups will be determined within the first month of school once enough data has been collected to identify qualifying groups. The RI will meet with Grade Level Teams weekly, rotating between grades, in order to discuss student progress and alignment of interventions. The Reading Interventionist will review student performance data daily to adjust instruction, and will use quarterly Data Days to examine necessary movement of groups along with classroom teachers.
<b>Accountability</b>	Reading Interventionist, Elementary Director
<b>Funding Sources</b>	SIG, General Funds

<b>Intervention</b>	<b>Blended Learning Programming</b>
<b>Applicable Needs</b>	1, 4
<b>Applicable Strategies</b>	ii.a.i, ii.a.ii, ii.b.i, ii.b.ii, iii.a.iii,
<b>Description</b>	Blended learning represents the cutting edge of education innovation. Using specially designed software, Blended learning allows students to receive targeted instruction based on abilities. By using adaptive techniques, the software can match

	students' abilities levels to address the specific needs of the student. Blended learning represents an opportunity to provide differentiated instruction quickly and easily while producing data that can inform classroom teachers' instruction, creating a powerful mix of face-to-face and computer-based learning. Initial studies of blended learning indicate significant increases in student achievement. As a dual benefit, use of the programs also works to build students' computer literacy as they become more comfortable using the technology through the blended learning software. This will be a vital skill with the implementation of PARCC's computer-based testing. SPA has invested in the hardware to operate such a system, with a 50-desktop computer lab, and sufficient desktops and tablets for individual classrooms. The SIG grant will be used to purchase blended learning software such as iReady and ST Math, widely used programs that have a track record of increasing academic performance.
<b>Timeline</b>	Software will be purchased in the beginning of July. All teaching staff will receive professional development each summer on effectively using the software to boost student achievement. Teachers will be expected to analyze student data bi-weekly to inform and differentiate instruction for their students. Quarterly Data Days will be an opportunity to game plan specifics on increasing student achievement based on overall data. SPA will review effectiveness annual, and will continually examine new software for the most effective programs.
<b>Accountability</b>	Classroom teachers & Academic Directors for data analysis Technology Teacher for assistance and upkeep of hardware and software Director of Special Projects for analysis of effectiveness
<b>Funding Sources</b>	SIG, Educational Excellence Fund, Catalyst Grant

<b>Intervention</b>	<b>CCSS-Aligned Formative &amp; Summative Assessment</b>
<b>Applicable Needs</b>	4, 5
<b>Applicable Strategies</b>	i.a.i, i.a.ii, i.b.ii, ii.a.i, ii.a.ii, ii.b.ii,
<b>Description</b>	<p>In order to increase the rigor of instruction to match that of Common Core Standards, teachers in non-state tested grades must have a framework to guide instruction and serve as a template for backwards planning. Only if summative assessments are aligned to the same standards can we ensure vertical alignment throughout grades, and current TerraNova assessments fail to cover the necessary standards. To fix this, SPA will need to invest in a summative assignment that is CCSS-aligned. Currently, the best products available seem to be TerraNova Common Core and MAP testing. Given our experience with TerraNova, this would seem to be the logical choice. However, MAP's computer-based assessment may better align to the requirements of computer-based PARCC testing. Given the immediate need, we would invest in TerraNova Common Core for the first year, with possible experimentation around MAP testing on a small scale to determine the better product.</p> <p>The results from these summative would determine Student Learning Targets, the goals that determine the student performance portion of teacher evaluations, allowing for accurate assessment of teacher effectiveness. In addition, the summative test would be the model for self-created interim benchmark tests used to inform instruction and determine mid-year student growth.</p> <p>Throughout the year, SPA will also use formative assessments in the form of benchmark tests to obtain data for mid-year analysis. State testing grades will use Achievement Network tests, and K-2<sup>nd</sup> will use self-developed tests aligned to TerraNova Common Core. Benchmarks will be administered quarterly, followed by Data Days to allow teachers to analyze the data and make the necessary adjustments to their instruction.</p>
<b>Timeline</b>	TerraNova Common Core purchased by July. BOY data collected by the end of September each year. Quarterly interim assessments aligned to assessment. EOY testing each May to determine student growth and teacher effectiveness.

	Benchmarktesting will occur quarterly followed by Data Day.
<b>Accountability</b>	Early Childhood & Elementary Directors oversee administration of TerraNova tests Elementary and Middle Directors oversee administration of Achievement Network tests Directors plan subsequent Data Days based on assessment results. Teachers administer tests and analyze data Directors analyze data to inform teacher coaching
<b>Funding Source</b>	SIG

<b>Intervention</b>	<b>Behavior Intervention System</b>
<b>Applicable Needs</b>	3
<b>Applicable Strategies</b>	ii.b.ii, iii.a.i, iii.b.iii
<b>Description</b>	SPA will establish a comprehensive system to build culture and curb disruptive behavior by implementing a program based around Social Emotional Learning (SEL). We will eliminate out-of-class punitive systems such as in-school detentions and replace it with a system of in-class interventions meant to educate students on making good choices and handling their emotions. The grant will fund multiple positions, including Behavior Interventionists responsible for helping develop and implement Behavior Intervention Plans, and leading high-risk students in lessons on intervention methods. In addition, the grant will fund Culture Developers responsible for proactively engaging students in classes to address disruptive behaviors before they start and work with teachers to prevent escalation of such behaviors. Such a system will decrease time out of class and attempt to address behaviors before the rise to a level necessitating a suspension.  The grant will also help pay for additional SEL resources such as the PATHS curriculum used to guide interventions.
<b>Timeline</b>	Initial experimentation implemented in 13-14. Analysis and restructuring to take place over leadership team retreat this summer. Training with teachers on adjustments to the system during summer PD. RTI Coordinator will supervise the system, performing on-going data analysis with respect to individual students. Quarterly Leadership Team meetings will present an opportunity to discuss schoolwide effectiveness and make adjustments. Annual review of suspension data will be used to judge effectiveness.
<b>Accountability</b>	RTI Coordinator will oversee implementation. Academic Directors will be involved in planning and help in implementation. Behavior Interventionists will be responsible for intervention implementation. Culture Developers will be responsible for daily classroom interactions
<b>Funding Sources</b>	SIG, Title I, General Funds

<b>Intervention</b>	<b>Communities In Schools Partnership</b>
<b>Applicable Needs</b>	3
<b>Applicable Strategies</b>	iii.b.i, iii.b.iii
<b>Description</b>	SPA will partner with Communities In Schools to increase school-based student and family supports within the new behavior structure. The partnership will work to build SPA's capacity by providing a full-time social worker to provide counseling services for students most at risk of suspension. In addition, the CIS representatives will support the school with concentrated efforts on attendance and truancy interventions, as well as building capacity for family involvement through the organization of the Family Involvement Committee. This Committee will work to bridge the gap between home and school, giving families the opportunity to provide feedback and supply resources to the school. Finally, CIS will work to increase amount of school-based student and family services by building relationships with other service organizations that can provide additional resources for students and families.
<b>Timeline</b>	Contract will be signed annually. CIS representative will help plan monthly Family Involvement Committee meetings. CIS representative will analyze absence data, as well as maintain homeless information on an ongoing basis.
<b>Accountability</b>	CIS representative will implement counseling and services support. Special Education



	Director will work with representative to identify students in need of counseling services through Individualized Education Plan. Director of Finance and Operations will supervise CIS and SPA's Family Coordinator in facilitation of Family Involvement Committee.
<b>Funding Sources</b>	SIG, General Funds

<b>Intervention</b>	<b>Teaching Fellowship Program</b>
<b>Applicable Needs</b>	1, 5
<b>Applicable Strategies</b>	i.a.ii, i.a.v
<b>Description</b>	SPA will hire a Teaching Fellow in each grade to assist and training under the leadership of a Grade Level Lead Teacher. Each fellow will receive coaching from the Lead Teacher to learn the basics around SPA culture and effective teaching. Over the course of the year, the Fellow will take on increasing levels of responsibility within the classroom, serving a similar role to a student teacher experience, and culminating in practice lead teaching by the end of the year. After the culmination of the year, SPA will analyze student data and observation scores to determine if the Fellow will be offered a lead teaching role the following year. If a fellow displays effective results, SPA will aid them in enrolling in an alternative certification program to earn their teaching certificate. Because the experience also gives Lead Teachers experience in teacher coaching, the program will also serve as a pipeline to greater leadership within the organization, giving SPA a pool of experienced coaches should an Academic Director leave. SIG funding will allow SPA to hire Fellows, as well as offer a lead teaching stipend to current effective teachers.
<b>Timeline</b>	Fellows will be hired by the end of June. Grade Level Leads will be determined based on student performance data, as well as interest in the position. Over the summer, SPA will determine a scope and sequence for the Fellows with detailed benchmarks on levels of responsibility for the Fellows. Coaching meetings will take place weekly between Fellows and Grade Level Leads. Fellows will receive formal evaluations biannually. Assessment of Fellows effectiveness will take place annually in April, with job offers to follow pending enrollment in a certification class.
<b>Accountability</b>	Academic Directors will be responsible for Grade Level Lead coaching accountability. Grade Level Leads will be responsible for weekly coaching meetings and reporting to Directors. Directors will be responsible for establishing benchmarks for Fellow progress.
<b>Funding Sources</b>	SIG, General Funds

<b>Intervention</b>	<b>Teacher Evaluations &amp; Teacher Incentive Program</b>
<b>Applicable Needs</b>	2,5
<b>Applicable Strategies</b>	i.a.i, i.a.ii, i.a.iv, i.a.v, ii.a.ii, ii.b.i,
<b>Description</b>	<p>SPA will continue to utilize a robust evaluation system first established during Cohort 1 funding, then expanding during the 2012-13 school year. In accordance with Compass requirements, the evaluation consists of two evaluation methods. Half of the evaluation score is based on summative student data. Using state VAM data, or SLT data established in house, teacher's effectiveness will be tied directly to how their students perform. Academic and School Directors will be assessed based on all teachers under their management, making their evaluation dependent on performance as well.</p> <p>The second half of the evaluation score will be based on an SPA-developed observation rubric. The rubric identifies the primary levers SPA recognizes as affecting student achievement. All formal and informal observations and coaching will be based on the rubric, helping to give targeted feedback on how teachers can improve, aiding teachers in their professional development. Formal observations will be taken 4 times a year, and the final observation score will be the average of the 4 scores.</p> <p>Teachers will be eligible for a performance bonus based on their final combined evaluation score. Teachers will have to meet a threshold in both the observation and</p>

	<p>performance elements in order to qualify. Those who qualify will earn a bonus in proportion to their overall results. The bonus will operate as recognition of outstanding performance, and will be another contributing factor to retaining effective staff members.</p> <p>Funding for bonuses will be provided via another grant for the first year, then will be supplied through SIG funding for the remaining two years.</p>
<b>Timeline</b>	Observations will take place quarterly. SLT targets will be established annually during summer professional development. The rubric will continue to be revised annually to appropriately display elements of effective teaching
<b>Accountability</b>	Academic Directors will provide quarterly formal observations, and will use the rubric to guide weekly coaching. School Director will evaluate Academic Directors based on the coaching rubric. The Board of Directors will evaluate the School Director on the rubric as well.
<b>Funding Sources</b>	SIG, Nola TIF grant

<b>Intervention</b>	<b>Teacher Recruitment</b>
<b>Applicable Needs</b>	5
<b>Applicable Strategies</b>	i.a.v
<b>Description</b>	SPA will continue to foster relationships with alternative teaching pipelines such as Teach For America and Teach Nola in order to provide smart, talented teachers. SIG funding will allow SPA to cover recruitment fees for these programs.
<b>Timeline</b>	SPA will review candidates through alternative programs during its recruitment season each spring.
<b>Accountability</b>	School Director will contact organizations to receive eligible candidates.
<b>Funding Sources</b>	SIG, Race To the Top

<b>Intervention</b>	<b>High-Performing School Visits</b>
<b>Applicable Needs</b>	1
<b>Applicable Strategies</b>	i.a.iv,
<b>Description</b>	Cohort 1 funding provided SPA the opportunity to visit high-performing charter schools throughout the country. The visits give staff members the opportunity to see highly effective processes in action, sharing practices to implement at our own school. The visits present an invaluable opportunity to see what excellence looks like, keeping us focused on our ultimate goal in our next transformation stage. Funding will provide travel and lodging for the visit.
<b>Timeline</b>	School Director will schedule annual visits, generally during the spring.
<b>Accountability</b>	School Director will set up visits. Staff members will reflect on the experience and brainstorm ideas to implement at SPA by writing reflections after their visit.
<b>Funding Source</b>	SIG, General Funds, New Schools for New Orleans funding

<b>Intervention</b>	<b>External Assessment Observations</b>
<b>Applicable Needs</b>	1
<b>Applicable Strategies</b>	i.a.iv
<b>Description</b>	Bringing in outside organizations and school leaders to provide feedback and additional data points for improvement has been an extremely valuable resources for SPA's success. The perspective of an outside agent who knows what an effective school looks like can provide meaningful feedback on strengths and weaknesses. The SIG grant will allow us to bring in these representatives annual to provide the perspective we need to develop long-term plans towards excellence. In addition, it presents our coaches with a new perspective to aid in their professional development. While the School Leader provides a tremendous amount of support and coaching, our experience with these kinds of external assessments has been that they provide immense knowledge and perspective for our middle level leaders specifically.
<b>Timeline</b>	Observations will occur bi-annually, once in the fall, and once in the spring.

<b>Accountability</b>	School Director will arrange bi-annual visits.
<b>Funding Sources</b>	SIG, Race To The Top, General Funds

<b>Intervention</b>	<b>Expanded Summer School</b>
<b>Applicable Needs</b>	1,4
<b>Applicable Strategies</b>	ii.a.i, iii.a.i, iii.a.iii
<b>Description</b>	Previously, SPA has only been able to offer summer school to students who are in need of remediation in high-stakes testing grades. With the SIG grant, we hope to expand the scope of Summer School to include multiple grades and activities. By providing additional interventions over the summer, SPA especially hopes to bring younger students up to grade level with a little extra remediation. The small effects of this work over the course of the early elementary years will result in a quarter of a school year's development, preventing students from falling further behind their peers. In addition, the program allows us to offer enrichment activities during a less demanding time, allowing us to provide multiple layers of development with students.
<b>Timeline</b>	Grade Level Leads will determine eligible students each May. Expanded Summer School will take place in the month of June.
<b>Accountability</b>	Academic Directors will be responsible for selection and oversight of summer school teachers
<b>Funding Sources</b>	SIG, Extended School Year, Title I, General Funds

<b>Intervention</b>	<b>Rearranged School Day</b>
<b>Applicable Needs</b>	1
<b>Applicable Strategies</b>	i.a.iv, iii.a.i, iii.a.ii, iii.a.iii
<b>Description</b>	Beginning in the 2013-14 School Year, SPA began a new model for the school day. Previously, SPA increased learning time by offering extended school day until 5 PM, with a 1 PM dismissal every Friday for staff professional development. While the system did increase student learning time and provide time for collaboration, the long day eliminated the ability to have effective afterschool programs, and limited collaboration to a single day where teachers were often burnt out.  To adjust this, we eliminated the half day Friday and instead made student dismissal at 3:15 everyday. In combination with moving up our start time, we kept essentially the same number of instructional minutes, keeping the extended school day to provide more time for core academic content. However, by ending earlier, we have given teachers 45 minutes at the end of each day for collaboration and team meetings. This allows for grade level adjustments to happen faster as discussion can happen at the end of the day, not the end of the week. In addition, the earlier start time has allowed us to provide a multitude of afterschool activities, including sports, drama, music, and other student clubs.
<b>Timeline</b>	Continued daily schedule
<b>Accountability</b>	N/A
<b>Funding Sources</b>	General Funds, Student Activity Donations

**PRACTICES & POLICIES**

As a stand-alone charter, Success has the advantage of having full control over all policy and budgeting decisions. Analysis of effectiveness is done onsite and can be changed in the course of a day. In this way, SPA presents a unique level of autonomy over other schools, even charter schools, in our ability to make quick decisions based on the latest data. No LEA policy changes are needed since the LEA and the school are one in the same. School decisions and policies are LEA decisions and policies.

**STAKEHOLDERS**

At SPA we realize that we are one segment of the “education triangle” which must exist to educate our students. The other segments of the triangle are the students’ families and the students’ themselves. Our students’ families are their first and most important teachers. The student’s family is the foundation on which a child relies for support and who is responsible for shaping the child before they enter school. To realize our mission of developing college bound students for leadership and lifelong learning, we must work hard to develop a close relationship with our students’ families. SPA promotes this positive partnership in the following ways by:

1. Providing families with clear expectations about the school’s academic program and culture before, during, and after the recruitment and admission process through home visits, phone calls home, written communication, and student orientations.
2. Creating “family enrichment nights” where families can access skills and information which will help them help their students to excel and allow them to feel connected to what takes place at school
3. Being in frequent and meaningful communication about student’s progress in mastering the curriculum and exhibiting college bound behavior
4. Approaching families in a non-judgmental, non-hierarchical manner which stresses our shared goal of preparing students for college

SPA teachers promote partnership with students’ families by:

#### Communicating Proactively

Success Preparatory Academy teachers contact each student’s family by phone before the school year starts to begin their positive relationship. This welcome call allows teachers to get off on the right foot and to signal to families that they invite communication and partnership. They let families know that their door is always open and that if they have any questions, they should feel free to contact them anytime. Each classroom will have one cell phone, meaning that classes with the dual teacher model will share the responsibility of being “on-call” to respond to phone calls during the calling hours.

Once school begins, the classroom teachers call each student’s family at least once every 4 weeks throughout the year. Teachers log these calls and the content discussed into Powerschool (the student data management system) These calls often have no specific agenda but are rather “check-ins.” Teachers strive to provide specific positive as well as specific negative feedback to families. (When giving specific negative feedback, teachers always work with families to generate specific possible solutions.)

Teachers check their voicemail each day and return all messages from families within 24 hours to ensure smooth and abundant communication with families. Teachers make themselves available for meetings and calls with families whenever necessary.

#### Student Family Conferences

As mentioned above, students’ families will be presented with an activity entitled “Hopes and Dreams” where they will come up with academic goals for their children based on grade level standards and what their children accomplished the year before in school. In addition to academic goals, there will be behavior and leadership goals. This activity will develop throughout the first few interactions of students’ families and the school staff.

The formal grading structure at Success Preparatory Academy will involve three trimester-based report cards. At the end of each grading term, there will be a report card conference involving the student’s family and the classroom teacher(s). In addition to report cards there will be bi-weekly progress reports

going home. For any student who is not passing one subject, there will be a progress report conference involving the student's family and the classroom or subject teacher. After each six-week interim assessment, and STEP assessments students' families will be given the results as well as the remediation plan if required. Student's families will be the school's partners in our quest to achieve academic excellence for all students. Students' families will have the opportunity to schedule a conference with their child's teacher at anytime. In addition, school staff members will have the opportunity to request a meeting with the student's family to go over any concerns that they might have about the student's progress. To date, SPA has achieved 90% report card conference attendance every conference date every year.

Our long term goal is to have a grading system that will allow families to remotely access their children's grades via the internet and immediately contact the student's teacher via email with any questions to arrange a conference.

#### Open Door Policy

Success Preparatory Academy will have an open-door policy. After checking in at the office, families can visit the school to see their children's classes in action at any time. In addition, families of students who are struggling will be explicitly invited to sit in on their child's classes and assist school staff with developing positive and pro-active strategies that involve both the school and the home in improving student performance.

#### Student Family Involvement Committee

Students' families are encouraged to participate in the Student Family Involvement Committee (SFIC) that meets with one of the school leaders and the teacher that is the SFIC coordinator. The SFIC will:

1. connect families to volunteer opportunities at the school;
2. develop programs for families to manage student transitions from elementary to middle school and middle to high school;
3. sponsor events for the entire school community, such as holiday celebrations and potluck dinners;
4. develop initiatives to support positive student social development; and
5. work with the school staff to examine students' academic and social progress and consider possible initiatives to improve student outcomes.

**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:**

**Yes**                       **No**

**Budget Summary**

	School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
		Pre-Implementation	Year 1			
1	Success Preparatory Academy		\$592,462	\$485,982	\$385,661	\$1,464,105
2						
3						
4						
5						
6						
7						
8						
9						
10						
	<b>LEA Activities</b>					
	<b>TOTAL BUDGET</b>		\$592,462	\$474,474	\$397,399	\$1,464,335

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

*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"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

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.

<b>Pre-Implementation Activities (Optional)</b>  <b>Intervention Activities</b>	
<i>Sept. 2011 - April 2013</i>	<i>May 2013 - August 2013 (Pre-Implementation Period)</i>
<p>Cohort 1 Funding Period</p> <p>1) Academic Director incorporation (July 2010-Present) Permanently incorporated into staffing model</p> <p>2) Reading Interventionists (July 2010-Present) Incorporated into current staffing model, focuses on older grades</p> <p>3) Creation and adaptation of performance-based evaluation rubric; rubric revamped with incorporation of Compass requirements, as well as Nola TIF grant requirements</p>	<p>1) Restructuring of School Organization – transition to single-leader model; beginning of transformation into long-term planning</p> <p>2) Initial creation of Behavior Intervention System; hiring of Behavior Interventionist and Culture Developers; initial PATHS purchase</p> <p>3) Shortening of individual school day, elimination of half day professional development in favor of daily PD after school hours</p> <p>4) Initial assessment of Common Core-aligned summative assessments and Blended Learning programs</p>



**Year 1: 2014 - 2015 School Year**

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>July</p> <p>1) Hiring of Early Elementary Reading Interventionist (SIG expense); EERI will work with classroom teachers for the first month to analyze student data and determine groups</p> <p>2) Purchasing of TerraNova Common Core assessment (SIG expense); administration of BOY test for base line data</p> <p>3) Examination of MAP testing software; any purchases will be on a trial basis out of General Funds or private funding</p> <p>4) Purchasing of licenses for iReady and ST Math software (SIG expense)</p> <p>5) Teacher training on blended learning software (training module through SIG funds)</p> <p>6) Analysis of current behavior intervention model effectiveness; alterations made to overall system according to data</p> <p>7) Hiring of additional Behavior Interventionist (Title I funded)</p> <p>8) Agreed MOU with Communities in Schools (SIG funded)</p> <p>9) Creation of training module for Teaching Fellowship program</p> <p>10) Hiring of teaching fellows (6 SIG funded)</p> <p>11) Analysis of evaluation rubric</p>	<p>January &amp; March</p> <p>Third &amp; Fourth round of benchmark testing – Data Day to follow; EERI works with classroom teachers to analyze effectiveness of interventions and phase out students as appropriate; classroom teachers use blended learning data to inform differentiated instruction</p> <p>February</p> <p>Teacher recruitment begins with alternative certification programs facilitated by School Director</p> <p>March</p> <p>Second visit from Julie Jackson (SIG funded)</p> <p>April</p> <p>School Leadership Team meeting held in preparation for next year's adjustments</p> <p>Recruitment of Teaching Fellows begins</p> <p>March &amp; May</p> <p>Third &amp; Fourth formal observation based on evaluation rubric</p> <p>May</p> <p>Final observations for Teaching Fellows, followed by determination of offer extension</p> <p>Summer school determination made; teachers chosen for summer school begin planning</p>	<p>June</p> <p>Summer School begins (SIG funds)</p> <p>Performance bonuses calculated based on student growth and average observations (Nola TIF funds)</p> <p>High-performing charter school visits scheduled (SIG Funds)</p> <p>School Leadership Team meeting to analyze qualitative and quantitative data for the year; initial plans for adjustments to interventions</p> <p>Renegotiations of contracts with blended learning programs, CIS; formal agreement as appropriate (SIG Funds)</p> <p>Board Retreat to review overall data, School Director performance, and overall programmatic direction</p> <p>Determination on TerraNova Common Core versus MAP for non-testing grade summative assessment</p>

**Year 1: 2014 - 2015 School Year**

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>for edits</p> <p>September &amp; November First &amp; Second round of benchmark testing – Data Day to follow; EERI works with classroom teachers to analyze effectiveness of interventions; classroom teachers use blended learning data to inform differentiated instruction; first and second formal observations held; SLT meetings held to discuss program alterations</p> <p>November Initial visit from Julie Jackson for school evaluation arranged by School Director</p> <p>Throughout – Behavior System integrates PATHS program into practices; ongoing analysis of behavioral data and appropriate alterations</p> <p>Throughout – CIS representative analyzing attendance data and having truancy meetings</p> <p>Monthly – CIS representative works with Family Coordinator to plan and implement SFIC meetings</p> <p>Bi-Weekly Individual classroom teacher analysis of blended learning data</p> <p>Weekly – Directors and Grade Level Leads hold coaching meetings utilizing evaluation rubric</p>	<p>program</p> <p>Administration of TerraNova Common Core (summative assessment) for K-2 (SIG funded)</p>	

**Year 2: 2015 - 2016 School Year**

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>July EERI will work with classroom teachers for the first month to analyze student data and determine groups</p> <p>Purchasing of TerraNova Common Core or MAP assessment based on summer analysis (SIG expense); administration of BOY test for base line data</p> <p>4) Purchasing of licenses for iReady and ST Math software (SIG expense)</p> <p>5) Teacher training on blended learning software (training module through SIG funds)</p> <p>8) Agreed MOU with Communities in Schools (SIG funded)</p> <p>10) Hiring of teaching fellows (4 SIG funded)</p> <p>11) Analysis of evaluation rubric for edits</p> <p>September &amp; November First &amp; Second round of benchmark testing – Data Day to follow; EERI works with classroom teachers to analyze effectiveness of interventions; classroom teachers use blended learning data to</p>	<p>January &amp; March Third &amp; Fourth round of benchmark testing – Data Day to follow; EERI works with classroom teachers to analyze effectiveness of interventions and phase out students as appropriate; classroom teachers use blended learning data to inform differentiated instruction</p> <p>February Teacher recruitment begins with alternative certification programs facilitated by School Director</p> <p>March Second visit from Julie Jackson (SIG funded)</p> <p>April School Leadership Team meeting held in preparation for next year's adjustments</p> <p>Recruitment of Teaching Fellows begins</p> <p>March &amp; May Third &amp; Fourth formal observation based on evaluation rubric</p> <p>May Final observations for Teaching Fellows, followed by determination of offer extension</p>	<p>June Summer School begins (SIG funds)</p> <p>Performance bonuses calculated based on student growth and average observations (SIG funds)</p> <p>High-performing charter school visits scheduled (SIG Funds)</p> <p>School Leadership Team meeting to analyze qualitative and quantitative data for the year; initial plans for adjustments to interventions</p> <p>Renegotiations of contracts with blended learning programs, CIS; formal agreement as appropriate (SIG Funds)</p> <p>Board Retreat to review overall data, School Director performance, and overall programmatic direction</p>

**Year 2: 2015 - 2016 School Year**

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>inform differentiated instruction; first and second formal observations held; SLT meetings held to discuss program alterations</p> <p>November Initial visit from Julie Jackson for school evaluation arranged by School Director</p> <p>Throughout – Behavior System integrates PATHS program into practices; ongoing analysis of behavioral data and appropriate alterations</p> <p>Throughout – CIS representative analyzing attendance data and having truancy meetings</p> <p>Monthly – CIS representative works with Family Coordinator to plan and implement SFIC meetings</p> <p>Bi-Weekly Individual classroom teacher analysis of blended learning data</p> <p>Weekly – Directors and Grade Level Leads hold coaching meetings utilizing evaluation rubric</p>	<p>Summer school determination made; teachers chosen for summer school begin planning program</p> <p>Administration of TerraNova Common Core (summative assessment) for K-2 (SIG funded)</p> <p>Throughout – Behavior System integrates PATHS program into practices; ongoing analysis of behavioral data and appropriate alterations</p> <p>Throughout – CIS representative analyzing attendance data and having truancy meetings</p> <p>Monthly – CIS representative works with Family Coordinator to plan and implement SFIC meetings</p> <p>Bi-Weekly Individual classroom teacher analysis of blended learning data</p> <p>Weekly – Directors and Grade Level Leads hold coaching meetings utilizing evaluation rubric</p>	

**Year 3: 2016 - 2017 School Year**

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>July EERI will work with classroom teachers for the first month to analyze student data and determine groups</p> <p>Purchasing of TerraNova Common Core or MAP assessment based on summer analysis (SIG expense); administration of BOY test for base line data</p> <p>4) Purchasing of licenses for iReady and ST Math software (SIG expense)</p> <p>5) Teacher training on blended learning software (training module through SIG funds)</p> <p>8) Agreed MOU with Communities in Schools (SIG funded)</p> <p>10) Hiring of teaching fellows (4 SIG funded)</p> <p>11) Analysis of evaluation rubric for edits</p> <p>September &amp; November First &amp; Second round of benchmark testing – Data Day to follow; EERI works with classroom teachers to analyze effectiveness of interventions; classroom teachers use blended learning data to inform differentiated instruction; first and second formal observations held; SLT meetings held to discuss program alterations</p>	<p>January &amp; March Third &amp; Fourth round of benchmark testing – Data Day to follow; EERI works with classroom teachers to analyze effectiveness of interventions and phase out students as appropriate; classroom teachers use blended learning data to inform differentiated instruction</p> <p>February Teacher recruitment begins with alternative certification programs facilitated by School Director</p> <p>March Second visit from Julie Jackson (SIG funded)</p> <p>April School Leadership Team meeting held in preparation for next year's adjustments</p> <p>Recruitment of Teaching Fellows begins</p> <p>March &amp; May Third &amp; Fourth formal observation based on evaluation rubric</p> <p>May Final observations for Teaching Fellows, followed by determination of offer extension</p> <p>Summer school determination made; teachers chosen for summer school begin planning program</p> <p>Administration of TerraNova</p>	<p>June Summer School begins (SIG funds)</p> <p>Performance bonuses calculated based on student growth and average observations (SIG funds)</p> <p>High-performing charter school visits scheduled (SIG Funds)</p> <p>School Leadership Team meeting to analyze qualitative and quantitative data for the year; initial plans for adjustments to interventions</p> <p>Renegotiations of contracts with blended learning programs, CIS; formal agreement as appropriate (SIG Funds)</p> <p>Board Retreat to review overall data, School Director performance, and overall programmatic direction</p> <p>Determine classification of interventions for future budgeting; determine funding source for all auxiliary and essential intervention models</p>

<p>November Initial visit from Julie Jackson for school evaluation arranged by School Director</p> <p>Throughout – Behavior System integrates PATHS program into practices; ongoing analysis of behavioral data and appropriate alterations</p> <p>Throughout – CIS representative analyzing attendance data and having truancy meetings</p> <p>Monthly – CIS representative works with Family Coordinator to plan and implement SFIC meetings</p> <p>Bi-Weekly Individual classroom teacher analysis of blended learning data</p> <p>Weekly – Directors and Grade Level Leads hold coaching meetings utilizing evaluation rubric</p>	<p>Common Core (summative assessment) for K-2 (SIG funded)</p> <p>Throughout – Behavior System integrates PATHS program into practices; ongoing analysis of behavioral data and appropriate alterations</p> <p>Throughout – CIS representative analyzing attendance data and having truancy meetings</p> <p>Monthly – CIS representative works with Family Coordinator to plan and implement SFIC meetings</p> <p>Bi-Weekly Individual classroom teacher analysis of blended learning data</p> <p>Weekly – Directors and Grade Level Leads hold coaching meetings utilizing evaluation rubric</p>	
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