

1.0 Applicant Information

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

Part 1B. Provide the following information:	
Name of LEA	RSD: New Orleans College Preparatory Academies (New Orleans College Prep)
LEA Site Code (also called "LEA Sponsor Code")	385
LEA NCES ID#	2200128 (formerly 2200137)
Name of LEA grant contact person	Geneva Longlois-Marney
Phone #	504-430-3791
E-mail address	gmarney@nolacollegeprep.org

2.0 LEA Identified Schools and Intervention Models

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

Site Code	NCES ID#	School Name	Intervention Model
385003 (formerly 379001)	02084	Crocker Arts and Technology School (RSD Priority School)	Restart Model - operated by CMO - New Orleans College Prep

3.0 LEA Strategy Description

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

The applicant clearly articulates the need and rationale for SIG funding, intervention, and/or support as evidenced by a thorough needs assessment.

The Crocker School for the Arts and Technology (grades PK-5) has been in operation for five years and just recently had its charter revoked by BESE, due to underperformance. New Orleans College Prep (NOCP) was awarded a charter to take over the operation of Crocker, beginning in the 2013-2014 school year. According to the 2011-2012 School Report Card, Crocker received an “F” letter grade, dropping from a “D-“ the year before. Only 44% of students are on grade level in ELA and only 37% are on grade level in math. The School Performance Score dropped by one point from the prior year to a 64.8, more than ten points below the state’s minimum threshold for performance. The school is failing its students and families, 96% of whom are eligible for free or reduced-price lunch and 99% of whom are African American.

Since NOCP received its site assignment to restart Crocker in December 2012, and the school is currently under the management of a different LEA until the end of this school year, NOCP’s ability to enter the school and conduct extensive needs assessments has been very limited. However, we have observed all the classrooms as part of the staff interviewing process for the 2013-2014 school year. None of the fifteen teachers were rated in the “*proficient*” or above category, based on the observers’s ratings on the state-approved Pathways teacher rubric. General patterns of observations included lack of rigorous and standards-aligned objectives, ineffective methodologies to deliver instructional content, weak lesson structure and pacing, and poorly-designed lesson activities and materials. Student behavior is relatively calm and orderly, as the skillsets of teachers tend to be strongest in classroom management. However, while students are generally quiet and well-behaved, their engagement in the instructional content is inconsistent from classroom to classroom.

Both the state test results for the past five years and the classroom observation data present a clear and compelling need for a complete overhaul of the school via the “Restart” intervention strategy, as NOCP has now begun to put in motion.

The applicant states a well-developed theory of change that expands student access to instructional opportunities and involved stakeholders in its identified schools.

NOCP’s theory of change rests on five primary strategies:

1. Human Capital: terminate ineffective staff and hire highly effective teachers and leaders

2. Support the teachers with robust job-embedded professional development
 3. Expand and extend learning opportunities for students
 4. Involve and engage parent and community stakeholders
 5. Hold teachers and leaders accountable for results
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- 1) *Human Capital.* NOCP's theory of change begins with changing the leadership and most of the staff working for the school. NOCP will replace the Principal beginning in the 2013-2014 school year, and put in place a proven leader from the successful Sylvania Williams College Prep school, also operated by NOCP. The new Principal, Amanda Aiken, has managed teachers successfully for the past two years, and achieved the highest state ELA test scores as a teacher in the school in 2012. Ms. Aiken is also a participant in the "Emerging Leaders" program offered by New Leaders for New Schools. In addition to replacing the Principal of the failing school, NOCP terminated 73% of the staff and hired back only six of the most effective teachers with the greatest potential, based on extensive interviews and multiple classroom observations. The most sweeping and impactful changes to turn around the performance of the school rests in the dramatic improvement we're making in the school's teaching staff and leadership.
 - 2) *Professional Development.* Once the new team is in place and starts their work in June 2013, NOCP will provide extensive professional development in the instructional model used by its other schools and rooted in research-based best practices. All staff will receive professional development in July for three and a half weeks before the new school year begins. Instructional practice will be based primarily on the frameworks of Understanding by Design (Wiggins/McTighe) and the Taxonomy of Effective Teaching Practices (Lemov). After each module, teacher teams practice lesson and unit planning techniques and share these work products with each other, giving each other ideas for improvement. The instructional trainings for content teams are led by the Instructional Coaches. Prior to Summer PD, all NOCP instructional leadership will receive a two-day training with the senior Common Core transition leaders from Achievement First, a high-performing national network of urban charter schools which has already completed the transition to Common Core successfully. NOCP Instructional Coaches and Deans will observe every classroom at least once every two weeks, providing continual job-embedded professional development to support implementation of the frameworks introduced in the summer. Teachers will receive informal ratings on the state-approved Compass rubric, action plan targeted focus areas for improvement, receive strategies and modeled support from their Coaches, and receive constant monitoring and feedback to ensure their progress.
 - 3) *Expanded Learning Opportunities.* In addition to improving classroom instruction during the regular school day, students will receive targeted intervention and expanded learning opportunities after school, on Saturdays and during the Summer. NOCP will establish "blended learning" computer labs for after-school use, which will be staffed by instructors who have access to the student benchmark assessment performance data and can program tutorial software programs to deliver instructional content that is individualized and aligned to Common Core standards. Teachers will refer students to these opportunities as part of the school-wide Response to Intervention (RtI) process. Students who are in need of accelerated learning experiences may also benefit from these labs as enrichment opportunities. In addition, teachers will rotate a Saturday school scheduled for students with chronic attendance problems, ensuring there is no excuse for any student falling behind. Lastly, students who score below "Basic" on the state assessments will receive summer school for three weeks, focused on

remedial content that addresses the group's shortfalls on the Spring assessment.

- 4) *Engage Parents and Community.* NOCP is launching a network-wide Parent Teacher Organization (PTO), in collaboration with the Walter L. Cohen Alumni Association (WLCAA). The WLCAA is already deeply involved in supporting our network's high school, and seeks to support Crocker as a future feeder school to the high school. A large number of NOCP parents are Cohen alums, which fosters an even deeper connection between our community stakeholders and our parent base. The PTO will form committees of parent leaders to organize and implement various types of events including parent social events, family academic nights where parents can learn tips and strategies for supporting their child's math and reading progress at home, and parent education sessions to strengthen parenting skills.
- 5) *Hold Teachers and Leaders Accountable.* NOCP utilizes a comprehensive performance management system which includes student-level, teacher-level, and leader-level goal-setting at the beginning of each school year, frequent benchmark assessments to monitor student progress, data planning cycles to reteach content which students have yet to master, and formal staff evaluations three times per year to provide ongoing feedback aligned to the teacher's or leader's annual goals. These evaluations and the student achievement results associated with them serve as the basis for whether staff maintain employment at NOCP.

The applicant has an actionable plan for how SIG funding will impact the LEA's work within its identified schools and how it will be sustained. SIG funding will be critically important to supporting NOCP's strategic restart of the Crocker school. The school is currently under-enrolled, with 300 students creating only two sections per grade in grades PK-5, approximately 75 students under capacity for the intended grade levels and number of homerooms served. Moreover, the school is operating well under the building's capacity of 575 students. Crocker's ongoing failing test scores have driven parents to choose other higher performing options, and while the parent community is encouraged by the reputation of NOCP and the prospects it brings to the school's improvement, it will take time to restore parent confidence in the school's academic programming. SIG funding will enable NOCP to staff the appropriate levels of support staff to "jumpstart" student achievement and create forward momentum in the academic results of the school. Subsequently, NOCP expects parental demand for enrollment in the school to increase substantially in future years, allowing NOCP to bring the school to current full capacity of 375 students by 2014 and increase the numbers of homerooms over the next five years to attain the building's full enrollment capacity and maximize economies of scale. Achieving enrollment of 575 students by year 5 will enable NOCP to sustain the additional levels of staffing added to the school via the SIG funding.

4.0 Performance Goals

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

School Name	2010-11 SPS	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	Overall Growth
Crocker Arts and Technology School (old scale)	65.2	64.8 (F)	75 (D)	85 (D)	95 (C)	30
Crocker Arts and Technology School (new scale)			55 (D)	63 (D)	71 (C)	22.5 (estimated)

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

School Name	2010-11 % Proficient	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	Overall Growth
Crocker Arts and Technology School - ELA	60%	44%	54%	64%	74%	30%
Crocker Arts and Technology School - Math	44%	37%	47%	57%	67%	30%

5.0 LEA Strategy Work Plan

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

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
1.0	<p>Effective Human Capital Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <ul style="list-style-type: none"> 1.01 Explain how the LEA central office structure will be modified to support the schools to be served. Describe the job descriptions and desired competencies for LEA central office and school leadership roles who will conduct this work. 1.02 Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served. 1.03 Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model. 1.04 Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results. 1.05 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process. 1.06 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.

Explain how the LEA central office structure will be modified to support the schools to be served. Describe the job descriptions and desired competencies for LEA central office and school leadership roles who will conduct this work.

NOCP is governed by a non-profit Board of Directors responsible for effective oversight and accountability over all aspects of the organization. The CEO reports to the Board of Directors and School Principals currently report to the CEO. The CEO also manages a CMO support team that includes the following roles: Chief Operations Officer, Director of Academic Performance, Director of Human Resources, and Director of Development. To support our current operations and expansion we are also in the process of hiring a new Chief Academic Officer (CAO). The CAO will be

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	<p>responsible for the management, mentoring, professional development, and coaching of NOCP’s talented and dedicated school leaders, enabling the CEO to manage the larger organization while increasing the attention and support devoted to supporting Principals. The CAO will also manage the Director of Academic Performance, who will manage the curriculum alignment and benchmark assessment tools for the NOCP network, ensuring horizontal and vertical alignment to Common Core standards across all schools, grades and subjects. S/he will develop and implement a common academic vision for the network, creating vertical alignment across the schools and backward planning from NOCP’s mission of college readiness. The CAO will also be chartered with leading a comprehensive and concrete network-wide plan for the Common Core transition. Reviewing and implementing best practices and analyzing data across the network, the CAO will create capacity for and provide guidance to school leaders and teachers throughout NOCP. The ideal CAO candidate will be a former school leader with an extensive track record of achieving significant academic gains with an urban student population.</p> <p>In addition to the modified central office structure through the addition of CAO, NOCP will add a new Director of Facilities, reporting to the COO, to manage all facility-related maintenance, capital projects, and services for each of our three charter schools, including Crocker. Previously, these duties fell largely on the shoulders of the school-level Operations Managers, so the addition of this central support will leverage the existing school staff to be freed up to support the classrooms at even higher levels. The Director of Facilities will be an experienced administrator with a background in managing capital projects, custodial and maintenance in large public buildings.</p> <p>The NOCP shared network staff members (Director of HR, Director of Development, etc.) have responsibilities that support all the schools in the network, whereas school-based positions are linked to services to students that only attend that particular school (i.e. Crocker). Our organizational design has been built in alignment with our strategy to achieve our college prep mission for all students. Shared staff members support the performance of schools. School staff members support the performance of students directly.</p> <p><i>Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served.</i></p> <p>The Director of HR works hand-in-hand with the Principals to identify staffing needs, establish defined competencies for each position, and conduct a rigorous, multi-faceted screening process to identify and hire the best candidates possible. The Director of HR conducts the pre-screening of candidates and presents the best candidates to Principals to make their final hiring decisions.</p> <p>The Director of HR utilizes an electronic database, called Taleo, that can link screening results with long term performance of the teacher hired, thus constantly re-assessing the effectiveness of different screening components and zeroing in on the most important strategies. NOCP has also built a web-based platform for teachers to upload sample videos of their instruction, giving Principals and the hiring team a very reliable indicator of teacher effectiveness BEFORE making the decision to placing a new teacher on the team. Last year, NOCP viewed 150 classrooms to select 20 new teachers</p>

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<p>- and it has proven to be a very effective method for identifying and placing effective teachers. The Director of HR also supports hiring managers with extensive background and reference checking on every candidate who makes it to final stages. The recruitment process begins in November of the previous school year, with monthly hiring goals set between November and June to achieve 100% hiring completion for the next school year by June 1st.</p> <p>NOCP employs a variety of strategies to develop its staff and offer opportunities for advancement, which supports our goals of staff retention. All staff receive professional development for 3 weeks each summer to learn the organization’s fundamentals in teambuilding, school culture, instructional methodology, and student discipline and classroom management. Throughout the school year, Instructional Coaches manage teams of teachers, providing coaching and feedback on instruction at least every 2 weeks to every teacher. Teachers also have the opportunity to apply for Teacher Mentor positions, taking responsibility for the mentorship and coaching of 1-2 new teachers throughout the school year, under the direction of the Instructional Coach. In addition to accomplishing the work of the school in a properly delegated and empowered way, the Instructional Coach and Teacher Mentor positions provide middle leadership opportunities to teachers, a clear pathway of advancement for new teachers interested in growing professionally, and this has resulted in a deeper investment and retention of staff in the schools through promotion and advancement.</p> <p>NOCP offers teachers a salary between 10-15% above the district scale. Teachers are hired and retained only with the mutual consent of the teacher and the principal and sign “at will” employment agreements. NOCP budgets 5% of salaries for performance bonuses for all staff members – staff members earn these bonuses after the end-of-year evaluations if the scorecard goals have all been met or exceeded. Staff member termination decisions may be made based on the lack of progress attained over time, as documented by the formal employee evaluations.</p> <p><i>Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model.</i></p> <p>To develop the leadership team, the organization looked internally for the strongest performing teachers and leaders in order to support the new school at Crocker. The school leader, Ms. Aiken, was selected based upon her exhibited strong performance both as a teacher and a manager and coach of teachers at Sylvania Williams, another NOCP school. In order to prepare for a potential new charter, the decision to select Ms. Aiken was made in September of 2012 to enable the CEO and Ms. Aiken’s current Principal time to design an individualized professional development plan for her preparation to become a Principal in 2013-2014 at Crocker. This plan has included extensive time visiting other successful turnaround schools serving similar populations and shadowing the successful school leader, including a full week spent shadowing Ms. Lindsay Malanga, who led one of the most successful turnarounds in the country at Harlem Prep in New York City. Six other high-performing staff members from Sylvania Williams College Prep will be joining Ms. Aiken in teaching, leadership and operations management capacities to strengthen the Crocker team and ensure a balance between new staff and experienced, proven educators. All of these decisions have been made as of the submittal date of this application, and the Crocker leadership team is 80% complete as of April 22, 2013. Once completely hired, this leadership team will spend the month of June planning and preparing for the start of the summer staff professional development period on July 8, 2013.</p>	

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<p><i>Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results.</i></p> <p>NOCP engages in a formal evaluation process three times per school year. At the beginning of each school year, all teachers and leaders develop a “scorecard” with their supervisor, which includes measurable annual goals for their performance and a professional development plan to support the employee’s success in attaining those goals. NOCP budgets 5% of salaries for performance bonuses for all staff members – staff members earn these bonuses after the end-of-year evaluations if the scorecard goals have all been met or exceeded. Staff member termination decisions may be made based on the lack of progress attained over time, as documented by the formal employee evaluations.</p> <p>The Principals review aggregate student achievement data from regular student assessments with the NOCP CAO on a monthly basis, evaluating indicators of progress towards annual measurable goals established on the Principal “scorecard” that is used for personnel evaluation across all levels of the organization. The standard outcomes defined on every staff member's scorecard include student achievement (i.e. state tests and national norm-referenced Terra Nova), student attendance rate, student retention rate, and parent satisfaction rates.</p> <p>All student assessment data is entered, tracked, stored and reported on a web-based technology system called “Kickboard”. Kickboard also serves as the student gradebook and report card system, making student performance completely transparent and up-to-date for all school stakeholders and easily accessible at everyone’s fingertips. Kickboard provides a triangulation of data for school leadership to assess school performance, including teacher-developed assessment results, Achievement Network and other standardized benchmark assessments, norm-referenced CBMs, and state test practice exams. A lack of alignment between these indicators helps the CAO, Principals, and Instructional Coaches determine potential weaknesses to address, including specific teachers who are underperforming or teacher-developed curriculum and assessments needing increased rigor and alignment with standards. Kickboard also provides web-based reporting of behavioral data, in conjunction with Blackbaud attendance, student enrollment and discipline data. A “dashboard” is utilized by school leadership to summarize all of these major areas of performance and reviewed on a monthly basis in tactical check-in meetings with the CAO, which is turn reviewing by the CAO and CEO. The Principal and CAO report academic progress on these assessments via the CEO to the Board of Directors on a quarterly basis. The CAO conducts mid-year and annual evaluations of the Principal (and the CAO is evaluated annually by the CEO based on the performance of the Principals), 50% of which is based on student achievement data. School leaders have the opportunity to earn a performance bonus at the end of each school year if all academic goals have been met. If the Principal is not making progress toward achieving goals, the bonus will not be awarded and an improvement plan will be put into place with fixed timeframes to remedy the under-performance. Continued shortfalls vs. the academic goals may result in the removal and replacement of the School Principal. The same process applies between the Principal and teachers.</p> <p><i>Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process.</i></p>	

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All staff receive professional development in July for three and a half weeks before the new school year begins. Instructional practice is based primarily on the frameworks of Understanding by Design (Wiggins/McTighe) and the Taxonomy of Effective Teaching Practices (Lemov). After each module, teacher teams practice lesson and unit planning techniques and share these work products with each other, giving each other ideas for improvement. The instructional trainings for content teams are led by the Instructional Coaches and the school culture and classroom management sessions are led by the Deans of Students. NOCP Instructional Coaches and Deans will observe every classroom at least once every two weeks, providing continual job-embedded professional development to support implementation of the frameworks introduced in the summer. Teachers will receive informal ratings on the state-approved Compass rubric, action plan targeted focus areas for improvement based on the results of these informal assessments, receive strategies and modeled support from their Coaches, and receive constant monitoring and feedback to ensure adequate support to achieve their annual goals in the evaluation process.

NOCP has an early dismissal day on Wednesday to allow more time for departmental and grade-level teacher meetings, led by Instructional Coaches, Principals and Deans of Students, where teachers also conduct horizontal and vertical planning to improve instruction, and conduct team reviews of student achievement indicators from interim assessments.

Every staff member has a personalized professional development plan incorporated into the employee evaluation process, where goals for development are updated every quarter and followed up on via weekly check-in times between every employee and their supervisor. These plans ensure that every individual receives a significant opportunity to advance their professional knowledge and skills towards his/her ultimate professional goals at NOCP or elsewhere in the future. NOCP recognizes that the most important assets to achieve our mission are our staff members – we must invest significant time and resources to ensure our staff is happy, growing and performing at high levels.

Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.

All teachers at NOCP are at-will employees, and are not covered by any collective bargaining agreements. The same practice was in place at Crocker prior to NOCP’s restart, requiring no significant changes to policy other than the issuance of new “at will” employment agreements for the employees who were re-hired by NOCP for the 2013-2014 school year. All other employees will be terminated by the outgoing charter operator of Crocker. All NOCP employees sign an employment agreement that stipulates the professional development time that we have embedded, as well as the expectations of the school, and that those expectations may be modified at any time. All teachers will have signed this agreement as part of their on boarding procedures, which takes place during July, prior to start of the school year.

Task	Person Responsible	Timeline	Budget Needs
Hire a CAO	Director of HR / CEO	March – November 2013	\$30,000 for search firm – private

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Hire a Director of Facilities	COO	March – November 2013	
Hire staff for Crocker for the 2013-2014 school year	CEO, Director of HR, Principal	January – June 2013	\$60,000 for Instructional Coaches
Staff professional development	All staff	July 2013, 2014, 2015	
Goal setting with teachers and leaders, submittal to Compass	CEO/CAO, Principal, Instructional Coaches	August 2013, 2014, 2015	
Job-embedded professional development of teachers	Instructional Coaches	August 2013 – June 2016	
Mid-year staff evaluations	All staff	January 2014, 2015, 2016	
End-of-year staff evaluations	All staff	June 2014, 2015, 2016	
2.0	<p>Autonomy and Accountability - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>2.01 Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served.</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>2.03 Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</p>		
<p><i>Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served.</i></p> <p>NOCP Principals have autonomy to design their school’s organization as they see fit, to align with his/her strategy to achieve results. While the specific formation of reporting structures and the makeup of teams (functional vs. departmental vs. grade level, etc.) may vary slightly in design from school to school, the network non-negotiables include the following roles/responsibilities staffed with human resources and held accountable for ambitious measurable outcomes at every school:</p> <ul style="list-style-type: none"> • Instructional coaching and professional development • Curriculum & assessment design and alignment • Non-academic operations 			

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	<p>The founders of New Orleans College Prep believe that one of the most important elements of our school design is the careful review of assessment data by teachers, school leaders, and Board Members. Moving students to mastery requires knowing, at every point along the way, what students already know and what they need to learn. By the same token, knowing how well our students are performing relative to mastery is essential for assessing the efficacy of our curriculum, instructional methodology, professional development programs, and overall academic program.</p> <p>Each summer, NOCP sets student-level state test score goals, based on a the student’s prior year state test scores and adding a growth target. We do this using an estimate of the percent correct on last year’s state exam and adding a growth interval that differentiates depending on the student’s baseline performance (i.e. students who scored unsatisfactory on the state test the prior year will have a higher growth interval used to derive their goal for the current year). NOCP then calculates aggregate goals for teachers, Instructional Coaches, Principals and the entire organization based on the groupings of students and their corresponding goals. We have a central progress monitoring tracker that reports the students actual performance on benchmark assessments vs. their goal so teachers and managers know who’s on track and who’s not at any given time.</p> <p>Throughout the school year, NOCP utilizes a benchmark assessment system to monitor student academic progress every 6 weeks. Benchmark assessments are created during the summer by administrators and instructional coaches and are aligned with the Louisiana course standards and GLEs. NOCP’s Director of Academic Performance manages this process each year and ensures full alignment to state standards, vertical alignment across grades and horizontal alignment across subjects. NOCP has benchmark assessments in all grades and core subjects from K-8. K-2 are internally-developed criterion-based assessments with the validity verified by triangulating performance on the internall-developed tests with Terra Nova and DIBELS data. DIBELS is used extensively on a formative basis to guide literacy and numeracy instruction at the early elementary levels. Grades 3-8 utilize the Achievement Network (A NET) for ELA, Math and Science, and NOCP has developed its own Social Studies benchmark assessments. The benchmark assessments used by NOCP in 2011-2012 proved to be very reliable in providing conservative estimates of performance on the iLEAP and LEAP exams. NOCP elementary posted 20 point gains in its assessment index and no state test results came in under the predicted result based on NOCP benchmarks.</p> <p>The benchmark exams are carefully crafted in alignment with the CATs, using sample items as much as possible from previously-released state exams or standardized test questions via an item bank purchased from Ed Caliber. The benchmark exams only assess content that is aligned with state assessment guides, and therefore provides data that can be converted to the state SPS scale and used to monitor progress to accountability goals on a frequent basis.</p> <p>The school collects benchmark achievement data every 6 weeks, via A NET and Edusoft scoring mechanisms. This data is compiled and analyzed at a summative level to provide school leadership with predictive data of student performance on state exams. It is also used in a formative way with teachers via the A NET data analysis cycle and tools, which helps teachers target content that requires reteaching that they might not have picked up</p>

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	<p>on in their own assessments, perhaps due to misalignment of teacher-developed assessments with the CATS and state standards. In addition to the benchmarks, teachers utilize formative data in one-on-one coaching meetings with their Instructional Coach, using data derived from assessments such as DIBELS, A NET’s Quiz Tool, and assessment item banks from EAGLE, Edusoft and Edcaliber. The Instructional Coach sets appropriate timeframes and reporting cycles for teachers to collect, analyze and plan with this data, mirroring the frameworks and tools provided by The Achievement Network. All of this data is reported to students and parents via trackers and charts on the classroom walls, and with parents during report card conferences.</p> <p>NOCP utilizes Kickboard, a standards-based gradebook, to manage student performance data. All teacher and benchmark assessment data is housed in the Kickboard database, which forces proper alignment to state standards. The school operations manager handles the day-to-day administration of the database and the Director of Academic Performance works with the software developer to ensure the information system is properly customized and contains a robust set of “dashboard” tools for teachers and school leaders to monitor student achievement. The Instructional Coaches play the lead role in professional development of this process with teachers, and they work one-on-one to observe teacher implementation of action plans derived from data analysis in Kickboard and via A NET and NOCP’s benchmark assessment system.</p> <p>While all the New Orleans College Prep assessments will be analyzed by teachers and administrators to identify areas for improvement, the primary drivers of ongoing data-driven improvement throughout the school year will be the course unit tests and benchmark assessments. Teachers will administer and grade the unit tests and submit analysis reports describing how the weakest student results on specific learning standards will be addressed and strengthened in next instructional plan. Additional formal meetings will occur following the benchmark assessments every six weeks, when teachers will prepare a more thorough analysis before having a data-driven planning conference. During this conference, the Instructional Coach and the teacher will work together to make an action plan for the next six weeks. Teachers analyze the results of the interim assessments and reflect on the following questions in advance of this conference:</p> <ol style="list-style-type: none"> 1) What standards has the class mastered and can be incorporated into homework and other ongoing cumulative review? 2) What standards warrant more time for whole-class instruction and review? 3) What standards warrant more time for small-group instruction and review? How might you ensure that the small groups of students who need to master these skills have the instruction and practice necessary to master the skills? What will the other students be doing during this small group instruction? 4) What students need significantly more help and for which specific skills? What strategies might you use to make sure these students master all the skills? 5) Do you need any additional materials or instructional strategies to help you work with students to master the standards covered by this Interim Assessment? The next Interim Assessment?

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	<p>Teachers will leave these performance conferences with a firm understanding of how well students have mastered the Common Core standards according to the expected pace outlined by the Louisiana Classroom Support Toolbox, as well as a clear plan for adjusting their practice to address areas of weakness and ensure appropriate interventions for students that may be falling behind.</p> <p>At the end of each school year, NOCP’s leadership team conducts a comprehensive review of performance in the prior school year and completes a School Improvement Plan for the following year to lay out key strategies and tactical plans to increase student achievement at a greater level.</p> <p><i>Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</i></p> <p>The Recovery School District (RSD) superintendent, assisted by his team of academic directors, uses standardized test data as well as accountability ratings to monitor all of its direct-run and charter schools and identify the lowest performing and those making the least amount of annual growth. The RSD then makes recommendations to the Louisiana Department of Education (LDOE) as to which schools should have their charters revoked, according to the BESE-approved charter accountability policies. The LDOE Charter School Office advertises nationally to accept Request for Applications (RFAs) from interested charter management organizations (CMOs) and posts information on the Board of Elementary and Secondary Education (BESE) page of the LDOE website. Interested parties submit letters of intent and verifying documents such as 501(c)3 letters and Board of Directors biographies. Qualifying parties are invited by the Charter School Office to complete the competitive charter school application. Upon submission, chartering organizations must interview with the National Association of Charter School Authorizers (NACSA) and defend their charter application. Following interviews and application reviews, the NACSA evaluates external providers and makes recommendations to the Board of Elementary and Secondary Education (BESE). The BESE vote is the final determination of which external providers are awarded charter contracts. Finally, approved CMOs work with the Recovery School District to finalize which of the lowest achieving schools and facility locations will ensure the best chance of a successful intervention.</p> <p>New Orleans College Prep received approval from BESE for a new charter in December 2012, at the same time that Crocker’s charter was revoked by BESE. Two weeks later, the RSD made the official site assignment for NOCP to take over the operation of Crocker via restart with the new charter. NOCP has achieved charter renewal for its original charter 2012, and was among the top five highest gaining schools in the RSD in 2012, achieving “top gains” status from the state. NOCP achieved 14 points of growth in the SPS of all of its schools in 2012, which is four points more than the projected annual growth goals for Crocker during the term of the SIG grant.</p> <p>Additional types of external partners may be selected to support professional development, benchmark assessment development, recruitment searches, provide special education services, etc. These partners will be chosen based on NOCP’s experience with them in other schools, and the demonstrated</p>

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track record they have with improving student outcomes. Service providers who have not worked with NOCP in the past will be assessed based on their demonstrated achievement results and professional reference checks with other like-minded CMOs within NOCP’s national professional network.			
Task	Person Responsible	Timeline	Budget Needs
Apply for new charter	CEO	August – November 2012	
Receive approval for new charter	CEO	December 2012	
Receive siting assignment for Crocker	CEO, RSD	December 2012	
Select external service providers for all required services and support	Principal, COO, CAO	January 2013 – June 2013	
Goal set and establish professional development plans with teachers/leaders	CEO, CAO, Principals, Instructional Coaches	August 2013	
Benchmark Assessments	Principals, Instructional Coaches, Teachers, Director of Academic Performance	September, December, January, March, May of each school year	\$22K for Achievement Network (covered with non-SIG funds)
Data Days	All school staff	Full PD day within two weeks following each benchmark assessment	
3.0	<p>Targeted Resources - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served.</p> <p>3.02 Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served.</p> <p>3.03 Describe how the LEA will coordinate and align available resources for the identified schools to support the implement of the selected intervention model. Demonstrate how additional funds will flow directly to the identified schools.</p> <p>3.04 Describe the process to build a pool of external partners whose services align to needs of the schools to be served.</p> <p>3.05 Describe the process and timeline to work with stakeholders and external partners to develop strategies to address the needs of each school to be served.</p> <p><i>Describe the process and timeline to increase the amount of LEA services at each school to be served.</i></p>		

<p>Item #</p>	<p>Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.</p>
<p>Previous to NOCP’s restart of Crocker, the school was operated by a single-site charter with a single administrator representing both the LEA and the Principal role. There were no central support services offered to the school due to its small scale. With NOCP’s takeover of management, Crocker now benefits from a full-service LEA including back-office, operations, facilities management, human resources, professional development, academic management, and fundraising services. These services have already been put in place from the moment NOCP received authorization to charter Crocker and begin hiring staff.</p> <p><i>Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served.</i></p> <p>NOCP has hired a search firm that has begun the recruitment process for a CAO, expected to be hired by the fall of the 2013-2014 school year. The CAO will be dedicated to supporting the Crocker restart in the first half of the school year, while the CEO maintains management of the other Principals until the Crocker initiative is confirmed to be progressing as expected. The CAO will be an experienced, successful urban school leader who will guide and counsel the Crocker Principal in her leadership of the turn around of the school. The rest of the CMO staff, including the COO, the Director of Facilities, the Director of HR, and the Director of Development will share “ownership” of the Crocker school, as they do with all NOCP schools, and provide the school with the functional supports and resources needed to be successful.</p> <p><i>Describe how the LEA will coordinate and align available resources for the identified schools to support the implementation of the selected intervention model. Demonstrate how additional funds will flow directly to the identified schools.</i></p> <p>The Director of Development for New Orleans College Prep will be responsible for creating a development plan for Crocker that will include building strong relationships with partner organizations and community leaders to champion the school, as well as finding new funding sources to flow directly to the school. NOCP has already applied for a Walton start-up grant and other state start-up funds to support the turnaround effort with additional resources. Furthermore, NOCP has applied for a 21st Century grant to expand after-school academic and non-academic enrichment offerings, and a SRCL grant to expand literacy instruction and interventions, and Crocker has been included in both of these applications.</p> <p>The financial success of Crocker will also be served by the continued growth of NOCP as an organization, as we continue to take over additional failing schools and expand our scale of operations. Economies of scale will allow us to absorb some of the future costs of maintaining the school. New Orleans College Prep has designated staff, a strong development committee, and a diversified funding portfolio that includes national and local support from many funding streams including individuals, foundations, and corporations. We are confident that we can sustain the the school for many years to come.</p> <p>100% of the SIG funds for Crocker will be leveraged at the school level.</p>	

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	<p><i>Describe the process to build a pool of external partners whose services align to needs of the schools to be served.</i></p> <p>Since inception, NOCP has engaged a diverse portfolio of community partners to support our schools missions. NOCP will bring many of these relationships to Crocker in support of the students and staff. NOCP has developed a strong relationship with the outgoing board of directors of the Crocker school, and has nominated several of the board members to join our board, maintaining the connections and partnerships they have formed for the school over the past several years.</p> <p>NOCP has a strong partnership with the Walter L Cohen Alumni Association (WLCAA), which embraced our organization two years ago after we received a charter to restart Walter L Cohen High School. The WLCAA President serves on the NOCP board of directors, and has initiated an org-wide parent-teacher organization to support all of the schools in our network, including Crocker.</p> <p>A comprehensive list of organizations who are currently serving as external partners for our schools to provide social and emotional supports is included below. These organizations are all ready and able to expand their services to include Crocker as well.</p> <p><i>Children's Bureau of New Orleans</i></p> <ul style="list-style-type: none"> • Individual/Family counseling • Group grief and trauma counseling • Crisis interventions for the whole school • Mental Health Rehab (MHR) services to individual students <p><i>Jewish Family Services</i></p> <ul style="list-style-type: none"> • Suicide prevention program to PE/Health classes <p><i>ARJ</i></p> <ul style="list-style-type: none"> • Psychiatry • MHR services to individual students <p><i>Merci Family center</i></p> <ul style="list-style-type: none"> • Individual and group counseling • In-services to staff <p><i>Families In Need of Services</i></p> <ul style="list-style-type: none"> • Provides a “pre-delinquency” intervention and offers an interagency social work service network to assist children and families <p><i>CeaseFire New Orleans</i></p> <ul style="list-style-type: none"> • Provides emergency mediations in order to avert violence among students

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	<ul style="list-style-type: none"> • Ongoing case management to teens at-risk for community violence • Staff and student in-services <p><i>Ashe Cultural Center</i></p> <ul style="list-style-type: none"> • Provides support to G.I.R.L. club • Counsel on alcohol and drug abuse • Provides educational workshop to PE/Health classes <p><i>UNO counseling center</i></p> <ul style="list-style-type: none"> • Provides in-service on LBGTQ-IQ <p><i>Tulane University</i></p> <ul style="list-style-type: none"> • Provides social work interns <p><i>Early Childhood and Family Learning Foundation</i></p> <ul style="list-style-type: none"> • Provides health and wellness teams with two psychologists and a psychiatrist as consultants • Psychologist completes full academic and cognitive evaluations free of charge to the school 																		
	<p><i>Describe the process and timeline to work with stakeholders and external partners to develop strategies to address the needs of each school to be served.</i></p> <p>Upon gaining access to the school in July 2013, NOCP will begin a comprehensive needs assessment process to collect data on student academic indicators, special education needs, and social and emotional needs. School leadership will meet with our various partners to match the student needs with services offered, establishing memorandums of understanding to outline the scope and schedule of services provided.</p> <p>In addition, the NOCP parent-teacher organization lead by the WLCAA will form a committee of parent leaders specifically to support Crocker, and begin building a strategic plan for the school year to engage and invest parents in the turn around of the school. Parent meetings will be held monthly to hear the needs and concerns of parents, and plan active responses to address the needs and fully engage parents in the academic growth of their students.</p>																		
	<table border="1"> <thead> <tr> <th data-bbox="86 1214 205 1252">Task</th> <th data-bbox="205 1214 772 1252">Person Responsible</th> <th data-bbox="772 1214 1129 1252">Timeline</th> <th data-bbox="1129 1214 2026 1252">Budget Needs</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1252 205 1328">Diagnostic assessments – DSC, DIBELS, STEP, and MAP testing</td> <td data-bbox="205 1252 772 1328">Crocker Instructional staff</td> <td data-bbox="772 1252 1129 1328">July – August 2013</td> <td data-bbox="1129 1252 2026 1328">~\$25,000 for assessments, covered by other funds</td> </tr> <tr> <td data-bbox="86 1328 205 1365">Family needs assessment</td> <td data-bbox="205 1328 772 1365">Social Worker</td> <td data-bbox="772 1328 1129 1365">July – August 2013</td> <td data-bbox="1129 1328 2026 1365">\$53,500 for Social Worker</td> </tr> <tr> <td data-bbox="86 1365 205 1440">Parent orientation and feedback session</td> <td data-bbox="205 1365 772 1440">Principal, Dean of Students, WLCAA</td> <td data-bbox="772 1365 1129 1440">July 2013</td> <td data-bbox="1129 1365 2026 1440">\$60,000 for Dean of Students</td> </tr> </tbody> </table>	Task	Person Responsible	Timeline	Budget Needs	Diagnostic assessments – DSC, DIBELS, STEP, and MAP testing	Crocker Instructional staff	July – August 2013	~\$25,000 for assessments, covered by other funds	Family needs assessment	Social Worker	July – August 2013	\$53,500 for Social Worker	Parent orientation and feedback session	Principal, Dean of Students, WLCAA	July 2013	\$60,000 for Dean of Students		
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	Meetings with service providers for special education, mental health, and others to review needs assessments and determine/schedule external partner services	Principal, SPED Coordinator, Social Worker	August – September 2013
	Conduct quarterly parent meetings at report card conferences, hear parent feedback, collect parent satisfaction surveys and suggestion cards	Principal, Dean of Students, WLCAA	October, January, March, May of every school year
	PTO Committees for each school analyze results of parent feedback sessions, plan improvements, interventions and activities for the following quarter to address parent concerns	WLCAA PTO Committees	August, October, January, March, May of every school year
4.0	<p>Proven Instructional and Professional Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>4.01 Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.</p> <p>4.02 Describe the process for differentiating among students’ needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.</p> <p>4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.</p> <p>4.04 Describe how schools will set high expectations for students.</p>		
<p><i>Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.</i></p> <p>Crocker will lengthen its school day to align with the rest of NOCP’s schools, adding an extra 60 minutes of instruction every school day (lengthening the school day from 8:00 AM – 3:30 PM to 7:30 AM to 4:00 PM). Crocker’s school year will lengthen by approximately two weeks of additional school days, starting the school year one week earlier on August 1st, and ending the school year one week later on May 30th. In addition, Crocker will offer after school tutoring sessions for students who are struggling academically and Saturday school for students with chronic attendance problems. A rotating schedule of teachers will staff these extended learning time sessions each week, and leverage their capacity to</p>			

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<p>deliver instruction through “blended learning” computer labs that offer individualized, standards-aligned tutorials via computer software for each student.</p> <p>NOCP has built in regular time for professional development and teacher collaboration through the org-wide school calendar and daily schedules. These times for collaboration include:</p> <ul style="list-style-type: none"> • Summer Professional Development – 3.5 weeks every July. Instructional teams participate in instructional trainings together, based primarily on the frameworks of Understanding by Design (Wiggins/McTighe) and the Taxonomy of Effective Teaching Practices (Lemov). After each module, teacher teams practice lesson and unit planning techniques and share these work products with each other, giving each other ideas for improvement. The instructional trainings for content teams are led by the Instructional Coaches. Prior to Summer PD, all NOCP instructional leadership will receive a two-day training with the senior Common Core transition leaders from Achievement First. These trainings will focus on the instructional shifts in ELA and math, and the tools and techniques required to support teachers in developing aims and objectives for daily lessons that are aligned with the rigor and depth of the new standards. • Staff Professional Development Days – 10 days per year. Half of these days are used for “Data Days”, following each benchmark assessment cycle. Data days include structured training on how to use data to drive instructional decisions, as well as the procedures and practices NOCP requires all teachers to engage in with their benchmark assessment results. During Data Days, teachers perform an item analysis of their benchmark assessment scores, identify common trends of high and low performance, and action plan interventions to include whole group, small group and individual re-teaching to address shortfalls in performance. These plans are reviewed and approved by the Instructional Coaches. Once approved, the Instructional Coach will require the teacher to plan their next unit assessment to include re-assessment of the students’ weaker skills approximately half-way before the next benchmark assessment cycle. This assessment is approved by the Instructional Coach before the teacher is allowed to begin lesson planning for the next few weeks, and provides a platform for guiding instruction throughout ongoing informal observations and feedback. • Weekly Professional Development – 2.5 hours every Wednesday. NOCP schools have an early dismissal at 2:00 PM every Wednesday to allow for staff professional development and collaboration. The Principal and the Instructional Coaches plan and lead these sessions together with a schedule that spirals review of skills introduced in the summer PD time, introduces new teacher skills and techniques, and facilitates school-wide collaboration and staff input on all types of school improvement needs and action items. The trainings on new skills are often differentiated through breaking the teams into smaller groups organized according to common needs identified through rubric results during ongoing classroom observations. The portion of time dedicated to planning and practice include structured opportunities for teacher teams to collaborate in “inquiry groups”, sharing lesson plans, student work samples, and soliciting ideas from each other for improvement as they work through modified or a new set of instructional plans. 	

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<p><i>Describe the process for differentiating among students' needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.</i></p> <p>As a PK-5 school, Crocker's differentiation of instruction will occur primarily through the Response to Intervention system and services in addition to the early childhood services offered via the LA4 program currently in place. At the beginning of the school year, NOCP will conduct a universal screen of all students via the nationally-normed diagnostic exams, including DSC for Pre-K, DIBELS for K-2, and MAP for K-5. In the school's Response to Intervention program, the aforementioned assessments and corresponding data tracking tools provide a universal screening mechanism as a Tier 1 intervention. Furthermore, all students receive differentiated instruction in math and literacy, regardless of their grade level, essentially providing a school-wide Tier 2 intervention that is necessary because so many of the students enrolled at NOCP are severely behind in grade level. The NOCP SPED and 504 Coordinators work with the Principal to monitor student progress and identify individual students who perform consistently below class and national norms. Students who hit objective criteria thresholds (performing in the bottom 17% of the class and below the 50th percentile nationally, for more than three assessments in a row), are flagged for an initial meeting of the RTI team, including the SPED coordinator, 504 coordinator, and general education teacher(s), in addition to the Social Worker, Dean of Students and/or School Nurse, if applicable. A plan is developed to design and implement Tier 3 interventions that are customized instructional or behavioral strategies to boost the student's performance above the minimum norms. If a student does not respond to multiple interventions over a 3 month period, that student may be recommended for formal evaluation for special needs.</p> <p><i>Describe the process for using data to adjust instruction and tie professional development to student outcomes.</i></p> <p>New Orleans College Prep believes that one of the most important elements of our school design is the careful review of assessment data by teachers, school leaders, and Board Members. NOCP teachers have monthly tracking spreadsheets, maintained on a shared network folder electronically, where they input individual student reading and math progress and review automatic data reports that show student and class progress towards grade-level targets. (This data is maintained on web-based <i>Kickboard</i> software system). The model automatically flags individual students with a green, yellow, or red color in the spreadsheet, based on their level of mastery on course assessments. Many of these assessments are scored via the Edusoft computer system to produce item analysis reports that guide teacher instructional decisions at a very detailed, objective-by-objective level. Instructional Coaches work one-on-one with teachers to improve classroom results, providing a full coaching cycle (lesson plan review, observation, results and debrief) for every teacher at least once every two weeks. In addition to the one-on-one coaching, Instructional Coaches facilitate bi-weekly departmental meetings where teachers share their benchmark assessment data to the group, and develop action plans in these meetings on a student level, small group level, and whole group level to ensure data-driven decisions improve outcomes for all children.</p>	

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	<p>Five of NOCP’s full-day PD days are used as Data Days, as described above, which are entirely prioritized for the analysis of Common Core-aligned achievement data and improvement planning. Three of the ten PD days are used for NOCP’s performance review cycle, the first for goal-setting, the second for mid-year performance review meetings, and the last for the end-of-year performance review meeting and final staff evaluation. The remaining two PD days are reserved for miscellaneous needs the school may have in a responsive fashion to issues that can’t be fully anticipated.</p> <p>The performance review cycles are fully aligned to the Compass system requirements. The goal-setting PD time in the beginning of the year is used to review the recommended goals derived from NOCP’s central analysis of prior-year test scores, as well as baseline classroom observations conducted with the state-approved teacher rubric. Teachers and Instructional Coaches use this time to discuss and finalize the SLTs, as well as conduct a needs assessment based on the diagnostic observation scores on the teacher rubric. Individualized professional development plans are developed and documented to describe the focus areas for improvement in the first semester of the school year, which guide the priorities of the Instructional Coaches in their informal observations throughout that semester, conducted at least once every two weeks.</p> <p>The mid-year performance review includes a summative checkpoint on the actual performance of students on benchmark assessments, and a determination of whether or not the teacher is on track to achieve their SLTs at the end of the year. Teachers who are not on track to achieve their goals are put on formalized Professional Improvement Plans (PIPs).</p> <p>The end-of-year performance review includes a final analysis of teacher performance as measured by the achievement of their SLTs, the achievement of their teacher rubric scores, and the final CVR value-add achievement results, as required by the Compass system. Teachers who score “ineffective” as determined by either the rubric or SLT/CVR results may be terminated from the school before the next school year, or may be asked back for one more year if the school leadership believes the teacher has the potential to achieve growth to proficiency with more supports. Any teacher who scores less than proficient on either the teacher rubric or the SLT/CVR system for two consecutive years will be automatically terminated by the organization.</p> <p><i>Describe how schools will set high expectations for students.</i></p> <p>New Orleans College Prep’s mission is to prepare each of its students to enter and excel in a rigorous four-year college or university. An unwavering focus on our mission to prepare students to enter and succeed in college serves as the single guiding principle for every aspect of New Orleans College Prep’s educational program and instructional methodology. Fundamentally, we act upon the belief that <i>all</i> 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.</p>

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The programmatic elements common across all NOCP schools include common “Curriculum Alignment Templates” (CATs) which are centrally derived and cross-map all teaching objectives to the state and common core standards for each grade and subject, along with corresponding benchmark assessments that align with the curriculum. NOCP captures the lesson plans and materials of our top-performing teachers aligned to these CATs and makes them available to future teachers of the same grade and subject across the network. NOCP also manages centrally a calendar of benchmark assessment reviews, data-driven re-teaching cycles and professional development to ensure academic performance management is the focal point of all our schools.

New Orleans College Prep’s culture is built upon our five core values:

EXCELLENCE

We focus on results and do whatever it takes to accomplish our goals.

CARING

We take care of the needs of others before our own.

RESPECT

We treat every person as we want to be treated.

PERSEVERANCE

We reflect – we recognize our strengths and learn from our mistakes.

JOY

We find strength to overcome our challenges by remaining positive.

These values are posted in all our hallways and classrooms, are included on student classwork, and are a common language for all staff conversations with children about character, work ethic, and behavior. The values serve as the guiding foundation of our culture, and the design of our school-wide systems, routines, procedures, and culture-building activities center on proper alignment with these values.

Task	Person Responsible	Timeline	Budget Needs
Adjust school calendar and daily schedule for 2013-2014, mail home to parents and communicate changes at parent orientation	Principal, Operations Manager	April – July 2013	
Summer professional development	All school staff	July 2013	
Weekly professional development	All school staff	Every Wednesday during regular school year	

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.		
Data Days	All instructional staff	Full PD Days, 5 per year	
Universal screen for RtI – all students	All instructional staff	August 2013, May 2014	
RTI team meets to plan tier 2 and tier 3 interventions	RTI team	Every Friday during the regular school year	
5.0	<p>System Wide Strategy - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The LEA should provide evidence of its capacity to design and implement interventions consistent with USED’s final requirements for the intervention model selected for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>5.01 Describe the long term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).</p> <p>5.02 Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.</p> <p>5.03 Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.</p> <p>5.04 Describe the LEAs plan to sustain supports to the identified schools to maintain improvements and growth beyond the three-year grant period.</p>		
<p><i>Describe the long term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).</i></p> <p>The addition of Crocker to NOCP’s network is a critical part of our long-term management strategy, enabling a stronger feeder pattern of PK-5 students into our 6-12 charter at Cohen. Until now, NOCP’s 6th grade capacity has been twice the size of its outgoing 5th grade class at Sylvania Williams; subsequently, the addition of two additional 5th grade homerooms at Crocker better matches the cohort sizes between our 5th and 6th grades, and reduces the number of new entrants into our middle school. Similarly, NOCP’s 9th grade capacity is two homerooms larger than its outgoing 8th grade capacity – long term, NOCP will manage additional K-8 schools to increase the proportion of 9th graders at Cohen who have been continuously enrolled in NOCP schools from earlier grade levels. NOCP’s longitudinal results over time demonstrate the increased feeder pattern will dramatically improve the SPS and letter grades of all schools under NOCP management. As an example, NOCP’s founding 6th grade class of students in 2007 had a pre-assessment index of 39; in 2012, the assessment index of the same cohort of students had risen to 104.</p> <p>NOCP does not intend to formally cluster schools by achievement long term, however, any school in our network which underperforms vs. its goals will receive intensive extra supports to meet the needs of the school, whether it be instructional improvements, cultural improvements, or both. NOCP has built a significant cumulative fund reserve over the years, now representing approximately 15% of the annual budget, and will draw from this “rainy day fund” to staff and contract for additional supports for any school which needs intervention to meet its goals. Academic achievement</p>			

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<p>is our number one priority and we will do whatever it takes to shore up weaknesses with urgency.</p> <p><i>Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.</i></p> <p>School-wide, NOCP’s goal is that our Assessment Index (and School Performance Score, which is a trailing 2-year measurement of the Assessment Index and Attendance Index) increases by 10 or more points each year. In 2012, NOCP increased its School Performance Score by 14 points.</p> <p>NOCP sets annual goals for attendance (95% each year), student retention (90% each year), staff retention (90% each year), staff satisfaction (85% satisfied or highly satisfied), and parent satisfaction (85% satisfied or highly satisfied). Additionally, our needs assessments have indicated a need for a higher level of first-year teacher support, and we've formulated a custom section of our staff satisfaction survey to measure improvements in that area (administered 3 times per year). In alignment with the top issue identified by our needs assessments, we have greatly expanded our interim assessment tools, including DIBELS and AIMSweb CBMs for early literacy and numeracy, Achievement Network for 3rd grade and higher, and Fountas and Pinnell for comprehensive literacy metrics. Teachers set monthly goals to track student progress on these assessments and instructional leadership uses the tools as formative assessments to guide instructional decision-making and re-teaching strategies. In addition to monitoring student achievement on standardized assessments, NOCP leadership also measures the culture of the schools via daily attendance tracking, numbers of discipline referrals, and student and parent surveys. Our SIS system, Blackbaud, allows us to pinpoint specific groups of students and specific types of infractions that are experiencing the weakest performance in terms of attendance and discipline, and we use these reports to focus our interventions to have the greatest impact.</p> <p>All NOCP teams, from the CEO’s direct reports to the school-level departmental teams, use a "dashboard" of the student achievement and school culture indicators to set goals and monitor progress in academics and culture to support the achievement of our students.</p> <p>NOCP uses a variety of assessment systems in order to have comprehensive and individualized student data. TerraNova and AimsWeb provide Fall and Spring data to show student growth on a national norm-referenced scale. Achievement Network’s interim assessments, GLE-based Unit Tests and Curriculum Based Measurements (CBMs) provide data throughout the year that can be analyzed for potential weaknesses in the curriculum or present students who may need additional interventions.</p> <p>All NOCP schools have a centralized, web-based performance monitoring and reporting tool via the “Kickboard” system, produced by “Drop the Chalk.” This tool strengthens the ability of Principals, teachers and CMO staff to monitor the performance of schools and action plan interventions where necessary on a real-time basis. The Kickboard system houses all teacher assessment data, including teacher-developed and standardized</p>	

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<p>interim assessments (i.e. Achievement Network), and fully integrates student mastery with student grades on report cards and student promotion decisions. It provides instant real-time data to all NOCP staff members to evaluate and improve interventions across all our schools.</p> <p><i>Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.</i></p> <p>In an underperforming school, such as Crocker, the PTO committee for the school is a key stakeholder and partner in planning, monitoring and communicating the interventions in place. After conducting the needs assessments in the beginning of the school year, the Crocker leadership will meet with the school’s PTO and discuss the findings, including the school’s primary strengths and weaknesses in instruction and school culture. The administration will solicit the PTO’s feedback on the school improvement plan and disseminate a summary of the planned interventions via newsletter and the parent call chains managed by the PTO. The PTO will convene quarterly to review actual performance vs. the goals, and make recommendations to the administration for further adjustments and improvements.</p> <p>The school improvement plan will also be available via the NOCP website for public access.</p> <p>In addition, NOCP will present the intervention plans to the board of directors, in public meeting, during the September board meeting and welcome public comment from community members who may attend.</p> <p><i>Describe the LEAs plan to sustain supports to the identified schools to maintain improvements and growth beyond the three-year grant period.</i></p> <p>NOCP plans to expand the size of the Crocker school from 300 students in 2012-2013 to 575 students within five years, by slowly adding homerooms to each grade level, beginning with PK, K and 1st grade in 2014-2015. NOCP expects to achieve the growth of its feeder pattern from 1,632 to 2,245 students across birth to 12th grade within the next five years. As a result of larger scale, NOCP projects a savings of approximately \$300 per pupil through the economies of scale gained through sharing fixed costs across more students. This savings equates to about \$250,000 per year in additional resources to sustain the cost of the additional staffing planned through this grant.</p> <p>Additional funds will be raised from philanthropic sources and future federal grant opportunities. NOCP employs a full-time Director of Development who manages fundraising initiatives. Historically, NOCP has averaged approximately \$400,000 per year in philanthropic funds raised. Sustaining the SIG-funded improvements for Crocker will be a priority for private fundraising long-term.</p>	

6.0 LEA Budget Summary

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

School(s)	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Crocker School for the Arts and Technology	N/A – funded via other revenues	\$483,500	\$483,500	\$483,500	\$1,450,000
Total Budget	\$0	\$483,500	\$483,500	\$483,500	\$1,450,000

7.0 Assurances

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

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

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

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

SIGNED:

LEA School Board President or Charter Authority

LEA Superintendent or Executive