

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

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

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

	SCHOOL NAME	SITE CODE (7 digits)	NCES ID (12 digits)	INTERVENTION MODEL				AMOUNT REQUESTED
				Turn-around	Restart	Closure	Transformation*	
1	Sci Academy	382001	220013 202068				X	\$1,308,872.63
2								\$
3								\$
4								\$
5								\$
6								\$
7								\$
8								\$
9								\$
10								\$
<b>TOTAL</b>								<b>\$1,308,872.63</b>

\* 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	Sci Academy	Urban	90%	425	470	490	500
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

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

<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>
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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.

Sci Academy was a Round 1 recipient of SIG funding beginning in SY10-11 using the Restart intervention model. This grant had a huge and measurable impact on performance goals and student achievement at Sci Academy over the past three years. As Sci Academy grew each year to serve a new grade of scholars, eventually becoming four full grades in the 2011-2012 school year, we also raised student achievement each year to support our students in preparing for college success, despite low incoming academic levels. SIG funding provided Sci Academy with the resources and capacity to develop a data-driven reflection process, support teacher development through a rigorous feedback loop, develop leaders internally, and improve student achievement through regular assessments, rigorous curriculum, and individualized academic supports. Ultimately, the Restart method of intervention allowed Sci Academy to thrive by providing Collegiate Academies with the resources to support the growth of our school, encouraging autonomy at the school level while also supporting the development of best practices.

As a result of these activities, supported and made possible through SIG funding, Sci Academy has been able to consistently achieve the highest student achievement results in the Recovery School District. Each year, we have exceeded the performance goals set out in our first SIG application, and we have been able to support student achievement even as assessments have changed and grown more rigorous. Additionally, Sci Academy has grown on performance metrics each year, becoming better at supporting scholars and their academic growth.

2010-2011:

- 94% Basic and Above on Algebra
- 52% Basic and Above on Geometry
- 53% Basic and Above on English II
- 79% Basic and Above on ELA10
- 84% Basic and Above on Math10

2011-2012:

64% Good and Above on Algebra I EOC

60% Good and Above on Geometry EOC

70% Good and Above on English II EOC

70% of students met or exceeded reading growth targets or ended the year on grade level.

2012-2013:

75% Good and Above on Algebra EOC

75% Good and Above on Geometry EOC

77% Good and Above on English II EOC

56% Good and Above on English III EOC

On top of these assessment performance metrics, Sci Academy's two classes of graduating scholars have demonstrated their success in college admissions and matriculation. Over 90% of both the Class of 2012 and the Class of 2013 gained admission to a four-year college or university, and they remain enrolled in colleges across the country, from Louisiana State University to Amherst College; and from Tulane University to Colorado College. These results demonstrate the success of Sci Academy's Restart Intervention model and the school's ability to grow quickly to support all students in reaching academic success.

**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).

Collegiate Academies is applying for SIG funding to serve Sci Academy using a Transformation Intervention Model. This model will support Sci Academy and Collegiate Academies in the scaling and expansion of our programming to ensure that we support all scholars in preparing for college. We have chosen the Transformation model of intervention to support Sci Academy in expanding and executing best practices for transformational schools, including training and developing excellent teachers and leaders, using data to support growth and student achievement, ensuring engagement with parents and the community at the school, extending learning time, and providing autonomy and flexibility to the school. Additionally, the funding will support the role of the Collegiate Academies CMO in providing vital services to Sci Academy while allowing us to better scale services as an LEA. As a charter management organization we believe in leveraging resources and centralizing key functions at the network level to support the achievements and programs at our schools. To support these activities and ensure that our schools and our network have the capacity and programs they require to lead to student achievement, we decided that the Transition model would be most beneficial as an intervention method to allow us to make strategic decisions around growth and programming.

Each year, Collegiate Academies relies on a rigorous needs assessment to determine changes to our program and leverage activities across our school. We receive the feedback of New Schools for New Orleans' comprehensive school review each year and combine this feedback with internal analysis of data to determine our priorities each year. Based on feedback from New Schools for New Orleans and our current data, we have established a Theory of Change that aligns with the key functions of the Transition model, emphasizing the use of data analysis to drive student achievement, a focus on high quality teachers and autonomy at the school level to hire them, Professional Development for all

educators, and extended learning time and activities in the classroom to support scholars and their development.

### **Our Approach**

Sci Academy will focus on five main pillars to ensure college success for each of its scholars over the next three years, ensuring that we take into account the feedback of our key stakeholders and other evaluations:

1. Data-Driven Instructional Decision Making
2. Teacher Excellence, Professional Development, and Accountability
3. Advisory Program – Relationship-Based Academic and Social Supports
4. Parental & Community Partnership and Commitment
5. School Culture Focused on College Success

### **Data-Driven Decision Making**

Sci Academy will use a tested, proven data-based approach to focus teachers on increasing scholar mastery of all learning objectives. Our teachers use data, gleaned from daily exit tickets, biweekly assessments, and five interim assessments of student performance to drive instruction. Teachers begin each interim period (about 5-6 weeks in length) by identifying the objectives all scholars must master by the end of the interim period. In order to accomplish this goal, teachers deeply analyze all students' achievement data from the prior interim assessment. Thus, the expectations precede the students themselves, ensuring that teachers constantly maintain high academic standards, regardless of our students' lack of preparation from prior schooling. These assessments also allow teachers to analyze practice, evaluate general and specific student deficits, and re-teach with the purpose of achieving 100% mastery. With consistent measurement of student performance, we can constantly adjust our support to ensure mastery of all standards. Sci Academy participates in network-wide collaboration after each interim period with Carver Prep and Carver Collegiate where data is compared, best practices are shared, and plans are created. During these times, teachers across our network collaborate and work together to share best practices in an authentic, supportive manner.

### **Teacher Excellence, Professional Development, and Accountability**

Sci Academy will employ an exhaustive hiring process led by Soraya Verjee, the Collegiate Academies Director of Human Capital. This successful model consists of several interviews, a sample teach or observation, feedback from the school leader, reflection, a second sample teach or observation, and a team interview before the Sci Academy school leader offers a teacher a position on the team. All instructional and support staff participate in a four-week professional development session in the summer centered on development and ownership of school culture as well as consistency in instructional practices, and curriculum research and development. Teachers are held highly accountable to their classroom's goals and data are collected daily, biweekly, and quarterly. Teachers are observed daily by at least one member of the leadership team and receive feedback through daily emails, monthly development meetings, monthly co-investigations, and quarterly formal evaluations. Sci Academy also utilizes the COMPASS rubric for teacher evaluation and provides regular feedback on teacher performance relative to this rubric in addition to the previously mentioned feedback systems.

### **Advisory Program – Relationship-Based Academic and Social Supports**

Academic success takes place in the context of relationships. Upon entry to Sci Academy, each student is assigned to an advisory group led by a trained staff member. Advisors set high expectations for their advisees and provide expectations and support that are consistently expressed and monitored. The Advisory becomes the central identity of a Sci Academy scholar, and the advisor becomes his/her key advocate and liaison. Many students who are willing to learn do not have the habits necessary to succeed, so the Advisory program is designed to directly address many of the most common gaps in our scholars' skillset. The first unit of the Advisory Program teaches students academic habits and study

skills, including organization, note-taking skills, and test preparation. Students also need the motivation and confidence to engage in scholarly behavior. They need a consistent environment in which behavioral and social expectations are clearly communicated and understood from the beginning of the school year. The Advisory Program encourages student to develop self-confidence and to learn the school's values, which include achievement, integrity, tenacity, empathy, teamwork, and enthusiasm. The Program also covers adolescent health and sex education, instructing students in the knowledge they need to take care of their bodies. Finally, students who lack positive social interactions at school may dread and avoid going to school. The Advisory Program creates a positive communal environment in which students create strong relationships with their peers and with a caring, trained adult. To further support the advisory program, Sci Academy will also employ two full-time mental health care providers, school social workers or psychologists to provide clinical support, positive behavior systems, and training to staff on effectively supporting scholars behaviorally and emotionally.

### **Parent and Community Partnership & Commitment**

It is the duty of Sci Academy to report to parents/guardians on the social and academic progress of their children. We use our advisory system to create strong interpersonal bonds between members of our faculty and the families whose children are served through their advisories. Regular phone calls between advisors and parents/guardians are a faculty requirement and faculty members are required to log all contact in our SchoolRunner system and are held accountable to meeting these requirements on a quarterly basis. Parents also provide critical input on all areas of the school through a parent organization called Sci PAC, which meets monthly. Sci Academy uses a student information system that allows parents to view student progress in a specific class as well as on a specific standard or lesson objective. Further, students receive a daily report on their academic and behavioral performance generated by the SchoolRunner system. Sci Academy's mission is also supported by several local organizations, businesses, and institutions, including New Schools for New Orleans, The New Teacher Project, Teach for America, Juma Ventures, Liberty Bank, and the Urban League.

### **Culture Focused on College Success for All Scholars**

We believe that all students deserve the opportunity to be prepared to succeed academically in college. From the first day of school, all students at Sci Academy will develop a clear identity as a college-bound scholar. This expectation will be infused in the school's culture and supported by the culture present within the classroom, teacher-student interactions, and teacher-parent interactions. The culture will be guided in all ways by the school's values for both the scholars and the faculty. Academic standards will be consistently raised throughout each scholar's tenure with Sci Academy. While ninth grade and much of tenth grade will be focused on mastery of basic skills and in many cases remediation of previously unmet needs, scholars in their junior and senior years of high school will have the opportunity to participate in the most rigorous coursework offered anywhere in the city. Sci Academy will offer an array of Advanced Placement courses including AP US History, AP World History, AP Composition and Literature, AP Environmental Science, AP Biology, AP Calculus, AP Statistics, and any other Advanced Placement courses in which students display an interest and can be fit into their schedule. Additionally, our scholars will have the opportunity to participate in the Bard Early College High School Program after school, where they will have the chance to engage in college-level content as seniors.

### **Common Core Transition**

In addition to focusing on these pillars, Collegiate Academies designed a robust and complex plan for transition from the Louisiana GLEs to Common Core State Standards. As the Lead Partner in the New Schools for New Orleans Common Core transition consortium, Collegiate Academies created a small network of staff that will be responsible for revising and editing scopes and sequences for all our high school classes, designing assessments that map to the Common Core Standards, and training all teachers in the transition process. This group will consist of four members of each content team—English, World History, Science, and Math—and will represent a diverse array of grade-level teachers, as

well as a representative group from each of our three schools. While the exact individuals who will participate in this Common Core group are not yet determined, the group will include Vicky Ravin, the Dean of Mathematics at Sci Academy, and Lisa Shea, Director of Literacy at Collegiate Academies. Both Ravin and Shea have already been trained in some of the Common Core transition needs for high schools and will be able to lead the team during a retreat in May 2013. Margo Bouchie, the Chief Academic Officer at Collegiate Academies, will facilitate and oversee the retreat. As the Lead Partner in NSNO's Common Core transition program, Collegiate Academies will share all its newly created interim exams, scopes and sequences, and results across high schools in New Orleans and will provide professional development to all high schools on the processes CA used to arrive at these revised scopes, sequences, and assessments. We are also committed to having an open-door policy at our schools and sharing teaching strategies, effective models for engaging with students and increasing rigor in our classrooms, and our ideas and thoughts around the Common Core transition. Through sharing ideas, best practices, and materials, we hope to compare the interim results we receive with other high schools in the city. Sharing these scores and analyzing practices will help our schools and other schools in New Orleans improve instruction and better understand our scholars' needs. We will evaluate the effectiveness of these sharing structures based on metrics that are predetermined for interim results.

Funding from SIG will be critical for Sci Academy's Transformation Model over the next three years. Specifically, SIG funding will support Sci Academy in hiring personnel at the school level who will support us in implementing these key strategies. Over three years, the funding will support the following key positions:

**New Roles:**

1. **Instructional Coach:** During the 2014-2015 school year, Sci Academy will hire a new Instructional Coach, who will be responsible for the development and support of teachers at the school. This individual's sole job will be to support the professional development cycle described above—including leading feedback and observation meetings, seeking out important trainings that will be critical to the success of new teachers at our school, evaluating teachers according to the COMPASS rubric and providing them with feedback in each tier so that they can improve, and individually supporting the unique development goals of all staff on campus. As such, this Instructional Coach—funding with SIG funding—will be crucial to ensuring that all teachers at Sci Academy are able to support academic achievement for their scholars.
2. **Director of Information Technology:** This new role, initiated in the 2014-2015 school year, will also be crucial to the support of teachers. By ensuring that we have one individual on staff at Sci Academy who can troubleshoot with technology and support teachers with implementing new programs and curriculum on the computer, we will make the lives of our teachers easier. Additionally, the Director of Information Technology will support the use of Blended Learning strategies and curriculum across Sci Academy, easing our transition into the new Common Core State Standards while also ensuring that our scholars are fully comfortable with computer literacy—a key college skill.
3. **Full-time substitute teacher:** By hiring a new full-time substitute teacher, we will free up our teachers' time so that they may attend additional workshops and training sessions when applicable, support an extended school day and school year, spend time engaging parents and the community, and think critically about college success curricula for all scholars. A full-time substitute teacher will ensure that our teachers are all able to stay teaching at our school for many years, supporting scholar development and growth and ensuring college success. Additionally, the full-time substitute will be able to push in to classes as needed to support individual interventions with scholars who have special needs.

**Existing Roles:**

1. **School Leader:** Our School Leader will be responsible for overseeing all of the strategies in the Transformation Model, supporting our new hires, and ensuring the ultimate cultural and academic success of Sci Academy. 25% of her time will be spent specifically on Transformation

activities, as she supports our new employees, develops and trains new teachers, and supports our Director of Curriculum and Instruction in the transition to Common Core.

2. **Director of Curriculum and Instruction:** The Director of Curriculum and Instruction is responsible for coordinating data analysis, assessment, and curriculum at Sci Academy. Specifically, the DCI will be closely involved in the transition to Common Core at Sci Academy by realigning and rewriting all scopes and sequences, supporting teachers in adopting new teaching strategies to meet increased rigor in the classroom, and ensuring that we leverage the resources in our community support scholar growth.
3. **Academic Deans:** Academic Deans are teachers who spent a portion of their time supporting their fellow teachers in an academic subject: Math, English Language Arts, Science, and Social Studies/Foreign Language. As such, Academic Deans coach and develop teachers, support curriculum development, and create academic interventions aligned with college success.
4. **Culture Deans:** Culture Deans support a specific grade level and the teachers and scholars within that grade: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>. They are full-time teachers who spend a portion of their time on culture building and social skill development for scholars within a specific grade. As such, they are responsible for building a college-going culture within their grade level while also supporting community and partnership development to meet the needs of scholars.

**Goals:** As a network, Collegiate Academies will work with the School Leader and Director of Curriculum and Instruction to set goals around academic achievement aligned to EOC exams, ACT scores, college matriculation and application results, and any other college readiness and academic metrics.

- 65% Good and Above on all End of Course Exams
- 95% average attendance
- 90% acceptance rate to a four-year college
- 60% 18+ on ACT
- 40% 20+ on ACT

Additionally, we will set goals as a network around the fiscal health of our organization, our ability to hit key milestones as a school, and other key criteria. We will check in on each of these milestones regularly using performance assessments for teachers and leaders at Sci Academy, observations and regular feedback for all teachers, and regular and systematized data analysis at the school and network level. School leaders will also be supported and evaluated by the Chief Executive Officer and the Chief Academic Officer, including through regular school leader classes and quarterly evaluations in which each principal will report on the data metrics above.

**Monitoring:** We will ensure that all teachers and administrators at the network meet these goals by requiring the following accountability metrics. Everyone at the school level will be clear on these expectations and accountability measures and frequent observations and evaluations will ensure that performance standards are met.

#### **Teachers:**

- a. **Daily observations** – Every teacher is observed every day by the principal or Director of Curriculum and Instruction (DCI). Principal and/or DCI provides immediate feedback via email and/or oral communication shortly after each observed class.
- b. **Daily goal analysis** – Teachers create small assessments, usually in the form of “exit tickets” from class for each daily objective. These are approved weekly by the DCI. Results of daily exit tickets are entered each day into a shared spreadsheet with the percentage of students mastering today’s goal calculated alongside specific action steps the teacher will take to improve performance.
- c. **Monthly teacher development meeting** – Once monthly meeting to review goals set at last meeting, review most recent assessment data, review daily observation emails, set new goals based on data, and determine needs. New goals are set based on data. Principal and DCI determine needs of teacher based on goals. Team works on a plan to ensure all needs are met in order to hit goals.



- d. **Monthly Co-investigation** – DCI and principal observe a teacher for at least 30-45 minutes of one class period once monthly. Teacher brings exit ticket data from that class to a meeting later that day. Team determines the student actions, teacher actions, and teacher beliefs that led to student mastery or non-mastery. Team determines key lever for increasing objective mastery based on the data and observations.
  - e. **Quarterly formal evaluations** – The principal and DCI write formal evaluations of teacher performance quarterly according to a rubric that highlights not only student performance data but key competencies and behaviors contributing to student success (including the COMPASS rubric). This tool is used to correlate teacher behavior to mission achievement and student improvement and thereby helping assess renewal of employment and overall professional growth or lack thereof.
  - f. **Targeted interventions** – If a teacher is not meeting standards and team accountabilities that are clearly stated, the DCI, principal, and teacher meet. The DCI and principal lay out specific goals the teacher must hit in the following 2-4 weeks. The teacher is observed and data is collected on whether goals are being met. Team reconvenes to determine if goals were met. If the teacher is still not meeting expectations, a discussion is had about whether the current role is best for them. The DCI and principal determine if role is changed or if the school is not the right fit for that teacher.
- B. Rewards: CA schools currently participate in the Teacher Incentive Fund, which rewards teachers for meeting their classroom goals with additional compensation, up to \$2500 per teacher. CA also believes heavily in providing intrinsic rewards to its high-performing teachers. Intrinsic rewards include public recognition through regular systems of acknowledgement, opportunities to share knowledge, and leadership opportunities.

#### Administrators:

- a. **Weekly data review and analysis** – The principal and the DCI review the DCI's goals, which are a collection of each teacher's individual goals. They evaluate progress by reviewing Daily Goal Mastery as well as bi-weekly assessment and interim assessment data. The principal acts as a coach and thought-partner and provides access to resources.
- b. **Quarterly formal evaluations** – The principal provides a quarterly evaluation of the DCI's performance according to a rubric that highlights not only student performance data but also key competencies and behaviors contributing to student success. This tool is used to correlate the DCI's behavior to mission achievement and student improvement and thereby helping the principal to assess renewal of employment and overall professional growth or lack thereof.

Administrators likewise participate in TIF. Principals have the opportunity to earn up to \$10,000 while DCIs may earn up to \$5000 based on student performance metrics.

At the network level, the CAO will work with the DCIs and School Leaders to set goals each year on standardized tests, college matriculation data, and college readiness, including ACT scores. During regular data days, planned every six weeks and facilitated by the CAO, all school leaders will be held accountable to progress on these goals.

Additionally, the Collegiate Academies CMO will implement a regular Culture Audit to compare operational performance and metrics across the schools, setting a high bar for safe and orderly school environments and holding Sci Academy accountable to hitting high bars each time. These audits and other academic data—including EOC performance and participation, drop-out rate, ACT scores, attendance rate, discipline data, and other behavioral and academic data—will be presented regularly during school leader gatherings that are overseen by the Chief Executive Officer and the Chief Academic Officer. These meetings will function to ensure that all leaders are on the same page while also ensuring accountability to these goals, monitoring progress, and facilitating the sharing of best practices across school leaders.

**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.

**NOTE: The School Performance Score calculations and ranges have changed since 2011-2012. While previously the scores were calculated on a scale of 200 (which accounts for Sci Academy’s 2011-2012 score of 111.8), they are now calculated on a scale of 150. We have provided the overall growth figure by calculating the distance between the goal 2013-2014 SPS and the 2016-2017 SPS, since the grading scale has changed and assessments have grown increasingly rigorous.**

School Name	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
Sci Academy	111.8	70	75	80	85	15

**Percent Proficient Performance Goals.** Enter the reading/language arts and mathematics percent proficient data for each school for the requested years. Then use that data to set performance goals during the three-year period in which SIG funds may be provided.

School Name	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
Sci Academy	65	70	75	80	85	20

**(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:** While Sci Academy is its own LEA, it is part of a successful CMO and as such has the opportunity to collaborate with and learn from other successful teachers and leaders. Collegiate Academies hosts at least five "Data Days" each year where all teachers and leaders in the network meet to collaborate on curriculum and instruction. Weekly, school leaders from all three of our schools meet together for two hours with the CEO, CAO, and COO for professional development and collaboration. Additionally, Collegiate Academies seeks to create Centers of Excellence among its schools to best meet the needs of its scholars. By ensuring the autonomy of school functions as well as the collaboration among each school in the Collegiate Academies CMO, Sci Academy will maintain the dual benefits of serving as its own LEA and existing within a network. The network provides additional capacity at the academic and operational level to ensure success, while the individual school ensures that individuality, creativity, and autonomy thrive within the school.

In order to meet the full capacity of Sci Academy during the execution of the Transformation model, the Collegiate Academies central office will be modified to include a teacher coach and a director of literacy. These individuals will work with all three of our schools to support staff and scholars.

Teacher Coach

The teacher coach's focus will be on observing and providing feedback and coaching to new teachers at Sci Academy, Carver Collegiate, and Carver Prep as part of a new initiative referred to as the Teacher Residency Program. This employee will be responsible for ensuring success of our least experienced teachers. Key competencies for this individual include strong adult leadership and communication skills, demonstrated classroom success under circumstances similar to those encountered by CA teachers, and the ability to review and analyze classroom data thoroughly to determine areas for growth and best next steps.

Director of Literacy

On average, scholars who entered Sci Academy this year were reading at a 4th grade level when they began the school year. The director of literacy will be responsible for creating and implementing literacy programs at each school that ensure significant and consistent grade level growth in reading and writing skills. The key competencies of this role include demonstrated literacy classroom success under circumstances similar to those encountered by CA teachers, the ability to evaluate and implement effective literacy programming (such as Accelerated Reader, Really Great Reading, Read 180), and the ability to lead teachers across all subject areas to incorporate literacy skill-building into their lesson plans and curriculum.

### **Other leadership roles at the central office**

Collegiate Academies also employs several positions focused on direct school support:

Chief Executive Officer – Focus is selection, training, and support of school leaders. The CEO's role is to ensure success of each of our schools. The most effective lever in ensuring success is a strong, well-prepared, and well-resourced principal. The CEO provides yearlong training to each leader during the incubation or pre-opening period, guidance on school design and policies, and intensive, targeted feedback and coaching throughout the school year. The CEO also leads the network team in supporting the schools.

Chief Academic Officer – Focus is design and implementation of curriculum across the network and support of academic leaders. The CAO's role is to ensure each school's academic goals are met. The CAO provides support and coaching to each school's Director of Curriculum & Instruction and is in charge of several innovative academic initiatives aimed at increasing student achievement such as the Common Core transition plan, blended learning exploration, creation of Centers of Excellence for students with disabilities, and utilization of the COMPASS rubric to improve teacher performance.

Chief Operating Officer – Focus is improving and streamlining operational systems across the network and ensuring the financial sustainability of our schools and network office. The COO provides support and coaching to each school's Director of Finance & Operations and is responsible for ensuring financial sustainability of the organization.

President – Focus is interfacing with external supporters as well as those who may disagree with our approach so that school leaders and the CEO may maintain internal focus. The President is also in charge of fundraising on behalf of our schools and organization. The President provides support to our school leaders by helping them identify and acquire resources essential to reaching their missions.

Director of Human Capital- Focus is on recruiting, selecting, and retaining top talent to enhance our schools. The Director of Human Capital centralizes all recruiting and hiring functions, conducting initial interviews with all candidates and managing the interview and sample teaching process to ensure that we hire the best people who could work for us.

Director of Community Relations- Focus is on supporting partnership development, community outreach and engagement, and parent programming to ensure that our schools are all community focused and supported by our surrounding community.

The central office also provides a director of data management, director of development and communications, director of community relations, director of finance, director of college completion, and a director of knowledge management. Each of these roles provides direct service to our schools.

### **School-Based Leadership Roles**

#### Instructional Coach

Sci Academy will hire a new Instructional Coach. The Instructional Coach will support a caseload of teachers in their development by leading coaching meetings, coordinating professional development and training, and ensuring data-driven analysis and decision-making in the classroom.

#### Director of Information Technology

The Director of Information Technology will support teachers with implementing computer curriculum and technology in the classroom, specifically utilizing Blended Learning strategies to accelerate scholar growth. The Director of Information Technology will be responsible for coordinating the safety and security of all technology, fixing any broken technology, conducting trainings with groups of teachers to support them in implementing technology in the classroom, and researching and developing new tech systems that can support our scholars and teachers.

#### Director of Curriculum & Instruction

Sci Academy employs a Director of Curriculum & Instruction. The DCI plays a critical role in the implantation of data-driven decision making. The DCI monitors disaggregation of the interim assessment data, runs data analysis, and creates tools and conferences surrounding implementation of missed objectives, re-teaching of weak areas for students. The DCI consults with experts in construction

and amendment of scopes and sequences to align with state test and Common Core and also to college prep/readiness assessments such as the ACT body of assessments – EXPLORE, PLAN, and ACT.

#### Academic Deans

Sci Academy will hire/appoint four Academic Deans, teachers compensated for additional time, to specialize in content areas (English, Math, Social Studies, and Science) to ensure implementation and productive data analysis of all interim assessments.

#### Culture Deans

Sci Academy will hire/appoint four Culture Deans, staff people compensated for additional time, to specialize in the implementation and refinement of our Advisory Program. The Culture Deans will be responsible for upholding the cultural expectations of each grade and ensuring consistency of expectations among each grade level. The Culture Deans will lead the advisors in implementing programming for one hour each day aimed at preparing scholars academically, emotionally, and socially for college.

#### Full Time Substitute Teacher

Sci Academy will hire a full-time substitute teacher to support other teachers at Sci Academy when they are attending training sessions or development meetings or are otherwise not present. Additionally, this substitute teacher will support small-group interventions and pull-outs and step in as needed to help scholars who are struggling.

#### Mental Health Support

Sci Academy will hire two full-time social workers or school psychologists to support scholars and their families.

#### College Counseling

Sci Academy will hire a college counselor to research and develop programming to support college bound high school students and their families and share information with them on financing college education. The college counselor will train teachers on delivery of essential college prep skills.

#### Special Education / Interventionists

Sci Academy will hire two Special Education teachers to serve its population of students with disabilities. It will also hire interventionists to support scholars and help remediate deficits in core subjects such as English and math.

**Resources:** We will ensure that Sci Academy receives all of the resources it needs in the absence of a School Improvement Grant by leveraging funds from state and local sources, competitive federal grants, and philanthropic funds from individuals, corporations, and foundations. The intervention activities described above—including rigorous data analysis, a college preparatory culture across the school, hiring and developing the best teachers, and our Advisory program, and parent and community partnerships—will be supported using these funds. These activities are critical to the success of Sci Academy and will remain a crucial and distinctive part of our curriculum even in the absence of a School Improvement Grant. We also benefit from numerous community partnerships across our campuses to help add vital services to our kids by leveraging community resources. Additional funds from a School Improvement Grant will allow us to add even more services, support the scaling of our school over the next several years, and ensure the long-term sustainability of Sci Academy.

#### **External Providers:**

Sci Academy will select and evaluate external providers on the following criteria:

1. Track record of success: Does the provider have a demonstrated track record of raising student achievement with similar student populations?
2. Local capacity and support: Does the provider have the requisite local capacity to provide intensive, on the ground support at the school site level?
3. Cost: Does the external provider offer a cost structure that both fits within Sci Academy's budget and compare favorably to other providers?

To date, in using this selection process, Collegiate Academies has chosen to visit several effective charter schools such as KIPP Houston, North Carolina, Bay Area, New York; Noble Network; Uncommon Schools; and MATCH School. Sci Academy has also hired consultants to provide support in data-driven instruction and formative assessment as well as leadership and system creation/organization. Sci Academy staff has also attended Paul Bambrick data seminars as well as Teach Like a Champion and Together Teacher/Leader seminars.

Collegiate Academies and Sci Academy are committed to actively researching and identifying a comprehensive range of external partners whose services and expertise align with the needs of our scholars. When building a pool of partners, we will first seek to identify needs, and then discover available resources by networking, communicating with other schools in the district, and reaching out to partners like New Schools for New Orleans and the Recovery School District for advice and assistance. Our process for vetting and selecting external partners will be similar to our process for hiring teachers; we will continue to ensure that all partners share our mission and values, that we are all committed to the best interests of all scholars, and that we value collaboration.

Collegiate Academies and Sci Academy will continue to partner with New Schools for New Orleans and the Recovery School District to address the needs of its schools and scholars. We are currently formally partnering with NSNO on several grant-related projects including Investment in Innovation, Teacher Incentive Fund, the CA Teacher Residency Program, and Common Core Transition Planning. In addition to these partners, we work with university partners like the Tulane Autism Clinic, Louisiana State University Medical School, and Tulane's School of Psychology. We are committed to supporting the mental health and emotional needs of all scholars, and many of the partners we work with provide resources to meet these needs, including counseling and social work services through Communities in Schools and Children's Bureau. We will identify needs and partners over the summer before the beginning of school, then hold meetings with partners to draft a service plan, create a list of action steps, and formulate a schedule. When working with partners, it is important to us to maintain open and transparent lines of communication, and we hope to be able to learn from the best practices and services of our partners to ensure that we also continue to improve our programs throughout the year.

**Sustainability:** By the time we reach full capacity, CA's financial models project schools and a central office that are financially sustainable with state, federal, and local per pupil funding. Due to our increased need during our years of expansion, this generous funding from the SIG grant will allow us to support the costs of our Intervention programs during these crucial years.

### (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:** Sci Academy, along with the Collegiate Academies central office, has numerous programs in place to ensure that we successfully meet the expectations of the Transformation Model. Specifically, we will implement the following interventions to meet the practice-based, data-based requirements of running a transformational school:

**Developing teacher and school leader effectiveness:** The quality of teachers and leaders in our building is the most important lever for increasing student achievement. In order to ensure that our teachers are constantly growing and supported in their development, we will implement a rigorous schedule of observations, development meetings, goal setting, and data analysis, as described in detail in (1). Additionally, we will ensure that our teachers are always growing by providing a regular schedule of Professional Development. PD activities will include the following:

- One-on-one lesson plan feedback and coaching
- One-on-one co-planning
- One-on-one execution feedback and coaching
- One-on-one data analysis
- One-on-one lesson rehearsal
- Observations and/ or co-observations of other "excellent" teachers
- Video analysis
- Time to complete pre-work for CA rookie teachers' PD and/or for Teach for America/teachNOLA's PD
- Time to call families
- Time to follow-up with individual scholars
- Time to write or re-write lesson plans
- Workshops to enhance specific instructional skills.
- Workshops to provide technical expertise.
- Advanced Placement master teacher training.
- Together Teacher training led by the creator of the system.
- Virtually any other high-quality professional development opportunity presented.

Teachers will be regularly evaluated both in development meetings and in quarterly evaluation meetings, and they will be held accountable to scholar achievement data and goals. By ensuring that all goals are clearly articulated, we will make sure that our teachers and staff have a clear sense of progress towards goals and next steps.

Additionally, we will ensure the continual supported development of our school leadership at Sci Academy. Before beginning, the leadership team participates in a 6-8 month long training program aimed at providing them with the technical skills and soft skills to lead their respective teams. This training includes the following elements:

- Weekly leadership training with the CEO or other leadership consultants.

- Travel to effective charter high schools.
- Training with corresponding network staff (CAO and COO) on technical skills necessary for success.
- Extensive data management and analysis training with network director of data management and the creator of our innovative data management system, SchoolRunner.
- Simulated practice in managing school leadership challenges, observed by various members of the network team and school leaders, followed by feedback and a period of re-practice.
- Additional technical training through workshops in programs to be implemented at the school such as Teach Like a Champion workshops, workshops on effective intervention, writing, and other subject area specific training.

All leaders, including the school leader, are observed and provided with coaching and feedback at least weekly by a member of the CA network team, the school leader, or another member of the school leadership team.

#### **Teacher and Leader Development Timeline:**

June 2014: We will hire a new Instructional Coach at Sci Academy to support the development of teachers at our school and to coordinate orientation and Professional Development trainings to make all teachers excellent.

June 2014: We will hire a full-time Substitute Teacher who will help teachers at Sci Academy when they need to attend training sessions or workshops or are not present on campus, while also allowing more time for teacher development meetings.

10 months before opening (and re-opening annually): Candidates for hire by Sci Academy will be notified about opportunities through an aggressive recruitment process, including advertising in a variety of online venues and notices and announcements that are distributed to targeted programs. The CA director of human capital will use her partnership and relationships with organizations like teachNOLA and Teach for America to advertise opportunities. Once candidates have applied, the hiring and application process will follow:

- An initial phone call detailing the experience of working at a Collegiate Academies school.
- An initial sample lesson, followed by feedback from staff and the school leader.
- Candidates then deliver a second lesson that responds to and incorporates the feedback.
- A team interview in which the candidate is asked a series of scenario questions designed to evaluate alignment with the school's core values.

After this process, candidates will be selected for fit, value and mission alignment, and capacity to process, appreciate, and incorporate feedback.

Throughout the year: Teachers will participate in a regular schedule of development, as described above.

End of May annually: All personnel for the year are hired and begin intensive four-week training in July.

#### **Teacher Residency Program:**

During the 2014-2015 school year, Collegiate Academies will introduce its second class of eight residents for the Teacher Residency Program. Recruitment for the eight residents has already begun. The residents will be hired, selected, and recruited in a nearly identical fashion to the way CA selects its other teachers. Candidates will only be eligible if they do not have previous experience serving scholars within the demographic population that CA serves. While most residents will be first-year teachers, we will hire residents who have from 0-2 years of teaching experience as long as they have not worked with our student population before. Many will be first year Teach for American or teachNOLA corps members, though we will hire from a broad base of highly qualified candidates.

Sci Academy's new Instructional Coach will be responsible for supporting the Teacher Residency Program by training new teachers, coordinating Friday and weekly Professional Development sessions



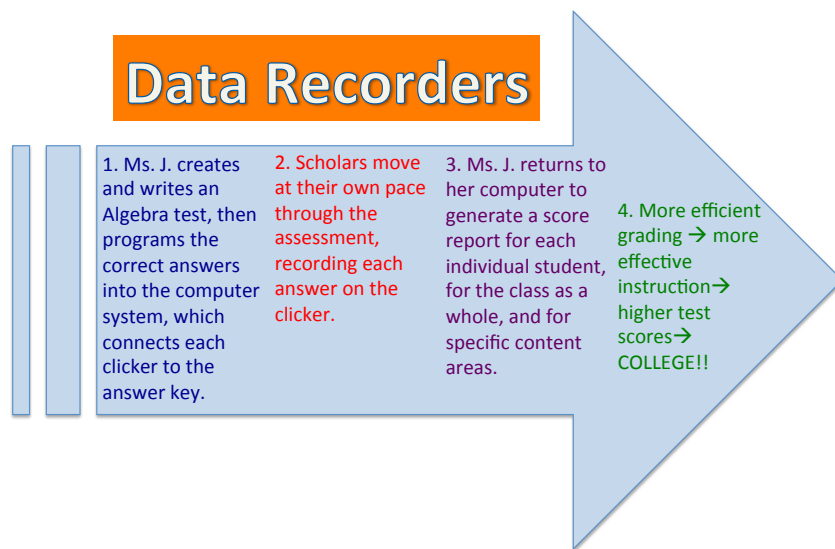
(both on campus and externally as necessary), and training others on campus in the cultural and academic techniques to become excellent and effective teachers.

**Data Analysis:**

At Collegiate Academies, data analysis drives everything we do—our curriculum, our instruction, and our lesson planning. In order to achieve our vision of college success for all of our scholars, we are constantly assessing our students through diagnostic tests, interim assessments, exit tickets that measure mastery of daily course content, and end of course exams. We maintain a commitment to adjusting instruction and delivery methods if it becomes clear that our scholars are not learning the content taught in the classroom; a lesson is only considered successful if scholars have absorbed the information taught, and if our approaches are not working, we quickly reframe our lesson to meet the needs of our scholars.

We ensure that our teachers collect data regularly by holding them accountable to inputting daily Exit Ticket information into our data system, mandating regular data feedback sessions with a coach, and encouraging collaboration over data analysis during network-wide data days. Additionally, we ensure that data collection is smooth by providing teachers with innovative technology to support data collection. Clickers, or data collectors, help us collect and input data from scholars quickly.

For a detailed look at the way we will use data recording clickers in our classrooms, please consult the graphic below:



Data collection recorders are proven to have a positive impact on the learning environment in the classroom, increasing student achievement and growth in all scholars. Previously teachers used to spend countless hours grading and processing written answer sheets for tests; data collection recorders enable instantaneous feedback and grading, reducing the hassle and effort of grading and allowing for more time devoted to teaching and planning. Both teachers and scholars benefit from this efficient feedback loop; as soon as a test is administered, teachers receive score reports that they can share with scholars to discuss and track progress, and teachers can then integrate these reports into their lesson plans to identify and reinforce high-difficulty content areas.

Data recording systems are also incredibly versatile, and they can be seamlessly integrated into other technologies that are frequently and effectively used in the classroom. They are compatible with any grade book, and the score reports they generate can be fed into Excel spreadsheets. Data recorders, or “clickers,” can also be hooked up with PDFs and PowerPoint, amplifying our ability to use effective technology in the classroom in multiple ways. Additionally, the use of clickers will reduce our reliance on paper, encouraging environmentally friendly classrooms.

Clickers will improve data-driven instruction and increase student achievement in the following ways:

- They promote active student engagement, giving all scholars a task during class time and promoting attention and involvement.
- They familiarize scholars with new and innovative technologies.
- They allow teachers to assign more assessments—including homework assignments, exit tickets, and subject exams—and increase our database of student scores.
- They dramatically shorten the length of the feedback loop for scholars, allowing scholars to track their own progress and results.

Utilizing the information collected through these means, the school leader, DCI, Academic Deans, and network CAO will choose which professional development opportunities will be of highest yield for our teachers. We record in SchoolRunner which professional development programs have been shared with staff and track progress to gauge effectiveness of the program. All professional development sessions at Collegiate Academies schools have concrete takeaways for all participants as well as long- and short-term follow up to be conducted by the organizer or deliverer of the development session.

**Data Analysis Timeline:**

- Hire full-time DCI to create scope and sequences and interim assessments for all subjects until school is at full scale. –Rehire 2014.
- Hire full-time Director of Information Technology to support data analysis software, technology security and trainings, and Blended Learning curriculum. – Hire June 2014.
- Four teachers paid overtime as Academic Deans to specialize in content areas (English, Math, Social Studies, and Science) to ensure implementation and productive data analysis of all interim assessments. - July 2014
- Consult with experts in construction and amendment of all scope & sequences. Scope and sequences will be aligned not only to EOC and Common Core but also to college prep curricula such as the ACT and AP exams. – July 1, 2014
- DCI monitors disaggregation of interim assessment data, runs multiple days of data analysis, and creates tools and conferences surrounding implementation of missed objectives, re-teaching of weak areas for students. – Currently in progress; Data collected systematically on quarterly, biweekly, and daily basis.
- Consult with effective charter schools with proven data models such as Achievement First, Uncommon Schools, Noble Network, KIPP, and MATCH. - Currently in progress; Staff will visit at least 1 effective school each year.
- Hire specialized interventionists and consultants in ELA and math to help build curriculum for students who diagnose as multiple years behind. – July 2014
- Invest in reading programs that can close the gap between pre-elementary reading, where many of our high school students diagnose upon entering Carver Prep, and grade level reading. - Immediately
- Purchase tools such as Really Great Reading, Phonics Boost and Blitz, training in guided reading programming, Accelerated Math. – July 2014.
- Facilitate regular network data analysis days – Every six weeks.

**Comprehensive Instructional Reform Strategies:**

At each of the three schools operated by CA, the Collegiate Academies' Include to Achieve program will serve as our replicable model for achieving high levels of growth and increasing academic performance for all students, including those with special needs. Our approach is based on a

customizable intervention grid that allows us to assess and meet our scholars' individual needs and prepare them for appropriately rigorous post-secondary outcomes.

We tailor each scholar's curriculum and goals to his or her assessed level within our grid (from Level 1, the students with the least severe exceptionalities and needs, to Level 6, the students with the most severe exceptionalities and needs), which is determined through an early intervention assessment at the beginning of 9<sup>th</sup> grade. Our grid serves as a model for appropriate intervention services, but we are constantly adapting it as we assess the needs of our scholars and analyze the data we collect on performance; if a scholar is not able to meet the year-end outcome prescribed by his or her given track, we maintain the flexibility to reassess that track, to create a new, individualized track, or to change our intervention strategy. A scholar's track is always reassessed and defined through data analysis—based on exit tickets, interim assessments, state tests, report card grads, and end of course assessments—and we take an adaptable approach to each scholar's level, reassessing and reassigning as needed.

At CA, our students enter as freshman with severe deficits, and about 15% of our scholars have demonstrated special needs. On average, our scholars enter our schools at a 5<sup>th</sup> grade reading level, and a significant number are far below that benchmark. In order to meet the needs of all of our scholars, we focus our curriculum on high-impact, foundational skills programs that are proven to lead to achievement and rapid growth during ninth and tenth grade. Our commitment to inclusion—all of our scholars spend at least 80% of their time in general education classrooms, unless otherwise determined by an IEP—and our focus on high expectations and customizable solutions has consistently produced measurable results: in addition to achieving the highest test scores in the Recovery School District for the past four years, over 94% of the 2012 Sci Academy graduating class was accepted to a 4-year college or university.

For those students who are struggling with extreme behavioral and social needs, the Collegiate Academies' Include to Achieve program includes a small, emotional and behavioral intervention program, the Journey Program, which will provide significant individual support and guidance from a school psychologist, and we also offer a series of small pullout programs for our students who require smaller classrooms. For scholars with IEPs that necessitate individualized attention, we offer a Functional Skills class that encourages high rigor and expectations as it meets the needs of our scholars with severe cognitive deficits. While each scholar's track determines an appropriate goal, we maintain a focus on college for our scholars, and we provide the support and attention necessary for success.

### **Intervention Levels: Growth and Testimonies**

In Sci Academy's four years, we've experienced significant growth in our scholars with exceptionalities—a testament to the success of our model of differentiation. Our stories of success exist at every level in the intervention grid, and reflect the individual needs and goals of each of our students.

- A scholar assessed at Level 2 of our Intervention Grid learned to access grade level material within a year of intervention as a result of a rewritten IEP, adaptable lesson plans, and differentiated forms of content delivery.
- A scholar assessed at Level 4 progressed from a kindergarten level in reading and math to a 4.5 grade level, and is now able to take a pre-algebra class. By sharing data with this scholar, we were able to show her how much she was growing, instilling self-confidence in her abilities.
- A scholar assessed at Level 5 progressed from an emerging reader to a 1<sup>st</sup> grade reading level, making more progress in one year of instruction than he had in all of his previous years of schooling combined. After years of communication difficulties, he now has the tools and confidence to initiate conversations and interact with others on a verbal level.

**Common Core Mapping:**

The Collegiate Academies' Include to Achieve program maintains a fundamental focus on the Common Core standards, ensuring that while we meet the needs of our scholars with exceptionalities, we continue to emphasize those skills and abilities collectively deemed necessary for future success. We use research to identify appropriate tools and technology that will provide our students with high-rigor texts, promoting nonfictional literacy, evidence-based thinking, and conceptual understanding. We maintain a particular focus on ensuring that our students can read on grade level, and we focus on preparing them for success on End of Course exams. We raise the rigor in each of our classes, ensuring that scholars ask critical questions for themselves, rather than having these solutions unlocked or revealed to them. See below for a sample of the Common Core-aligned curricula and tools we will utilize:

Curricula	Purpose
MyON	A personalized literacy environment that engages scholars at all reading levels, forecasting growth to ensure grade level attainment.
Wilson Reading System	An intensive program for students with a language-based learning disability, emphasizing language structure, a systematic approach to daily learning, and multi-sensory, multi-media delivery.
The Unique Learning System	A rigorous, research-based curriculum model that encourages mapping curriculum across a sequence of skills that progresses across grade levels
Everyday Counts	A math curriculum that helps scholars build conceptual understanding and evidence-based questioning on an incremental, daily basis.
Expressive Writing	A writing system that encourages sequential scheduling, enhanced rigor, and constant review.
Advanced Placement Courses & Exams	Nationally normed coursework and assessments that guarantee college credit to students who score above average on the assessment. Sci Academy will offer an array of Advanced Placement courses including AP US History, AP World History, AP Composition and Literature, AP Environmental Science, AP Biology, AP Calculus, AP Statistics, and any other Advanced Placement courses in which students display an interest and can be fit into their schedule.

**Potential for Scalability:**

As CA continues to grow across the next several years, we will be able to scale and replicate our Include to Achieve program across our three schools. With the system already in place for identifying and assessing our scholars with special needs, adapting our model to additional schools and students will be an efficient process. Similarly as we collect professional development tools and research and obtain curricula and technology, we will be able to use these systems and this institutional knowledge at additional schools, rather than replicating the process each time. As we refine our program, we will also be establishing the structures needed to expand our program to a greater number of schools and scholars.

**Project Goals and Timeline:**

The goals of the Collegiate Academies' Include to Achieve program are: (1) to provide our scholars with exceptionalities with an environment that will allow them to thrive, (2) to maintain the course rigor that will lead to achievement and growth, and (3) to ensure that our curriculum for all scholars is aligned to the Common Core standards. In order to ensure that these objectives are met, the following tasks will be completed throughout the 2013-2014 school year:

Timeline	Objective
July 2014	Four weeks of Professional Development for all CA employees. All staff members will be trained on culture, academics, curriculum differentiation, inclusion, and special needs.

July 2014	The Intervention Team will meet to develop and understand the Include to Achieve program.
Beginning of September-End of October 2014	Diagnostic tests and mental health assessments will be distributed and scholars will be observed in classes in order to identify special needs. All IEPs will be updated and scholars will be in appropriate classrooms by end of October.
June-July 2015	Staff recruitment will begin to ensure that we hire and retain the best teachers for all scholars.

The Collegiate Academies' Include to Achieve program will be considered successful if the following measures are met:

- Greater than 70% cohort graduation rates at each school (the RSD average is 57%)
- Scholars meet the individual outcomes prescribed by their Intervention Level.
- Greater than 70% rates of return at each school (the RSD average student return rate is 66%)
- Greater than 80% college matriculation rates at each school (the RSD average is 33%)

Timeline:

- Hire four Culture Deans who will be paid overtime as teachers to support college readiness culture building in each of our four grades—freshmen, sophomores, juniors, and seniors.
- Hire full-time DCI to create scope and sequences and interim assessments for all subjects. - Rehire July 2014
- Provide training for teachers in AP coursework – professional development, national conferences, etc. – Summer 2014; Fall 2014; annual training until at capacity.
- Hire college counselor to extensively research and develop college prep curriculum to ensure scholars are competitive with their peers at high-performing public and private schools. – Rehire July 1, 2014
- Advisors will be trained in college preparedness standards and will implement programming for one hour each day to prepare scholars academically, emotionally, and socially for college. Advisees will set goals based on grade reports they receive twice monthly. – July 1, 2014; Yearly and biweekly.

**Increased Learning Time and Community-Oriented Schools:**

Sci Academy will make use of an extended school year, beginning class in the middle of August and continuing until early June. Additionally, all Sci Academy scholars will benefit from an extended school day that provides them with high-impact and educational activities through 4:45. These proven methods of increasing learning time and providing additional academic supports along with extracurricular and community resources will help our scholars grow many years in a short period of time. For our scholars, many of whom arrive in our building reading and computing math far below grade level, these intervention methods are vital to ensuring their success and academic growth.

All scholars will benefit from a rigorous, college-preparatory curriculum. Beginning as freshmen, scholars will receive triple blocks of literacy, including a period of Reading, Writing, and a block of level-appropriate, pleasurable Independent Reading. Additionally, scholars will begin with two periods a day of math (either Algebra I or Algebra Essentials, depending on diagnostic testing at the beginning of the year), science, world geography, history, and Advisory. A focus on core academic subjects along with intensive remediation as needed (including Phonics, math intervention pull-outs, small group intervention, and high-impact tutoring) will help our scholars grow. As scholars progress through the grades at Sci Academy, they will increase their choices in their courses, benefitting from numerous

Advanced Placement options, independent and group-based study projects, internships both within school and externally, and technology courses. Scholars will be provided with choices to take their education in the direction they choose, allowing them to explore subjects of interest while also ensuring that they have the foundational skills they need to succeed in college. Upperclassmen benefit from courses on civics and government (including an innovative senior Seminar in Innovation and Change that utilizes unique project and design based learning to increase scholar engagement), Spanish and other foreign language subjects, arts and design workshops and courses, and upper-level math, science, and English classes.

In addition to increased time for academics, our extended learning calendar will ensure more opportunities for community engagement and extracurricular activities. Scholars at Sci Academy will have the option to participate in a plethora of extracurricular activities, including clubs, athletics, internships, and summer programming. Our scholars can participate in a range of clubs, including the Ambassador Program, Debate, Photography, Kids ReThink New Orleans Schools, Youth Rebuild New Orleans, Improv, Choir, Dance, Band, Cheerleading, Yearbook, Spoken Word, and many others. Additionally, scholars can participate in athletics including volleyball, football, basketball, and track. Finally, we provide support for all scholars to find worthwhile and educational summer experiences and job experiences, working with Job 1, Juma, and local colleges and universities.

In addition to summer and extracurricular activities, Sci Academy places a strong focus on community service and project-based learning. Through our Senior Seminar in Innovation and Change, all scholars engage in design-based projects that encourage them to engage with the community, solicit help from expert mentors in a field of their choice, and learn about their city and issues in their environment. Field trips and college trips are a regular part of our programming and they help to connect our students to future careers and colleges that they may attend. Our extended day and year help to make room for these types of vital activities for all scholars.

Our schedule includes plenty of room for Professional Development for all teachers. Scholars will dismiss at 1:00 at Sci Academy on Fridays, to ensure that teachers have time to participate in trainings, meet together to discuss data, and make plans for the following week. Additionally, every six weeks we will hold regular Data Day meetings where scholars have the day off to facilitate in depth data analysis for all teachers to reflect on scholar achievement and growth.

**Timeline:**

- Hire two full-time social workers to support scholars and their families – 1 social worker currently supports scholars; 2nd to begin on July 1, 2014.
- Create and maintain supportive culture and a school that is safe and open. Four teachers across all grade levels paid overtime to create and manage cultural expectations and create relevant advisory lessons for college bound high school students. – July 2014 - 4 Culture Deans will be hired on July 1, 2014.
- Hire college counselor to research and develop programming to support college bound high school students and their families and share information with them on financing college education. Train teachers on delivery of essential college prep skills – Rehire July 2014.
- Hire two full-time SPED teachers to support the large SPED population at Carver Prep through methods of inclusion and create Centers of Excellence for meeting the needs of our scholars with low incidence disabilities. Rehire July 2014
- Hire Director of Co-Curricular Programming to support partnership development, oversee all community partners, athletics, and extracurricular activities. –Rehire July 2014

**Stakeholders:** Collegiate Academies employs a team of individuals tasked with communicating all initiatives and interventions to stakeholders, parents, and community members. The President and Director of Community Relations meet regularly with these stakeholders to communicate the goals and actions of the schools as well as opportunities for stakeholders to participate in the transformation

process. As previously mentioned, the PTO at Sci Academy is called Sci Pac and meets monthly. CA staff also meets regularly (at least monthly) with various members of our surrounding communities and other partners. We are committed to operating open campuses where members of our community and other stakeholders are always welcome to visit, provide feedback, and enjoy key school activities.

**Providing Operating Flexibility and Sustained Support:** Sci Academy will receive the dual supports of participating in the activities, best practices, and shared services of a network while also receiving the flexibility and autonomy to make critical decisions at the school level. This balance is important to Collegiate Academies and ensures the integrity and creativity of the school as a unit.

Specifically, Sci Academy will have the ability to design their own calendars and time structure, budget according to needs at the school level, and make hiring decisions for fit within the culture of the school. While hiring will initially be centralized at the network level—ensuring efficient screening of candidates—schools will have the ultimate say in who they hire and how they should be developed. Additionally, at the academic level, the network will develop network-wide academic goals, scopes, and sequences, but the teacher training, lesson planning, and curriculum development will be left to the school to design and innovate. This balance of autonomy with resource-sharing will ensure that Sci Academy has the authority to design its own practices within a high-performing model.

The Collegiate Academies CMO has been designed specifically with the purpose of supporting the school. As such, all roles at the CMO (as described in (2)) will provide direct support to Sci Academy to ensure sustained, regular support, assistance, accountability, and sharing of best practices.

**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	Sci Academy					
2						
3						
4						
5						
6						
7						
8						
9						
10						
	<b>LEA Activities</b>					
	<b>TOTAL BUDGET</b>					

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.

<b>LEA agrees to Assurances:</b>	
<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>
<ul style="list-style-type: none"> <li>• Hire teachers, deans, DCI, and DFO at Sci Academy to support scholar achievement.</li> <li>• Regularly monitor academic data through data analysis sessions and data days.</li> <li>• Design effective Interim Assessments, scopes, and sequences to help ensure the success of all scholars.</li> <li>• Develop supportive Advisory systems that help teach social and behavioral supports within an academic context.</li> <li>• Regularize teacher training and development and ensure that all people on staff receive regular support.</li> <li>• New School Leader at Sci Academy takes over (Sept. 2013) while old principal becomes Chief Executive Officer of the Collegiate Academies CMO.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop new scopes and sequences aligned to Common Core standards (summer 2013).</li> <li>• Complete hiring all new staff members, including new College Counselor, Director of College Completion, teachers, and social workers. (May 2013).</li> <li>• 4-week orientation for all staff to learn cultural expectations and academic best practices (July-August 2013).</li> </ul>

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <li>• Hire Instructional Coach at Sci Academy begins with the exclusive role of supporting new teachers.</li> <li>• New Director of Literacy begins to align literacy curriculum and support teachers.</li> <li>• Hire Director of Information Technology to support teachers in implementing blended learning strategies, integrating technology in the classroom, and to support technology troubleshooting and security.</li> <li>• Hire full-time Substitute teacher to support other teachers in pursuing development opportunities.</li> <li>• Teachers participate in regular Data Day to analyze results of first and second interim assessments.</li> <li>• School Leader, DCI, DFO meet regularly to check in on progress against goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Final preparation for End of Course exams.</li> <li>• Yearly New Roads Retreat for all returning staff members in May provides an opportunity to build leadership skills and prepare for the year ahead.</li> <li>• Regular data analysis continues.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehire all staff members to support data analysis, excellent instruction, teacher development, and community and parent engagement.</li> <li>• Culture Deans and Freshman staff make home visits to all new students to engage with parents and prepare them for the year ahead.</li> <li>• Engage in partnership development and new project and program planning to support the new year.</li> </ul>

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <li>• Begin with four weeks of orientation for all new staff members to realign to school culture and academic expectations.</li> <li>• Rehire all critical positions—Instructional coach, teaching staff, deans, DCI, etc.</li> <li>• Teachers participate in regular Data Day to analyze results of first and second interim assessments.</li> <li>• School Leader, DCI, DFO meet regularly to check in on progress against goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Final preparation for End of Course exams.</li> <li>• Yearly New Roads Retreat for all returning staff members in May provides an opportunity to build leadership skills and prepare for the year ahead.</li> <li>• Regular data analysis continues.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehire all staff members to support data analysis, excellent instruction, teacher development, and community and parent engagement.</li> <li>• Culture Deans and Freshman staff make home visits to all new students to engage with parents and prepare them for the year ahead.</li> <li>• Engage in partnership development and new project and program planning to support the new year.</li> <li>• Conduct comprehensive summer curriculum writing and retreat planning to ensure that the following year is successful and make any necessary adjustments to curriculum to guide scholar achievement along the Intervention methods.</li> </ul>

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <li>• Begin with four weeks of orientation for all new staff members to realign to school culture and academic expectations.</li> <li>• Rehire all critical positions—Instructional coach, teaching staff, deans, DCI, etc.</li> <li>• Teachers participate in regular Data Day to analyze results of first and second interim assessments.</li> <li>• School Leader, DCI, DFO meet regularly to check in on progress against goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Final preparation for End of Course exams.</li> <li>• Yearly New Roads Retreat for all returning staff members in May provides an opportunity to build leadership skills and prepare for the year ahead.</li> <li>• Regular data analysis continues.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehire all staff members to support data analysis, excellent instruction, teacher development, and community and parent engagement.</li> <li>• Culture Deans and Freshman staff make home visits to all new students to engage with parents and prepare them for the year ahead.</li> <li>• Engage in partnership development and new project and program planning to support the new year.</li> <li>• Conduct comprehensive summer curriculum writing and retreat planning to ensure that the following year is successful and make any necessary adjustments to curriculum to guide scholar achievement along the Intervention methods.</li> </ul>