

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	G W Carver Preparatory Academy
LEA Site Code (also called "LEA Sponsor Code")	382003
LEA NCES ID#	NEW
Name of LEA grant contact person	Riley Kennedy
Phone #	504-390-6353
E-mail address	rkennedy@collegiateacademies.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
382003	NEW	G W Carver Preparatory Academy	Turnaround

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 mission of G. W. Carver Preparatory Academy is to prepare all scholars for college success and a future of limitless opportunity.

Building on the success of its flagship school, Sci Academy, Collegiate Academies (CMO) opened Carver Prep in August 2012. The school has been serving a class of approximately 100 ninth graders throughout its first year and will grow to serve about 450 students in grades 9-12, graduating its first class in 2016.

THEORY OF CHANGE

Our Approach

Utilizing the best practices of Collegiate Academies (Sci Academy) and the nation's highest-performing charter schools while recognizing characteristics unique to New Orleans scholars, Carver Prep will focus on five main pillars to ensure college success for each of its scholars:

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

Carver Prep 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. Carver Prep participates in network-wide collaboration after each interim period with Sci Academy and Carver Collegiate where data are compared, best practices are shared, and plans are created.

Teacher Excellence, Professional Development, and Accountability

Carver Prep 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 Carver Prep 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. Carver Prep 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. As is the practice at Sci Academy, upon entry to Carver Prep, each student is assigned to an advisory group led by a trained Carver Prep 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 Carver Prep 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, Carver Prep 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 Carver Prep to report to parents/guardians 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 Ram Fam, which meets monthly. Carver Prep 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. Carver Prep's mission is also supported by several organizations, businesses, and institutions, and Collegiate Academies has formed a special relationship with the George Washington Carver Senior High School Alumni Association, which has provided extraordinary context and history so that we can continue to preserve the legacy and pride of the Carver community.

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 Carver Prep 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 Carver Prep. 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. Carver Prep 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.

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 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.

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
G. W. Carver Preparatory Academy		75	80	85	95	20

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
G. W. Carver Preparatory Academy		65	70	75	80	15

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

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<p><u>Teacher Coach</u> 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.</p> <p><u>Director of Literacy</u> Over 50% of scholars who entered Carver Prep this year were reading below a 1st 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.</p> <p>Other leadership roles at the central office Collegiate Academies also employs several positions focused on direct school support: <u>Chief Executive Officer</u> - 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. <u>Chief Academic Officer</u> - 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. <u>Chief Operating Officer</u> - 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. <u>President</u> - Focus is interfacing with external supporters as well as those who may disagree with our approach so that school leaders</p>	

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<p>and the CEO may maintain internal focus. The President is also re 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. The central office also provides a director of data management, development associate, 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.</p> <p>School-Based Leadership Roles</p> <p><u>Director of Curriculum & Instruction</u></p> <p>Carver Prep 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.</p> <p><u>Academic Deans</u></p> <p>Carver Prep 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.</p> <p><u>Culture Deans</u></p> <p>Carver Prep 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.</p> <p><u>Mental Health Support</u></p> <p>Carver Prep will hire two full-time social workers or school psychologists to support scholars and their families.</p> <p><u>College Counseling</u></p> <p>Carver Prep 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.</p> <p><u>Special Education / Interventionists</u></p>	

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	<p>Carver Prep 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.</p> <p>Persons responsible: CEO, School Leader Start/End Date: July 2013-June 2016 Budget needs: \$1,197,182</p> <p>1.02 Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served.</p> <p>Collegiate Academies and Carver Prep’s hiring strategies are underpinned by the notion that it takes excellent educators to attain excellent results. As such, Carver Prep—through rigorous and mutual consent hiring—will ensure that results-driven, highly effective educators staff its school.</p> <p>Teacher selection timeline: <u>10 months before opening (and re-opening annually):</u> Candidates for hire by Carver Prep 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:</p> <ul style="list-style-type: none">• 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. <p>After this process, candidates will be selected for fit, value and mission alignment, and capacity to process, appreciate, and incorporate feedback.</p>

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	<p><u>End of May annually:</u> All personnel for the year are hired and begin intensive four-week training in July.</p> <p>Teacher Residency Program: During the 2013-14 school year, Collegiate Academies will introduce its first 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.</p> <p>Leader selection timeline: <u>18 months before opening:</u> Potential leaders are identified among current Collegiate Academies educators. The leader must demonstrate effective teaching skills as well as the ability and will to lead adults in a school. CA believes it is critical to hire a leader from within its organization to ensure the leader is steeped in the culture and practices that have made Sci Academy and CA the most successful open enrollment high school in New Orleans. The leader is typically a CA staff member who has previously assumed a role with the organization leading a department or grade level. All leadership candidates go through a series of exercises meant to simulate the experience of being a school leader. They are observed by members of the network leadership team as well as expert consultants and given feedback then observed again to determine whether the leader has grown in that particular area of leadership practice. The candidates also participate in several interviews with consultants and CA leadership. <u>12 months before opening:</u> A leader is selected and begins a 12-month incubation period. During this time, the leader is given a role or project at a current CA school that allows him/her to focus on leadership areas where he/she currently struggles while being closely observed and coached by the CEO and the CAO. Also during this time, the leader visits other effective charter organizations to learn best practices from some of the highest performing high schools in the country, such as Noble Network in Chicago, YES Prep in Houston, and MATCH in Boston. The leader participates in a series of weekly intensive training workshops administered by the CEO and proven leadership consultants (Nancy Euske, Berkeley Haas School of Business).</p> <p>Persons responsible: CEO, School Leader, Director of Human Capital Start/End Date: July 2013-June 2016</p>

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<p>Budget needs: \$1,197,182</p> <p>1.03 Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model.</p> <p>In addition to the school leader pre-opening training listed above, the school leader also selects a leadership team through a hiring process similar to that of a school leader and teachers. During the first year, the main members of the leadership team are the Director of Curriculum & Instruction and the Director of Finance & Operations in addition to the school leader.</p> <p>A key element of implementing the Restart model is hiring the best possible, growth-minded teachers, mental health professionals, and support staff. The leadership team must also possess the leadership skills necessary to lead this group of individuals to success in serving our student population. Therefore, 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:</p> <ul style="list-style-type: none"> • 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. <p>In the school’s second and subsequent years, more staff are added to the leadership team including Academic Deans, Culture Deans, and Directors of Intervention and Mental Health Services. These personnel receive similar training with a few noted exceptions:</p> <ul style="list-style-type: none"> • Teachers and Academic Deans participate in Advanced Placement Master Teacher training. • Teachers and ADs participate in extensive Common Core training. 	

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	<p>all needs are met in order to hit goals. <i>Appendix A.</i></p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Administrators:</p> <ul style="list-style-type: none"> 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

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	<p>thereby helping the principal to assess renewal of employment and overall professional growth or lack thereof.</p> <p>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.</p> <p>Persons responsible: School Leader, Director of Curriculum & Instruction, Academic Deans</p> <p>Start/End Date: July 2013-June 2016</p> <p>Budget needs: \$75,750</p> <p>1.05 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process.</p> <p>Collegiate Academies believes that the most effective lever for increasing student achievement is great teaching. CA further believes that being a great teacher is not a destination but a journey. A critical element to great teaching is constant improvement. CA utilizes the steps outlined above to develop its teachers and administrators.</p> <p>Development opportunities will include:</p> <ul style="list-style-type: none">• 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

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	<ul style="list-style-type: none"> • 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. <p>Persons responsible: School Leader, Director of Curriculum & Instruction Start/End Date: July 2013-June 2016 Budget needs: \$203,999.40</p> <p>1.06 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.</p> <p>As an established CMO, CA schools like Carver Prep will not require any human resources policy and/or collective bargaining agreement modifications.</p>
2.0	<p>Autonomy and Accountability - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>2.01 Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served.</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>2.03 Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</p>
	<p>2.01 Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to</p>

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	<p>staffing, budgeting, curriculum, and scheduling in the schools to be served.</p> <p>Carver Prep is executing the restart model because we believe that full charter autonomy provides the highest likelihood of success for increasing student achievement. Human capital is our greatest investment and also our greatest lever for student success. The restart model gives us full control over teacher hiring, professional development for all staff, and teacher dismissal. With this model our school can exert full control over the quality of education provided our scholars and, in turn, is fully accountable for their achievement. Further, the charter restart model allows us to shape our school day and school year to maximize instructional time through extended school days and school year.</p> <p>Persons responsible: CEO, School Leader Start/End Date: July 2013-June 2016 Budget needs: \$1,302,932</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>The school leaders and the Collegiate Academies network will hold teachers and leaders accountable for student achievement through the processes described in section 1.04 above.</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>Carver Prep will select and evaluate external providers on the following criteria:</p> <ol style="list-style-type: none"> 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 Carver Prep’s budget and compare favorably to other providers?

<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>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. Carver Prep has also hired consultants to provide support in data-driven instruction and formative assessment as well as leadership and system creation/organization. Carver Prep staff has also attended Bambrick data seminars as well as Teach Like a Champion and Together Teacher/Leader seminars.</p> <p>Persons responsible: School Leader, President Start/End Date: July 2013-June 2016 Budget needs: n/a</p>
<p>3.0</p>	<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> <ul style="list-style-type: none"> 3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served. 3.02 Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served. 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. 3.04 Describe the process to build a pool of external partners whose services align to needs of the schools to be served. 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>3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served.</p> <p>1. Create comprehensive curriculum for all instructional areas including scope and sequence and interim assessments.</p> <ul style="list-style-type: none"> a. Hire full-time DCI to create scope and sequences and interim assessments for all subjects until school is at full scale. - July 2012; Rehire 2013.

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.
	<p>b. 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 2013</p> <p>c. 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, 2013</p> <p>2. Systematically use data to drive instructional decisions.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Hire specialized interventionists and consultants in ELA and math to help build curriculum for students who diagnose as multiple years behind. - July 2013</p> <p>d. 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</p> <p>e. Purchase tools such as Really Great Reading, Phonics Boost and Blitz, training in guided reading programming, Accelerated Math. - July 2013.</p> <p>3. Clear purpose and relevance of all instruction with meaningful, rigorous, measurable objectives.</p> <p>a. Hire full-time DCI to create scope and sequences and interim assessments for all subjects. - July 2012; Rehire July 2013</p> <p>b. Provide training for teachers in AP coursework - professional development, national conferences, etc. - Summer 2013; Fall 2013; annual training until at capacity.</p> <p>c. 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. - July 1, 2014</p> <p>d. 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, 2013; Yearly and biweekly.</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
4.	<p>Provide support to at-risk students and families</p> <ul style="list-style-type: none"> a. Hire two full-time social workers to support scholars and their families - 1 social worker currently supports scholars; 2nd to be begin on July 1, 2014. b. 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 2013 - 2 Grade Deans (culture deans) are currently in place; 1 more will be hired on July 1, 2014; a fourth will join our team on July 1, 2015. c. 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 - July 2014. d. 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. July 2013 <p>Persons responsible: CEO, School Leader Start/End Date: July 2013-June 2016 Budget needs: \$1,302,932</p>
3.02	<p>Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served.</p> <p>Carver Prep’s school leader has total ownership of the school he serves. The Collegiate Academies network office has created a support structure for its school leaders to provide resources, guidance, support, and coaching to the school leaders. (See above 1.01)</p> <p>Persons responsible: CEO Start/End Date: July 2013-June 2016</p>

Item #	<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>Budget needs: n/a</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>While Carver Prep is its own LEA, Collegiate Academies network staff will coordinate and align available resources for its schools to support turnaround. The network office has made several investments that directly impact its schools. Please note above-referenced positions (1.01) providing direct support to the 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>Collegiate Academies and Carver Prep 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.</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>Collegiate Academies and Carver Prep 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</p>	

Item #	<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>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.</p>
4.0	<p>Proven Instructional and Professional Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>4.01 Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.</p> <p>4.02 Describe the process for differentiating among students' needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.</p> <p>4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.</p> <p>4.04 Describe how schools will set high expectations for students.</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>Carver Prep begins its school year with four weeks of professional development for its teachers and staff. This is more than double the time most schools use to prepare their educators to deliver highly effective and aligned instruction to their scholars. The</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
	<p>first week of this PD time focuses on building an aligned team and cultivating a shared vocabulary and organizational trust among all teachers and staff. Teachers and staff spend a significant portion of the week recognizing and sharing their vision for our scholars and beliefs about what it will take to help them reach their goals. The second week of this in-service period focuses on curriculum and instruction as well as how to collect and analyze instructional data to achieve the highest possible student outcomes. The third week focuses on the systems and programs that help ignite and accelerate our progress with scholars. This week is a time of intense collaboration as the team seeks to find the most efficient and effective ways to meet the needs of every scholar and create communication systems that allow continued collaboration among each other as well as with external partners and families. The fourth and final week of in-service training focuses on practicing the skills learned in the first three weeks and preparing the campus and classrooms for students.</p> <p>Ninth grade scholars arrive in the first week of school for a two-week orientation period where they begin to learn the skills needed to succeed in high school and attain college success. These two weeks are focused on teaching students how to be scholars at Carver Prep. The students learn the routines of the school and the values and how to express those values as members of the Carver Prep community. During this time, students also take diagnostic assessments that allow their teachers, deans, and the DCI to assess their incoming skill levels and begin to shape their class schedules, courses, and individual instruction.</p> <p>Tenth through twelfth graders begin the second week of school and participate in a shortened version of the same orientation period as the ninth graders experience.</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>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.</p>

Item #	<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>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 9th 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.</p> <p>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 5th 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.</p> <p>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.</p> <p>Intervention Levels: Growth and Testimonies</p> <p>In Sci Academy’s four years, we’ve experienced significant growth in our scholars with exceptionalities—a testament to the success</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
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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 1st 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.

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.	
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. Carver Prep 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.

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 Include to Achieve program during these crucial years.

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:

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.	
Timeline	Objective	
July 2013	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 2013	The Intervention Team will meet to develop and understand the Include to Achieve program.	
Beginning of September-End of October 2013	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 2014	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%)

Persons responsible: CEO, School Leader

Start/End Date: July 2013-June 2016

Budget needs: \$1,302,932

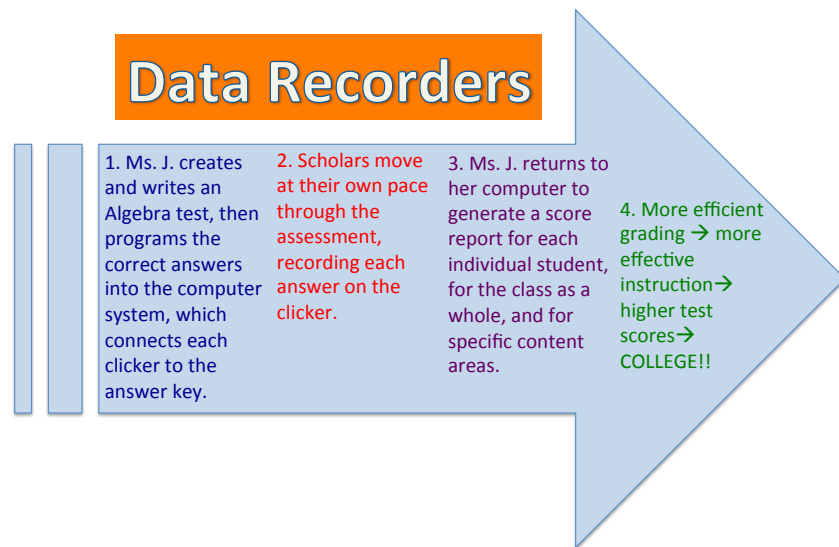
4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.

At Collegiate Academies, data analysis drives everything we do—our curriculum, our instruction, and our lesson planning. In order to

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.
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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.

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.

Item #	<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>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.</p> <p>Clickers will improve data-driven instruction and increase student achievement in the following ways:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Persons responsible: School Leader, Director of Data Management, Director of Curriculum & Instruction Start/End Date: July 2013-June 2016 Budget needs: \$32,000</p>
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Item #	<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>
4.04	<p>Describe how schools will set high expectations for students.</p> <p>All students are expected to attain college success unless other highly rigorous outcomes are deemed more appropriate for a given student with disabilities. With the goal of college success always in mind, incremental goals are set for each scholar by his/her teachers and advisor based on his/her diagnostic testing. To track these goals for individual scholars, CA implemented a robust data management system called SchoolRunner in consultation with a software developer. This system tracks each student’s progress on individual standards and assessments as well as his or her behavioral progress and challenges. Each student receives a progress report daily from his or her advisor. The advisor also sets college prep goals with each scholar.</p> <p>To reinforce our expectations of college success for each scholar, Carver Prep will hire a college counselor to ensure each student is matched with the most appropriate and rigorous college or university and has all the tools he/she needs to be successful in college.</p> <p>Further, Collegiate Academies sets rigorous goals for all of its schools regarding End of Course assessments and the EXPLORE, PLAN, and ACT and holds school leaders and teachers accountable for achieving or exceeding these goals.</p>
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> <ul style="list-style-type: none"> 5.01 Describe the long-term plan for managing all schools in the LEA (clustering by achievement, feeder patterns). 5.02 Describe the process of evaluating and improving interventions in the LEA’s low-performing schools. 5.03 Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members. 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><i>Narrative</i></p>	

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
5.01	<p>Describe the long-term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).</p> <p>While Carver Prep 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.</p> <p>Persons responsible: CEO Start/End Date: July 2013-June 2016 Budget needs: n/a</p>
5.02	<p>Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.</p> <p>The collaboration mentioned above will extend to our intervention teams across the network. Best practices will be shared among all schools. A Director of Student Support will be hired at the network to coordinate intervention services across the network. The Centers of Excellence mentioned above will be created to refine best practices and provide services to students across the network and eventually across the city.</p> <p>Persons responsible: CEO, Director of Student Support Start/End Date: July 2013-June 2016 Budget needs: n/a</p>
5.03	<p>Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
<p>Collegiate Academies employs a team of individuals tasked with communicating all initiative 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 turnaround process. As previously mentioned, the PTO at Carver Prep is called Ram Fam and meets monthly. CA staff also meets regularly (at least monthly) with various members of the Carver and Desire communities.</p> <p>Persons responsible: President, Director of Community Relations Start/End Date: July 2013-June 2016 Budget needs: n/a</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			
G. W. Carver Preparatory Academy		\$334,505.25	\$472,880.67	\$495,546.08	\$1,302,932.00
Total Budget		\$334,505.25	\$472,880.67	\$495,546.08	\$1,302,932.00

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 **<date>**, 2013 the School Board or the Charter Authorizer of **<LEA name>** ("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 **<LEA name>** 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