

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	Dr. Martin Luther King	391001	220004900414				X	\$1,999,742.20
2	Joseph A. Craig	391002	220004900049				X	\$1,999,952.05
3								\$
4								\$
5								\$
6								\$
7								\$
8								\$
9								\$
10								\$
TOTAL								\$3,999,694

* 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	Dr. Martin Luther King		99%	816	871	891	1291
2	Joseph A. Craig		100%	413	463	503	553
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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

If the LEA was awarded a SIG grant prior to SY13-14, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

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.

B. Descriptive Information

Arne Duncan stated, "If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have been ignored and marginalized in chronically low-achieving schools." This quote by the U.S. Secretary of Education, Louisiana's commitment to ensure students are ready as the state moves to higher standards, and the schools' Comprehensive Needs Analysis (CNA) are the impetus for Friends of King Schools (FOKS) application for the School Improvement Grant.

Excellence has always been the motivation for the FOKS since the opening of Dr. Martin Luther King, Jr. School for Science and Technology after the devastation of Hurricane Katrina. Dr. Martin Luther King, Jr. School for Science and Technology has received national and international recognition throughout the years. This exemplary school received the honor of an Outstanding Title One School in Louisiana and on more than one occasion the Comer School of the Year. The school and its leadership have been featured on Dateline, CNN, Atlantic Monthly, Education Week, CBS Morning show, and Spike Lee's Documentary, "When the Levees Broke: A Requiem in Four Acts." Continued success implores us to acknowledge that in order to sustain gains in academic performance and prepare students for success in all academic endeavors, high school and college, for careers beyond schools, and to be viable as contributing members of society at both Dr. Martin Luther King, Jr. and Joseph A. Craig, major shifts in teaching and learning are required to coincide and align with the expectations of the Common Core State Standards (CCSS).

FOKS has been integrally involved in systematically aligning district and school improvement efforts to meet the identified needs of all children. A thorough CNA was conducted at district and school levels utilizing numerous data sources to identify critical needs to be addressed for the schools' future growth toward excellence in education: school and district audits; teacher evaluations; classroom observations; surveys from teachers, staff, parents, and community partners; compass student achievement trend data; and student progress measures. Strengths and weaknesses were validated with the following five areas cited for improvement that will be instrumental in developing a comprehensive education plan to be implemented:

- Develop systems of support that meet student needs

- Implement professional learning communities to promote collaboration among teachers and leaders to analyze student performance data, plan instruction, and monitor student achievement producing committed effective teachers, leaders and staff;
- Enlarge the capacity of teachers' use of technology as an instructional resource;
- Develop a rigorous curriculum aligned to state standards and clear assessment and procedures;
- Increase opportunities to engage and empower families and community involvement that addresses the whole child to support academic learning.

Our priorities were selected after conducting a thorough Comprehensive Needs Assessment (CNA). FOKS examined multiple sources of data to identify the priority needs and direction for the school. This critical process was the pre-work to the development of the School Improvement Plan. The CNA tool provided FOKS with identified strengths and weaknesses, and specifies priorities for addressing student needs and meeting challenging academic and performance standards. The needs assessment given included:

- a. Student achievement data
- b. Anticipated professional development needs of staff
- c. Anticipated teacher supply and demand
- d. Student enrollment data
- e. Parent surveys
- f. Input from community and business
- g. Results of Program evaluations

After an extensive assessment process, FOKS proposes to implement the transformation intervention model in both of the applicant schools- Dr. Martin Luther King, Jr. School of Science and Technology and Joseph A. Craig Charter School. The collaboration surrounding the application process has been exceptional. From start to finish, the decision to apply and the development of the application was collectively conducted by teams of administrators, faculty members, district representatives, partners, parents and other stakeholders. The uniformed application design addresses annual desired outcomes for implementing whole school reform strategies tailored to each school community. Core strategies of the schools' transformation plan take into consideration the areas of focus and have been developed to create cohesive systems and processes according to the LADOE published District Planning Guide.

Specific strategies and initiatives contain the following research-based components critical to the effective transformation of a school:

- Ongoing school diagnostic reviews to identify progress or required modifications;
- A coherent instructional program in which the CCSS, curriculum, instructional strategies, assessments and professional development are aligned;
- A performance management system that facilitates access to data, ensures data literacy, requires root cause analysis, produces an action plan and ultimately results in "real time" modifications to instructional strategies
- Comprehensive, differentiated and job embedded professional development for leaders and teachers

- Strategies for recruiting, placing, retaining and rewarding leaders and teachers who possess the core competencies required for whole school transformation; and
- Meaningful family and community engagement to create a culture of high expectations and full partnerships in improving student achievement.

These systems and supports may be implemented with the intensity and integrity required to increase student achievement and sustain whole school improvement through SIG funding. Our students deserve to be engaged in a rigorous, well-rounded instructional program that prepares them for success in college, careers and life. SIG will afford them this opportunity, and FOKS is pleased to submit this application on their behalf.

The SIG application is responsive to schools, parents, community groups and stakeholders. For this reason the transformation model is incorporated into the FY2015 applications. Quantitative and qualitative data for each school was evaluated to determine need, readiness, and willingness to commit fully to the requirements of the transformation model. In addition, needs assessments were analyzed to ensure school needs were in alignment with the required components of the transformation model.

Collaboration- School and Teacher-Developing Teacher and School Leader Effectiveness

Action Plan- Design a collaboration model to ensure that there is ample time and support dedicated for teachers and leaders to receive effective job embedded professional development driven by student data.

Research suggests that collaboration with colleagues around student instruction is an essential part of every teacher's job and results in raising student achievement. One aspect of many high-performing schools is the success its teachers have had in creating what is known as a professional learning community. Richard DuFour (2004) characterizes professional learning communities as groups of educators who "work together to analyze and improve their classroom practice...engaging in an ongoing cycle of questions that promote deep team learning" (p. 9). The collaborative process aids in organizing the schools as environments for teaching and learning. Through effective collaboration teachers can build on what successes have been achieved in facilitating students growth academically and how to recover when expected outcomes are not the results intended.

Within our walls, there exists the need to create learning communities where professional learning teams are constantly engaged in collaborative practice. It is critical that the professional development opportunities afforded our teachers and leaders have a direct impact to improving learning outcomes for all of our students through delivery of enhanced teaching practices and school aligned curriculum. Our desire is to maintain a progressive path to promoting a continuous cycle of professional learning, in order to improve the teacher's ability to meet the needs of students. This will also allow teachers to take on leadership roles while continually developing their knowledge base to become and maintain high proficiency in executing the skills needed to ensure every child succeeds academically.

FOKS is committed to this process of developing effective educators by establishing the Director of Transformation Support position, a Teacher Leadership Academy, and the position of Chief Academic Officer of

Effective Teacher Supervision. The primary role of the Director of Transformation Support is to build the capacity of the school, through the implementation of new systems and structures that will produce and maintain higher student achievement outcomes. Duties and responsibilities include:

- Direct involvement in staffing decisions;
- Facilitate the development of a comprehensive school improvement plan involving all stakeholders;
- Facilitate the design of a curriculum and instructional program, aligned to Common Core;
- Design and implement climate and culture control;
- Introduce comprehensive systems for student attendance, student engagement, student incentives, and counseling support
- Design and implement family and community engagement program;
- Design and implement core academic and student support services (including academic support, extracurricular, socio-emotional support, and extended learning time programs);
- Design and facilitate data-informed instruction and data analysis procedures; including develop of formative assessments aligned to Common Core
- Evaluating programs, modifying services, and designing necessary interventions informed by data;
- Providing job embedded coaching and professional development to staff.

Curriculum Alignment- Assessment & Curriculum/College & Career

Action Plan- Purposely align and synchronize instructional frameworks and services within and across grades and course offerings to ensure uninterrupted student learning in ELA, Math, Reading, and Science.

CCSS provides a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our children need for success in college and careers.

Through the Needs Assessment it was identified that curriculum alignment to state standards, and alignment of curriculum through the course offerings, was inconsistent across the curriculum. FOKS will undertake an aggressive curriculum mapping project to align our entire curriculum to the CCSS, which are very closely aligned to the College Readiness Standards from which the ACT is aligned. The curriculum mapping project will be supported by the Director of Transformation and the Chief Academic Officer.

Since our purpose is to develop our students to be equipped for college, which also will translate into career readiness, FOKS will use the Backward Design, a curriculum design process, developed by Wiggins and McTighe. Backward Design allows for the design of curriculum through setting goals before choosing instructional activities or content. The rationale is that effective teaching towards those highly defined goals ensures the content taught remains focused and organized, promoting a better understanding for students. Staff will work in teams to develop the comprehensive curriculum adhering to the following steps:

1. Identify the desired results- learning outcomes (Common Core Standards)
2. Determine acceptable evidence of student mastery
3. Plan learning experiences and instruction

Units and individual lessons will identify the knowledge skills the students must master, the materials necessary to support that learning experience, and teaching activities to support student mastery of content. The resulting instructional framework will be the product of vertical and horizontal alignment, clearly delineated for implementing the CCSS for English Language Arts and mathematics. As the district schools move forward the framework will be based on the principles of the Partnership for the Assessment of Readiness for College and Career (PARCC).

Instructional support materials, beyond those currently available, will be identified through the curriculum development process and secured using grant funds. In that way the materials support the curriculum designed, but do not drive it.

To support the curriculum mapping project teachers in ELA, Math, Reading, and Science will each attend a series of professional development sessions focused on curriculum design and the Backward Design method, after which the staff will be fully capable of developing curriculum units and lessons.

Since mastery and knowledge of skills is the focus, not individual grades, students will be given multiple opportunities to demonstrate curriculum mastery. Math will be taught in a double period for all freshmen and sophomores to increase instructional time. Freshmen reading below level will be placed in a special reading course. The curriculum of this course will be aligned interdisciplinary, and reading and writing will be emphasized throughout the curriculum.

FOKS will ensure academic success for all students, including students with an active IEP. During small community meetings special education teachers will collaborate with cross-categorical instructional teams to ensure all students receive appropriate accommodations in an environment of differentiated instruction. Mandatory extended day academic support will be in place for students who are at-risk. The concept of extended day has been fully developed and utilized in the transformation of schools. This program is designed to help students with short-term supports, or provide an alternative learning environment for students to recover lost credit due to past course failure. The mandatory extended day program will provide an intensive differentiated instructional support model and will support students with a variety of academic needs.

The foundation of the teaching and learning success at FOKS is the leadership team, who meets weekly with the primary role of leading the school's efforts to raise achievement for all students and to narrow achievement gaps. The team is instrumental in providing feedback which results in decisions relative to the school's instructional program and leads to the implementation of a sound instructional focus.

School improvement efforts will center on the classroom-emphasizing effective curriculum and instruction practices in teaching to the CCSS and creating a results oriented culture of data-informed decision making.

Curriculum alignment to the CCSS is a very important component. Emphasis will be placed on developing a data informed culture through coaching and professional development, and instructional rigor will be enhanced through coaching by dedicated staff developers. Staff developers will also incorporate into their coaching cycles, intensive training, coaching, and support for staff in how to use data. Teachers will benefit through improved curriculum and instruction.

Coordination of all district instruction and curriculum will be managed by the Chief Academic Officer. This action indicates the FOKS' commitment to the implementation of Compass, which aids in determining the appropriate placement for leaders and teachers and identifies the need for supporting struggling leaders and teachers that ultimately impacts achievement and student growth. Additionally, FOKS proposes a more significant use of student value added data to determine retention, promotion, and removal of teachers. This effort includes best practices in recruitment, placement, and retention of effective teachers.

The principal will oversee all aspects of the school improvement, with support from the Director of Transformation. He/she will manage the day-to-day implementation of the school improvement plan, with detailed weekly reports presented during Weekly Project/Performance Management Meetings.

In addition to the roles outlined above, there will be other positions added to the school through this application.

- At- Risk Counselor
- Coaches (English & Math)

Family and Community Engagement- Community Oriented Schools

Action Plan-*Expand opportunities for parents, partners, and community members involvement to promote favorable conditions that impacts increased learning for all students.*

FOKS has met with much success in bringing parents and community into the schools to partner in the decision making process by adopting the Comer Model, the research based model commonly referred to as the School Development Program (SDP). Dr. James Comer and his colleagues at the Yale University Child Study Center developed the SDP model to improve the educational experiences of low income students by building supportive bonds among all stakeholders; children, parents, school staff, and community members. A monthly analysis by FOKS of the Comer Model continues to yield positive results in the school climate, increased student achievement and strong community engagement. Yet, there is always the capacity to expand collaborative participation of all stakeholders as collaborative opportunities make for a more cohesive learning environment among the educational setting. Therefore, we will continue this successful external partnership with the SDP.

The hiring of a Comer Resource Director to increase community and school relationship is vital to bridge the gap between school and the community. Through a series of "Parents as Partners Workshops", both entities

benefit when each is able to understand the link between home and school. Parents must be made to feel a vital part of the school setting and when established, it will become natural for parents and the community at large to merge as part of the educational process. This merger between parent and school is beneficial for students to experience. It is in this way they will begin to internalize that learning does not happen in isolation.

Additional opportunities will be provided for parents to participate in the life of the school. Grade level family nights will be planned for literacy and mathematics that will provide collaborative opportunities for parent/guardian input. Involvement in educational activities such as the LEAP Parent Empowerment Series, Family Math Clinic, Adult GED Classes, Adult Technology Classes, Science Technology Engineering and Math Fair (STEM), Academic Games and Writing Fairs, showcases the talent of our students, while updating parents about educational goals.

Community Schools Partnerships are also planned and designed to bring the community into the school. Collaboration with the faith-based, civic organizations, businesses and partners that promote academics may be rewarding to the schools through financial support, human services, mentoring or donated supplies. These significant contributions place an emphasis on student learning. By investing in their future recruits, they are embracing the workforce of tomorrow. Teachers, parents, students and all stakeholders benefit from these types of relationships.

Professional Learning- School Leader & Teacher Learning Targets

Action Plan-Utilize research-based strategies to ensure there are effective teachers in every classroom and a strong, motivated, and effective leadership team leading the school.

The investment being made in this grant allows FOKS to focus on capacity building. The staff at FOKS must make significant change to practices to fulfill the schools' mission and meet ambitious goals for improving student performance. An essential component of this process is an intense concentration on building a personnel capacity through high-quality job embedded PD.

Properly trained leadership is critical to all school improvement efforts; therefore, a leadership development program is vital. The program will comprehensively address development of defined leadership skills through 1) the development of the Teacher Leadership Academy 2) Three Day Summer Leadership Development Retreat 3) One Week Leadership Training/ Equipped for Transformation 4) Monthly professional development sessions 4) Extensive on-site, daily coaching and 5) Offering of Teaching Fellows. The professional development is designed to dramatically change the learning environment.

Undoubtedly, teachers and leaders highly competent in the work of transformation are necessary to dramatically increase student achievement. Through the Compass Evaluation process, all staff will be evaluated to determine whether they possess the core competencies for transformational reform and will be provided supports or coaching to improve their performance then removed, if necessary. Compass is designed to improve instruction by focusing principals on the important task of monitoring classrooms and providing teachers with consistent feedback to support their development and the success of their students. Competencies included

within the evaluation tool are framed around the Charlie Danielson Framework. The Danielson model is designed around the core activities of teachers and is aligned with the Common Core State Standard. Therefore, all teachers and leaders will receive training on the Danielson framework and Compass. Compass is a rigorous, transparent, and equitable teacher evaluation designed to incorporate student growth as a significant factor in a teacher's rating.

Policies and procedures are already in place to reward effective teachers and remove ineffective teachers.

Also, administrators are required to staff positions based on merit and ability and without consideration of seniority, which ensures that the school leader has the flexibility to hire the most qualified applicant for the transformation work at hand.

Ultimately, FOKS seeks to create a performance-based culture that furthers its educational priorities that contains a rigorous evaluation system with a common framework for teaching and the incorporation of student growth as a significant factor in a rating and a longer school day and year with increased time for instruction, enrichment and teacher collaboration. In short, taking the above into consideration and in coordination with guidelines set in the District Planning Guide issued by the Louisiana Department of Education, FOKS proposes to raise performance levels of students enrolled by implementing the Transformation model that focuses on developing teacher and school level effectiveness, comprehensive instructional reform strategies, extended learning time and creating community-oriented schools, and ensuring operating flexibility and sustained support.

Taking into consideration the identified areas needed for improvement and the comprehensive theory that supports reasons for change, FOKS' education plan is entirely aligned with the overall goals and objectives of SIG as well as those embedded in the Transformation Intervention Model incorporated into this application.

SIG funding will support the Pk-12 initiatives to build a curriculum of high quality, ensure teachers are trained to use the curricula, and have in place the technology to support the curricula at Dr. Martin Luther King Jr. Charter School and Joseph A. Craig Charter School.

At the conclusion of the grant-funding period, FOKS' will have successfully aligned curricula and implemented the CCSS, created a Teacher Leadership Academy, provided extended learning and established community oriented schools.

Goals. Describe the goals the LEA has established to hold accountable the priority schools that receive a school improvement grant.

Aggressive annual desired outcomes and targets for student achievement have been established for each school. Throughout the school improvement plans, each annual desired outcome and target has a number of interventions created to improve student performance in the respective area. To ensure adequate and timely adjustments to the interventions, each outcome is connected to leading indicators that are measured on a daily,

weekly, or monthly basis. This allows schools to adjust interventions in “real time” by magnifying those with a positive impact or adjusting if not eliminating those with little to no impact.

Goals to be achieved by 2016-2017 school year are outlined below:

- 64% of student entering Kindergarten will be ready to learn as measured by the number of students who meet or exceed the beginning benchmark for literacy as measured by an early literacy assessment (e.g. DIBELS Next)
- 51% of students will meet or exceed established proficiency level as measured by state summative assessments in ELA.
- 52% of students will meet or exceed established proficiency level as measured by state summative assessments in Math

The first of these achievable goals focuses on developing students who are ready to enter Kindergarten. FOKS has set this goal based on the Kindergarten ready measure – the Developmental Skills Checklist (DSC) assessment that is administered to the Pre-Kindergarten students at both schools. Our schools serve 120 Pre-Kindergarten students on campus every year who move on and enter our Kindergarten program. According to Spring 2013 DSC data, about 56% of the pre-kindergarten students are performing at proficient levels for Math, and about 79% of the pre-kindergarten students are performing at proficient levels for language. The goals are to increase the performance by 10% each year in each area, and, after three consecutive years, pre-kindergartens will be at 71% proficient in math and 94% proficient in language.

The second of these goals focuses on increasing the number of students who will meet or exceed established proficiency level on the state summative assessment in ELA. At the end of the 2012 school year, only 39% of our students performed at a proficient level on the state assessment. The goal is to increase the performance of students by 3% each year. After three consecutive years, 51% of the students will attain or exceed proficiency.

The third of these goals focuses on increasing the number of students who will meet or exceed established proficiency level on the state summative assessment in Math. At the end of the 2012 school year, only 65% of our students performed at a proficient level on the state assessment. The goal is to increase the performance of students by 3% each year. After three consecutive years, 51% of the students will attain or exceed proficiency.

In addition to these overarching goals, Craig School strives to increase ELA and math proficiency as measured by end-of-year assessment by 15% and 10% respectively per year for each grade over the grant period to reach the 2015-2016 targets. We will revisit all goals with the transition to PARCC assessments during the 2014-2015 school year.

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).

Data on each leading indicator will be tracked based on a standard cycle. For example, student progress based on attendance, grades, and behavior will be reviewed comprehensively every two weeks in small professional learning community meetings. Results of Interim Assessments in English, Reading, Math and Science, given four times a year, will be reviewed in depth after each assessment, with a series of small teams utilizing this data to inform decisions related to school improvement, curriculum and instruction; and student interventions. Common Core assessments will be developed and piloted in each of the core subjects during the 2014-15 academic year for full implementation in 2015-16. The Leadership Team will meet weekly and review disaggregated data from, state, district, and local assessments. The schools' Student Development and Intervention Team will meet weekly to review data pertaining to student attendance and discipline that will inform the need for group interventions or adjustments to support systems. This analysis will come together during cross-categorical grade level teams who will meet to review individual student data in depth. Students who are demonstrating that they are at-risk for failure due to attendance, behavior, or academics will be referred for additional support.

The Chief Academic Officer will meet monthly with teachers to share the analysis of benchmarks and collected data of teacher practices on student progress and make adjustments.

District administrative staff will hold quarterly reviews with school based leadership teams, to include administrators, lead teachers, staff developers, community leaders, parents, students, and all other involved stakeholders in order to continually assess the trajectory of program implementation and to ensure that measureable academic gains are being realized. These quarterly reviews will be held October, January, March, and May. During the quarterly reviews, the leadership teams will monitor multiple data sources including but not limited to: curriculum implementation, teacher grade distribution, staffing, benchmark data, academic and behavioral interventions including PBS and RTI, attendance, budgetary decisions, etc. in order to make instructional decisions that will lead to immediate progress in student achievement. In the event that the school's effort remains off-track, district administrative staff will provide additional resources to address the need as determined using the formative data provided by both the quarterly review process and other data sources. District administrative staff will consider staff changes after providing sufficient assistance to the local school administration.

Monitoring oversight is also inclusive of ensuring lead personnel have clearly defined autonomies in practice and not in theory; confirming that funding is properly allocated, conducting school level monitoring to be proactive in anticipating conflicts or deficiencies; and maintaining transparency at all levels.

SPS Performance Goals. Enter the existing School Performance Score (SPS) for each school for the requested years. Then, use that data to set performance goals for the three-year period in which SIG funds may be provided.

School Name	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
Dr. Martin Luther King	94.2	98.5	102	106	109	15
Joseph Craig	N/A	N/A	53	56	59	6

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
Dr. Martin Luther King						
MATH	72	65	68	71	74	9%
ELA	73	78	81	84	87	9%
Joseph Craig						
MATH	N/A	43	46	49	52	9%
ELA	N/A	42	45	48	51	9%

(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.

The core strategies of the school’s transformation action plan have been developed to create systems and processes in the following LDOE District & School Focus Areas:

Transformation Model	Focus Area	Action Plan
Data-Driven & Rigorous (CCSS) Instruction	School Leader and Teacher Learning Targets	<input type="checkbox"/> Implement CCSS-aligned and age-appropriate assessments to effectively plan (SLTs), measure, monitor and respond to student performance. <input type="checkbox"/> Implement an effective and comprehensive data management system to ensure access to timely and high-quality student and school data to inform all decisions.

	Assessment and Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Strategically align and coordinate instructional frameworks and services within and across grades to ensure continuous student learning in ELA and math for all students. <input type="checkbox"/> Coordinate CCSS-aligned activities, materials, and professional development for all leaders and teachers (including special education and other instructional support staff) to further develop student learning.
High-Quality, Job-Embedded Professional Development	School and Teacher Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Redesign teacher and leader collaboration models to ensure there is time dedicated for job-embedded professional development and support driven by student data.
Effective Human Capital Practices	Compass Observation and Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Employing strategies to ensure there is an effective teacher in every classroom and an effective leadership team and structure leading the school. <input type="checkbox"/> Implement the State's Compass model to observe and provide timely and meaningful feedback and support to teachers and leaders aligned to the CCSS. <input type="checkbox"/> Use data collected from observations to design and deliver targeted professional development. <input type="checkbox"/> Use observation and student performance data to inform all human capital decisions.
Social-Emotional Services & Supports for Students	Excellent Teaching and Learning for All	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a Response to Intervention (RtI) model to ensure high quality instruction and interventions are matched to students' needs.
Community-Oriented Services & Supports for Students & Families	Coordinated and Strategic Partnerships	<ul style="list-style-type: none"> <input type="checkbox"/> Expand social services provided to families; create opportunities for families to become involved in school activities. <input type="checkbox"/> Identify opportunities for community partnerships to create a seamless continuum of effective educational and social services from birth to high school and beyond. <input type="checkbox"/> Create collaborative partnerships with early childhood learning centers to expand learning opportunities for young children.

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.

FOKS is very skilled in ensuring that all-state funds and local funds are received. All funds received, state, and or federal funds, are always aligned with the interventions that are purposely selected to increase student achievement at all FOKS Schools. Additionally, FOKS is engaged in a whole child approach initiative. We feel that each child, in each of the schools, in each of our communities, deserves to be healthy, safe, engaged, supported, and challenged.

It is our unique belief that a child learns best when every aspect of a child's development-cognitive, physical, social and emotional is nurtured. Clearly, FOKS cannot do it alone. In order to achieve maximum success in our reform efforts, we engage a set of partnerships between the school and many community resources. These partnerships develop a unified focus in academics, services, and opportunities that lead to improved student learning, stronger families and healthier communities.

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.

The process for identifying External Providers (EP) will be rigorous, transparent, and broad in the scope of seeking partners that fulfill the school's needs. The process is as follows:

- a. RFP is sent out unless the individual company is vetted or has had previous success with the school in the particular identified area.
- b. FOKS has created a rubric detailing scope of work and expected outcomes
- c. FOKS will screen the external provider for a "meaningful action plan" to contribute for selected position/activity.
- d. FOKS will require the external provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.
- e. FOKS will use benchmarks along the way to assess effectiveness and ensure accountability and formulate timeline with EP to ensure successful completion of assigned task(s).
- f. Develop an exit strategy to ensure sustainability and build capacity.

Sustainability. Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

The long-term sustainability and impact of our work is strengthened through strategic and coordinated partnerships with external providers, families, and community organizations. Currently, the principal and school leadership may leverage an external provider with a proven track record of quality, success, and competitive pricing for services. All external providers whose costs for services exceed this threshold are assessed and approved by the respective principal during the weekly Friends of King Schools (FOKS) leadership meeting. This ensures we are only procuring external partners with a proven track record of success, ensuring strategic alignment of the services to our school transformation efforts, strategically leveraging and scaling the use of services to meet the needs of as many students as possible. Emergency requests may be submitted via email or phone to the principal. To ensure all procurement and services, requests are processed as efficiently as possible, the school will hire a Chief Operations Officer (COO) who provides budgeting, procurement, transportation, and food services oversight and support at Craig School Charter School.

(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.

FOKS is aware that there is no single program or new practice that can transform a low-performing school into an effective school. We have chosen and will sustain a coherent improvement strategy appropriate for King School by focusing the school on the need to improve the curriculum and classroom instructions, and by aligning all other school operations with that focus. To support these improvements, this application will provide for implementation of extended learning time for students, expansion of early childhood offerings, continuation of the Comer Model, extension of Direct Instruction (DI), continuation of Positive Behavior Support and Intervention Support (PBIS), high quality embedded professional development, continuation of parental/community involvement, the continuation of technology rich classrooms, and transition to Common Core Standards (CCSS). Additionally, we would like to implement a Teacher Leadership Academy to develop the next generation of FOKS leaders. FOKS (SIG) strategy is focused entirely on student success.

The fundamental features of the Theory of Action that will result in increased student achievement are:

- a. Collaboration. There will be regular collaborative meetings among teachers and other staff at our schools. One weekly collaborative activity that is held is the grade level team meetings to discuss progress of students from data collected in all core subjects. Teachers utilize the results from the assessments to monitor which instructional strategies are more effective based on the data and academic gains. Weaknesses are analyzed to determine the cause(s) for poor performance. A plan of action for each child is developed and immediately implemented. This plan may involve using a different instructional method, such as cooperative learning, role playing, or guided or differentiated instruction. Also, it may be a modification of the method being used. An administrator is a weekly participant at each meeting. Five teaching fellows will be hired to supervise classes while teachers are in collaborative meetings.

FOKS is implementing this successful practice at all the schools. Helping educators work together successfully will continue to be a high priority. We go through the stages of the collaborative process as educators come together and begin to get to know one another and discuss their fundamental beliefs about teaching and learning. The collaborative process helps organize the school as an environment for teaching and learning which, in turn, leads to increased student achievement. After the training process, collaborative weekly grade level meetings are implemented. This grant will allow for "teaching fellows" to hold the classes while the teachers are engaged in this collaborative activity.

FOKS chose the transformation model because it clearly spells out the ingredients that facilitate school improvement. The ingredients include many parts of our program that we started many years ago. The

Transformation Model's basis is that with improved instruction and effective leadership, students will be successful.

FOKS is applying for a School Improvement Grant for Dr. Martin Luther King, Jr. Charter School to substantially raise the achievement levels of our student by implementing bold initiatives.

Comer Model. This research-based model, commonly referred to as the School Development Program (SDP), takes a uniquely supportive view of education on developing the whole child. Dr. James Comer and his colleagues at the Yale University Child Study Center developed the SDP model to improve the educational experiences of low income students by building supportive bonds among all the stakeholders: children, parents, school staff, and community members. The Comer Model enables Craig School Charter School's existing mechanisms and practices to successfully come together. A monthly analysis by FOKS of the Comer Model continues to yield positive results in the school climate and through increased student achievement and strong community engagement. This grant will enable FOKS to continue this model to the entire Tremé community. We propose to continue to have monthly community meetings in hopes of continuing to strengthen community involvement (i.e. movie nights, book reviews, adult GED classes, adult technology classes, etc.). We are hoping to continue this external partnership with the School Development Program.

Direct Instruction. Another exciting program that will continue to drive educational outcome is the Direct Instruction (DI) reading program. Craig School Charter School's summative and formative reading/language scores validate the effectiveness of this program. The goal of DI is to "do more in less time"—accelerating student learning by carefully controlling the features of curriculum design and instruction delivery. Prior to the implementation of this program, the following takes place each year:

- a. Each teacher is trained on the reading level that they will teach.
- b. New students are tested to assess their reading skills level. Returning students are not tested unless there is a demonstrated need for testing.
- c. Based on results from the test, students are assigned to a reading group.
- d. Implementation takes place after previous steps are completed.

The urgency of getting students to read early and better at our schools compels us to use this successful scripted reading program. Clearly, the data from Craig School Charter Schools reveal that Direct Instruction has strong, positive effects on student achievement in reading/language arts as measured by iLEAP and LEAP scores. Decoding, reading comprehension skills, and attitudes towards reading have also improved. There is a definite need to expand this program to include early grades. Presently, we begin at 1st grade.

No Excuses. FOKS employs the principle of "no excuses" at schools. All students are led to believe that they are capable of "soaring to great heights" no matter how tough it gets. Students are aware that "failure is not an option." Additionally, students are taught that nothing beats a failure but a try."

Positive Behavior Supports. Another contributor of FOKS' success is the implementation of School Wide Positive Behavior Supports. This intervention model's goals are improving student behavior, increasing academic achievement, and sustaining a positive school climate. Working conjointly, School Wide Positive Behavior Supports, the Comer Model, and the No Excuses approach enable FOKS to see a reduction in discipline problems and suspensions.

Technology Rich Classrooms. Another driver of FOKS success is the technology rich classrooms where all classrooms (pre-K through 12th grade) and library have Promethean boards, digital cameras, and student computers. These investments have "paid off" for us. These technologies increase student engagement and, overall, student learning. These gains are evident in regular walk-throughs, and via the results from formative and summative assessments. We are convinced that with effective instruction and technology rich classrooms, there will be increased student achievement.

Parental Involvement. Another key practice that will drive FOKS is the deliberate attempt to involve parents/community in all facets of the school. The following are some of the standing committees/clubs/activities at our school that are mandated by school administration and have been proven to engage parents/community:

- a. Room Parents Club. Parents provide support to the teacher. There is one lead parent for the class.
- b. School Planning Management Team (SPMT). This is the lead decision-making and planning body of the school. This team meets monthly.
- c. King's Volunteers (KV). These are daily volunteers at the school.
- d. Title One Parent Advisory Council (PAC). This council consists of parents of Craig School's students working together to provide the best education possible.
- e. Parent Teacher Organization (PTO). This group includes parents/legal guardians and teachers that come together for quarterly meetings.
- f. Dad's Club (DC). Craig School's Dad's Club was founded to increase fathers' involvement in their children's education. Additional funding is needed to continue our monthly Family Nights, Movie Nights, etc.

Class Size

Additionally, we will continue, as we have done at our other schools, to have a structure of managed class size. The "Project Star" extensive study, conducted several years ago, is still relevant today. The study concluded that "small classes have an advantage over larger classes in student performance, particularly in inner city schools and students in primary grades." (Tennessee Student/Teacher Achievement Ratio Study – 1999).

Professional Development

Regular professional development is essential for effective teaching and learning at our schools. The staff is making the shift in professional development from isolated learning and occasional workshop to focused, ongoing structured learning built on collaborative reflections and actions. Many professional development opportunities are offered at our schools. The staff development opportunities will be:

- a. Directly focused on helping students achieve
- b. School-based and job-embedded
- c. Tied to the schools' goals, mission, and vision
- d. Collaborative endeavors (teachers and administrators) working together in planning and implementation
- e. Enhancing the knowledge and skills of teachers
- f. Evaluated for effectiveness.

After getting the approval to guide students to greater heights (School Improvement Grant), the staff will immediately have three weeks of training (before school starts) focused on making "excellence and everyday event" at King School. In addition to this early start, professional development will be ongoing. It will also be a collaborative endeavor that allows staff members time to get together to discuss strategies to increase student achievement.

FOKS' staff development standards are closely aligned with the National Staff Development Standards (NSDS). Our standards are designed with a focus on a continuous cycle of learning in order to improve the teacher's ability to meet the needs of students.

Clearly, the professional development program is also aligned with the school's pedagogy and curriculum, therefore allowing the key objective of professional development to improve learning outcomes for all students through enhanced curriculum and teaching practices. Again, this is done by shifting from teachers in isolated

classrooms using individual approaches to a whole-school aligned curriculum. The vision is to create a learning community where professional learning teams of teachers are engaged in collaborative practices. Then, teachers will take on leadership roles while continuously developing their knowledge and skills. There is definitely a passion to improve student outcomes by directly influencing the work of teachers in classrooms.

This grant will assist in funding “summer professional development” and ongoing job-embedded professional development centered on a system of data-based interventions to address the needs of students. We plan to contract with an experienced external partner to head the professional development activities.

Additionally, moving to Common Core State Standards (CCSS) and replacing the state assessment represents a major change for FOKS. To begin the transition to the CCSS and ensure implementation, this grant will assist with teachers and instructional staff who need effective preparation and professional development. This is a critical element as research has repeatedly demonstrated that teachers are the single most influential element in a student’s academic success.

Clearly, increasing learning time for students continues to be a win/win strategy for us. We would like to continue Saturday School. We propose to employ senior students from a local university to provide critical interventions in reading and mathematics.

Sustaining increases in student achievement at King Charter School will be attainable. With an effective action plan and successful strategies implemented, “buy-in” from staff, effective leadership, building a school culture of academic excellence, and parental and community involvement, King will continue to move towards being an even greater high performing school. FOKS’ action plan will also include seeking additional funding for certain aspects of the improvement efforts.

To further ensure successful implementation of the curriculum, specific teaching methods, strategies, and structures will be solidly in place. These specific strategies include:

- a. Creating the right classroom size to allow for a climate that assures that students feel safe, secure, and engaged in learning.
- b. Organizing the classroom in a manner that allows for activities that require movement.
- c. Developing routines and procedures that are clear, specific, and stated in a positive manner.
- d. Explicit lesson planning
- e. Discussing appropriate behavior and communicating and reinforcing class routines and procedures. Additionally, cooperative learning, guided instruction, differentiated instruction, and technology-based instruction are some of the effective teaching methods that will be used.

The above-mentioned curriculum, strategies, teaching methods, and research-based programs will meet the needs of all of the students, particularly “at risk” students.

Services. Describe the services the Priority School(s) will receive and/or what activities the school(s) will implement using SIG funds.

King’s transformation efforts will be part of an ongoing central office approach to hold all schools accountable for clearly defined results and to provide them with the support they need to succeed. School leaders and teachers at FOKS are already empowered to make choices. We feel we have had a lot of success with our current model but are creating additional central office support to see if we can do more.

FOKS central office will capitalize on the urgency of continuing high achievement at King School by developing an innovative service-oriented model of school support. We will do this by:

- a. Ensuring that schools are prioritized in not only “talk” but also action.
- b. Creating a “club you want to join” for King School rather than a punitive framework.
- c. Matching King to appropriate partners to align them with improvement strategies.
- d. Creating clear lines of communication within the central office to ensure school leaders can apply resources effectively.
- e. Creating a hands-on office. Seventy percent of central office staff will be in school for support.
- f. Creating a “community partnership team” to help bring community support and resources to King School.
- g. Cutting through the existing bureaucracy and streamlining support to King School.

FOKS will ensure that district strategies are aligned and work in tandem with the transformation model. This will be done by a strategic collaborative effort between the School Improvement Office and Team, Academic Dean, and other central office staff. Prior to implementation, an action plan will be developed to ensure alignment and to direct the immediate flow of additional money to the schools. Over ninety-five percent of the money will be leveraged at the school.

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.

#1: Effective Human Capital Strategies	Person Responsible	Timeline	
		Start Date	End Date
<input type="checkbox"/> Modify central office structure to support effective transition of new leadership at Craig School Charter School	CEO, FOKS	May 2014	Ongoing, as needed
<input type="checkbox"/> Recruit, interview, and hire new leadership team	CEO, FOKS	May 2014	July 2014
<input type="checkbox"/> Monitor, assist, and support leadership to ensure successful transition of new leadership	CEO, FOKS	Aug 2014	Ongoing
<input type="checkbox"/> Prospective teaching candidates complete a writing sample, conduct a data analysis, and teach a lesson as part of the hiring process	CEO, FOKS, & Leadership Team	May 2014	Ongoing
<input type="checkbox"/> Recruit, interview, and hire teachers and staff	CEO, FOKS, & Leadership Team	May 2014	Ongoing
<input type="checkbox"/> Follow recruitment and hiring guidelines to fill vacancies	Principal, FOKS, Division Heads, Director of Special Education, Systems Accountability Officer	May 2014	Ongoing
<input type="checkbox"/> Consider student achievement scores and classroom observation data to determine staffing placement, bonuses, and dismissal		May 2014	Annually

<input type="checkbox"/> Plan and conduct new teacher orientation		July 2014	Ongoing
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<input type="checkbox"/> Recruit, hire, and on-board three (3) Instructional Technology Coordinators	Systems Accountability Officer, Chief Operating Officer, Chief Executive Officer	May/June 2014	July 2014
<input type="checkbox"/> Develop blended-learning framework	iT Coordinators	June/July 2014	Ongoing
<input type="checkbox"/> Pilot blended-learning model with Teacher Leaders	iT Coordinators Teacher Leaders	Aug 2014	May 2015
<input type="checkbox"/> Refine and improve blended-learning model and scale to 50% of school.	iT Coordinators, Teacher Leaders	June 2015	May 2016
<input type="checkbox"/> Conduct study session of School Transformation Plan to ensure clear understanding of roles and responsibilities	Leadership Team	July 2014	Annually
<input type="checkbox"/> Conduct a study session on blended learning.	Leadership Team	Aug 2014	Jun 2017
<input type="checkbox"/> Develop individual operational plans to implement	iT Coordinators Leadership Team	July 2014	Annually
<input type="checkbox"/> Set calendar of meetings for weekly monitoring of plan and quarterly review of goals and progress; hold quarterly and weekly meetings	Leadership Team	July 2014	Annually
<input type="checkbox"/> Share transformation plan with teachers and other school staff	Leadership Team	July 2014	Ongoing
<input type="checkbox"/> Leadership Team participate in ongoing professional development (webinars, conferences, study sessions) to refine professional knowledge and	Principal, Accountability Officer	Sep 2014	Ongoing

<input type="checkbox"/> Communicate timelines and process to teachers and administrators	Systems Accountability Officer, Principal	July 2014	Annually
<input type="checkbox"/> Select/review data collection tool that allows for data analysis to determine areas of strength and weakness in teacher and leader behaviors; train leadership team on the use of the tool	Systems Accountability Officer, Principal	June 2014	Ongoing

<input type="checkbox"/> Create framework and toolbox for evaluators to provide meaningful and effective feedback to teachers during	Systems Accountability Officer	July 2014	Annually
<input type="checkbox"/> Evaluator Training on the use of the evaluation tool and to establish inter-rater reliability	Principal, Division Heads	August 2014	Ongoing
<input type="checkbox"/> Use the data collection tool to determine areas of strength and weakness and to plan differentiated professional development	Principal, Systems Accountability Officer	Aug 2014	Ongoing
<input type="checkbox"/> Create opportunities for co-observations and reflective dialogue among evaluators	Principal, Division Heads	August 2014	Ongoing
<input type="checkbox"/> Use results of data analysis to plan and provide job-embedded professional development to teachers and leaders for increased student learning	Principal, Division Heads	Aug 2014	Ongoing
<input type="checkbox"/> Monitor effectiveness of evaluation process; refine as needed to ensure maximum effectiveness	System Accountability Officer, School Leadership	Aug 2014	Ongoing

<input type="checkbox"/> Create a framework for teachers and leaders support to enhance inter-rater reliability	Leadership Team	Sept 2014	June 2017
<input type="checkbox"/> Conduct co-observations; analyze teacher and school leader observation data and student performance data	Leadership Team	Sep 2014	Ongoing
<input type="checkbox"/> Identify weak instructional areas and struggling teachers and/or leaders. Create and implement an action plan to provide support to improve instructional	Division Heads	Oct 2014	June 2017
<input type="checkbox"/> Identify teachers and leaders who excel in specific areas; provide targeted support and professional development to develop a cadre of teacher leaders in Math and ELA	Division Heads	May 2014	Ongoing
<input type="checkbox"/> Continue to provide differentiated professional development based on observation and student performance data; establish professional learning communities facilitated by teacher leaders	Leadership Team	July 2016	Ongoing
<input type="checkbox"/> Expand shared leadership model; continue to develop teacher leaders and sustainable effective communities of learning	Leadership Team	July 2016	Ongoing

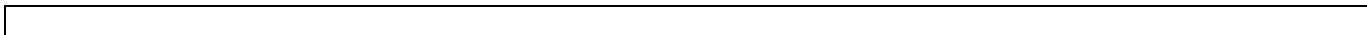
Practices and Policies. Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Practices and policies may include, but are not limited to, those relating to staffing, Union issues, school board issues, increased learning time, etc.

Evaluation of all programs is ongoing. We will continue to evaluate, through data and other means, to modify policies or practices. Nothing will stand in our way of effectively implementing any aspect of the grant. For example, we keep a resource of available, effective staff, if needed.

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.

In addition to other duties, the transformation team will have the task of creating a plan to work and communicate with stakeholders prior to and during pre-implementation and implementation. As previously stated, this effort will be done through the Comer's "School Planning Management Team" and the Comer's Parent Team. Both Teams are created to support the school's social and academic programs. The Comer Model believes in involving parents and community as much as possible in the running of the school. Parent volunteers are welcome and serve a variety of important functions within the school. Under the Comer Strategy, a successful school should look and feel like a community center, where parent volunteers are engaged in helping teachers and administrators to make key decisions about running the school and providing support for the school community.

FOKS held a community meeting to inform our stakeholders about the school intervention model that we are considering implementing and the reasons we believe that the model is appropriate. We also surveyed families and the community to gauge their needs.



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-Implemen tation	Year 1			
1	Craig Charter School		700,642	651,817	647,492	1,999,952
2	King Charter School		671,701	666,020	662,020	1,999,742
3						
4						
5						
6						
7						
8						
9						
10						
	LEA Activities					0
	TOTAL BUDGET					3,999,694

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

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority School the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan. An LEA's budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years). The minimum amount of funding an LEA may request is \$50,000 per school.

D. ASURANCES: Provide the following assurances as part of the application for a School Improvement Grant.

The LEA must assure that it will:

- 1) Use its School Improvement Grant to implement, fully and effectively, an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its Priority Schools that receive school improvement funds;
- 3) If it implements a restart model in a Priority School, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- 5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- 6) Report to the SEA the school-level data required under section III of the final requirements.

LEA agrees to Assurances:	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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.

<p>Pre-Implementation Activities (Optional)</p> <p>Intervention Activities</p>	
<p><i>Sept. 2011 - April 2013</i></p>	<p><i>May 2013 - August 2013</i> <i>(Pre-Implementation Period)</i></p>
Empty cell for content	Empty cell for content

Year 1: 2014 - 2015 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>

Year 2: 2015 - 2016 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>

Year 3: 2016 - 2017 School Year Intervention Activities		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>