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	McDonogh 42 Elementary School – Choice Foundation
LEA Site Code (also called "LEA Sponsor Code")	393003
LEA NCES ID#	2200052
Name of LEA Grant Contact Person	Naressa Cofield
Phone #	504-252-6961
E-mail Address	Naressa.Cofield@choiceschoolsno.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
393003	2200052	McDonogh 42 Elementary Charter School	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 proposed grant is designed to implement the Turnaround Model for McDonogh 42 Elementary Charter School (also referred to as McDonogh 42, Mc42). The strategies outlined in this proposal will leverage research-based, effective, and sustainable practices for increasing student achievement of disadvantaged students, specifically high-poverty, minority, and students with special needs. McDonogh 42 currently serves a growing population of 455 students of which 96% are minority, 94% are eligible for free and/or reduced price lunch, 8% are homeless/migrant and 25% are students with disabilities. In 2012, only 34% of students were proficient or above in ELA and 31% in Math on state end of year assessments. An analysis of the School Performance Score (SPS) for the past three years indicates significant and increasing achievement gaps amongst McDonogh 42 students when compared with the state achievement average.

School Performance Scores (SPS) 2009-2012

	2009	2010	2011	2012
McDonogh 42	62.0	64.4	62.6	50.7
State	89.4	92.5	93.9	99.84
Gap	**27.4**	**28.1**	**31.3**	**49.14**

After decades of low-performance, Choice Foundation assumed operation of McDonogh 42 through the Recovery School District (RSD) in the summer of 2012. Choice Foundation is a New Orleans-based charter management organization (CMO) with a proven track record of turning around fully-enrolled, open-enrollment failing schools. The most notable turnaround efforts of Choice Foundation have included raising the SPS score of Lafayette Academy Charter school from 38.8 to 93.4.

With less than a month before the start of school, Choice Foundation conducted a full needs assessment of McDonogh 42. Preliminary evaluation of the school organization and performance indicated significant changes were necessary in order to have immediate impact. The first priority was ensuring there was an effective teacher in every classroom and an effective leader and leadership team in charge of the school. A new school leader (Fran Trujillo) reporting directly to Choice Foundation's Executive Director (Mickey Landry), school leadership team, and staff (more than 50%) were put in place. Funds were immediately invested in upgrading the facility, ensuring a clean, safe and secure learning environment for students and staff. Community outreach activities such as door-to-door meet and greets within the neighborhood by school personnel and recruiting fairs hosted by the school welcomed families and introduced them to the leadership and their school vision. Choice Foundation analyzed available student achievement data and committed resources to strategically design and implements a comprehensive plan to reduce the learning gaps.

Our work and research has shown that effective school turnaround only occurs when there are clearly defined and coordinated reform efforts implemented at the LEA, school and classroom levels. These efforts were identified by needs assessments which include feedback from students, teachers, parents, communities, and key stakeholders and monitored for continuous improvement over time. To ensure these effective strategies are in place, we conducted a comprehensive needs assessment of our entire foundation using the framework developed by Victoria Bernhardt[1]. In addition to the needs assessment, by examining summative assessment data, a crosswalk of the LDOE District Focus Areas, current school processes and results, and analysis of feedback from teachers, staff, parents, key partners and stakeholders, we validated strengths and areas for improvement necessary to dramatically improve student achievement at McDonogh 42. The areas of improvement included:

- Improving our instructional and intervention framework to significantly reduce the achievement gaps in reading and math for students with disabilities;
- Establishing processes to more effectively assess student learning needs, assign interventions, and measure effectiveness;
- Implementing collaboration time for school personnel to analyze student learning data, plan instruction, and monitor student achievement;
- Implementing a comprehensive system to provide feedback and support to teachers to improve teaching that addresses student learning needs;
- Aligning curriculum to state standards and clear assessment and procedures;
- Expanding opportunities for families and community involvement that address social and emotional needs students to support academic learning.

To address these gaps, the Turnaround intervention model was selected for McDonogh 42. In addition to new governance (Choice Foundation), replacing the principal and more than 50% of the staff, immediate financial investments, and extensive student, family and community outreach and engagement, a school

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[1] Bernhardt, V. and Hebert, C. (2011). *RTI and CSI: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention system.* Larchmont, NY: Eye on Education, Inc.

turnaround action plan has been developed to create systems and processes in the following LDOE District & School Focus Areas:

Turnaround Model	Focus Area	Action Plan
Data-Driven & Rigorous (CCSS) Instruction	**School Leader and Teacher Learning Targets**	▪ Implement CCSS-aligned and age-appropriate assessments to effectively plan (SLTs), measure, monitor and respond to student performance. ▪ 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	▪ Strategically align and coordinate instructional frameworks and services within and across grades to ensure continuous student learning in ELA and math for all students. ▪ 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**	▪ 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**	▪ Employing strategies to ensure there is an effective teacher in every classroom and an effective leadership team and structure leading the school. ▪ Implement the State's Compass model to observe and provide timely and meaningful feedback and support to teachers and leaders aligned to the CCSS. ▪ Use data collected from observations to design and deliver targeted professional development. ▪ Use observation and student performance data to inform all human capital decisions.
Social-Emotional Services & Supports for Students	**Excellent Teaching and Learning for All**	▪ 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**	▪ Expand social services provided to families; create opportunities for families to become involved in school activities. ▪ Identify opportunities for community partnerships to create a seamless continuum of effective educational and social services from birth to high school and beyond. ▪ Create collaborative partnerships with early childhood learning centers to expand learning opportunities for young children.

We recognize the rigorous expectations that Common Core State Standards (CCSS) is setting for what students should know and be able to do. As such, Choice Foundation is setting a higher bar for teaching, learning and measuring our progress against a set of state-aligned goals we hope to achieve by 2015-2016 school

year. These learning goals are outlined below:

- 50% of students 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).
- 80% of students will meet or exceed established proficiency level as measured by state summative assessments in ELA and math.
- 80% of students will meet or exceed established proficiency level as measured by state summative assessments in ELA and math.

In addition to these overarching goals, we strive to increase ELA and math proficiency as measured by end-of-year assessment by 15% 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.

Implementing a new practice or process requires change. The Concerns-Based Adoption Model[2] (CBAM) is a framework for understanding and managing change in people and aligns to the implementation of a School Turnaround Model. CBAM identifies and provides ways to assess stages of concern and address the questions people are asking. Addressing the importance of organizational priority setting, as well as the need to generate interest and concern about specific student learning targets, it also provides a framework for building capacity and creating sustainability of effective practices. By assessing where people are in the change process and understanding the individual's concerns, change leaders can provide targeted support and facilitate change to the next level. McDonogh 42 will use CBAM to effectively implement and sustain effective improvement strategies.

A detailed action plan and budget estimates for implementation and sustainability for each focus area is included in Section 5.0 (LEA Strategy Work plan) of this grant application. A full and detailed grant budget is also included with our grant proposal. SIG funding will be used to ensure that the school has the resources to successfully implement the turnaround plan, build capacity for continuous improvement, and provide the students of McDonogh 42 with the high quality educational and career opportunities they deserve.

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[2] Hall, G.E. & Hord, S.M. (1987). *Change in schools: Facilitating the process*. Albany, NY: State University of New York Press.

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 (from Baseline 2010-11)
McDonogh 42 Elementary Charter School	63.6	50.7	60.7	70.7	80.7	17.1 pts.

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 (from Baseline 2010-11)
McDonogh 42 Elementary Charter School - ELA	37%	34%	40%	50%	60%	62.16%
McDonogh 42 Elementary Charter School- Math	31%	31%	40%	50%	60%	81.81%

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	**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:
	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. Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model.
	1.03 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.
	1.04 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process.
	1.05 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.

An effective teacher in every classroom and an effective leader in charge of the school is critically important to the success of the turnaround efforts at McDonogh 42. The school leadership was replaced and the leadership team structure modified to support effective collaboration and school improvement. Fran Trujillo, the new Head of School, has led high-performing schools and has extensive experience and expertise in teacher development and learning, particularly with early learners. Mrs. Trujillo completed one-year of leadership incubation under the mentorship of Mickey Landry, former Head of School for Lafayette Academy Charter School and Executive Director of Choice Foundation. Mr. Landry successfully led the initial school turnaround efforts at Lafayette Academy and is a leading advocate for a high-quality open enrollment educational system in New Orleans. Using Lafayette Academy as a model, Mr. Landry and other administrators from Choice Foundation assisted and supported Ms. Trujillo in creating organizational structure, procedures and hiring of the school leadership team consisting of an Assistant Head of School and three Division Heads. The Assistant Head of School is responsible for school culture and climate, including student management, and the Division Heads are responsible for supervision of curriculum and instruction within their assigned grade bands. Choice Foundation

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.

will continue to monitor and support leadership at McDonogh 42 during their turnaround process and will modify central office structure in response to the needs of the school to ensure success.

Susan Jurkunas, the Systems Accountability Officer, will support the leadership team and teachers in implementation of the Common Core State Standards (CCSS) and in establishing an effective system for assessing and monitoring student performance. She will also assist with training, observation, and professional development of teachers and school leaders. Susan has been involved in school turnaround and transformation in schools throughout the country and has been a consultant to school districts on CCSS and best teaching practices. The Director of Special Education, Dr. Gale Naquin, will work with McDonogh 42 to review and refine the special education service model to streamline and increase effectiveness of student services and interventions to improve academic gains for all students, particularly special education students. Dr. Naquin is a national expert in Response to Intervention (RtI). She will assist and support McDonogh 42 in developing and implementing processes and procedures to ensure success for all students. To ensure attentiveness and careful analysis of data, Choice Foundation's Director of Excellence in Programming, Dr. Naressa Cofield, will work closely with McDonogh 42 leadership to establish a more robust data culture which will include the use of data and technology to inform instruction and school-wide decisions. This work will be accelerated through the development and integration of data systems that provide a clear picture of effective teaching practice, student progress and overall effectiveness of the school turnaround efforts.

McDonogh 42 administrators, supported by Choice Foundation and key partners such as The New Teacher Project (TNTP) and Xavier University, will work collaboratively to recruit, hire, and retain effective teachers and leaders for their school.   Expectations and qualifications of candidates will align with the teaching expectations in the Compass rubric and school turnaround competencies for teachers and leaders such as those outlined in Public Impact's[2] work. These resources will guide the team in its screening and interview process. In addition to the oral interview, the interview process will include a written response around pedagogy and efficacy, a data analysis exercise, and a lesson demonstration to assess effective teaching practice. Teachers will be selected based on their knowledge of pedagogy in effective teaching practices particularly in urban environments, ability to use data to drive instructional planning, content knowledge, and their passion and desire to work collaboratively to increase student learning. New teachers will participate in a week of intensive orientation in July, where they will receive professional development on Common Core State Standards, lesson design, curricular planning, data analysis and goal-setting (SLTs). New hires added after the school-year will participate in mini-courses during their first 30 days on the same topics. Throughout the year, new hires will collaborate with their

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[2] http://publicimpact.com/school-turnarounds/

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.

colleagues to refine their skills and knowledge of effective best practices.

To support effective teaching and learning practices and to assist teachers in a successful transition to the Common Core State Standards, McDonogh 42 will hire additional Division Heads.   Division Heads function as "mini-principals" responsible for less than 200 students and the teachers who work them. These administrators will have a thorough knowledge of the Common Core State Standards, supporting research and resources and adult learning to support teachers in effectively teaching the CCSS. They will have demonstrated success in teaching at-risk students and in effectively using data to guide instruction. They will receive support and training from the Central Office team and will be responsible for providing high-quality, job-embedded professional development to McDonogh 42's teachers. As an integral member of the school leadership team, they will closely monitor student performance data and provide needed support to teachers and school leaders in response to the data.

For the 2013-2014 school years, the leadership structure of McDonogh 42 will be modified to more effectively support its aggressive school turnaround plan. The school leadership team will consist of the Head of School, Assistant Head of School for Curriculum and Instruction, Assistant Head of School for School Climate and Culture, and Division Heads. Prior to each school year, a strategy session is held to align and coordinate the team around the school turnaround efforts. This session includes revisiting and/or conducting a needs assessments against grant goals, planning for the upcoming year, and evaluating progress and effectiveness of current efforts. It will include an intensive analysis and review of student performance and teacher observation data, a crosswalk against LDOE framework for effective school and district practices, progress review of school turnaround plan, CBAM and Bernhardt[3] reviews.   A calendar will be established prior to each school year that sets regularly scheduled work sessions for review of project goals, data analysis, and progress monitoring of the plan. Weekly leadership team meetings and structures will be put in place to ensure transparency and effective communications as well as identification of issues such that they can be addressed in a timely manner.

McDonogh 42 is currently using the state's Compass model to observe and provide timely and meaningful feedback and support to teachers and leaders Funding from the SIG grant will be used to ensure a stronger alignment with the assessments, curriculum and instructional practice. Focusing on CCSS using better aligned assessments, curriculum, and instruction, McDonogh 42 will implement a standard Teacher and Leader Support Framework that will allow the school to enhance inter-rater reliability through a co-observation model and more effectively analyze teacher and school leader observations.   Student performance

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[3] Bernhardt, V. and Hebert, C. (2011). *RTI and CSI: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention system.* Larchmont, NY: Eye on Education, Inc.

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

data will be used to identify those who are struggling, provide support, and improve instructional practice through a systematic Response to Intervention (RtI) process. Differentiated, job-embedded, timely, effective, and CCSS-aligned professional development for teachers and school leaders will be planned around the needs indicated by the data.   Choice Foundation is a partner in the NOLA TIF (Teacher Incentive Fund) project coordinated by New Schools for New Orleans (NSNO). As a Choice Foundation school, McDonogh 42 teachers will also receive access to additional teacher and leader coaching through TNTP and other strategic partners as well as access to CCSS resources and professional development.

Choice Foundation will provide ongoing personnel support to McDonogh 42 as their turnaround plan is implemented. Information will be distributed to all teachers, administrators and school personnel that outlines the evaluation process, including timelines, and guidance for administrators in providing meaningful feedback and support to teachers.   Surveys will be conducted twice a year to receive feedback for teachers and school leaders on the process. The feedback will be used to annually review the process and drive continuous improvement of the tool. McDonogh 42 will adopt Choice Foundation personnel policies. All staff is currently employed under annual performance-based contracts which allow for immediate removal by the school leader and foundation of any teacher and/or leader found to be ineffective after intensive support and development and/or violation of foundation, school, state, and/or federal policies governing the operation of schools. All promotions, compensation (e.g. bonuses), staffing, and release are based on end of year student outcome results such as SLTs and other measures. SIG funds will be leveraged to provide incentives to staff and retain our most effective talent at McDonogh 42. The work plan below outlines the activities necessary for successful implementation of our grant proposal.

Effective Human Capital Strategies: Work Plan

#1: Effective Human Capital Strategies	Person Responsible	Timeline		Budget				
		Start Date	End Date	Year 1	Year 2	Year 3	Object Code	Category
1.01 Effective School Leadership								
▪ Interview and hire new Head of School	Executive Director	May 2012	June 2012					
▪ Modify central office structure to support effective transition of new leadership at McDonogh 42	Executive Director, Choice Foundation	May 2012	Ongoing, as needed					
▪ Recruit, interview, and hire new leadership team	Head of School	May 2012	July 2012					

McDonogh 42 Elementary Charter School

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.								
▪ Monitor, assist, and support leadership to ensure successful transition of new leadership	Head of School, Choice Foundation	Feb 2012	Ongoing						
1.02 Effective School Leaders & Teachers									
▪ Replace more than 50% of staff. Repost for all teaching positions	Choice Foundation, Head of School, Division Heads	May 2012	July 2012						
▪ Prospective teaching candidates complete a writing sample, conduct a data analysis, and teach a lesson as part of the hiring process	Choice Foundation, Head of School, Division Heads	May 2012	Ongoing						
▪ Recruit, interview, and hire teachers and staff	Choice Foundation, Head of School, Division Heads	May 2012	Ongoing						
▪ Follow recruitment and hiring guidelines to fill vacancies	Head of School, Asst. Head of School, Division Heads, Director of Special Education, Systems Accountability Officer	March 2013	Ongoing						
▪ Consider student achievement scores and classroom observation data to determine staffing placement, bonuses, and dismissal		June 2013	Annually						
▪ Plan and conduct new teacher orientation		July 2013	Ongoing	$6,000	$5,000	$2,000	600	Supplies	
1.03 Establish a School Turnaround Leadership Team									
▪ Recruit and hire additional Division Heads	Head of School	June 2013	July 2013	$190,000 $57,000	$190,000 $57,000	$190,000 $57,000	100 200	Salaries Benefits	
▪ Conduct study session of School Turnaround Plan to ensure clear understanding of roles and responsibilities	Leadership Team	July 2013	Annually						
▪ Develop individual operational plans to implement school turnaround efforts	Leadership Team	July 2013	Annually						
▪ Set calendar of meetings for weekly monitoring of plan and quarterly review of goals and progress; hold quarterly and weekly meetings	Leadership Team	July 2013	Annually						

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.								
▪ Share turnaround plan with teachers and other school staff	Leadership Team	July 2013	Ongoing					
▪ Leadership Team participate in ongoing professional development (webinars, conferences, study sessions) to refine professional knowledge and leadership skills around school improvement and best practices	Systems Accountability Officer, Head of School, Leadership Team	September 2013	Ongoing	$10,000	$10,000	$7,500	300	Purch. Prof. Serv.
				$5,000	$5,000	$2,500	600	Supplies
1.04 Implement the Compass support and evaluation process for Teachers and Leaders								
▪ Select evaluation tool and determine timelines	Systems Accountability Officer, Head of School	June 2012	Annually	$8,000	$8,000	$8,000	600	Supplies
▪ Communicate timelines and process to teachers and administrators	Systems Accountability Officer, Director of Excellence in Programming	July 2013	Annually					
▪ 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, Director of Excellence in Programming	June 2013	Ongoing					
▪ Create framework and toolbox for evaluators to provide meaningful and effective feedback to teachers during observations and evaluations	Systems Accountability Officer	July 2013	Annually					
▪ Evaluator Training on the use of the evaluation tool and to establish inter-rater reliability	Head of School, Division Heads	August 2013	Ongoing					
▪ Use the data collection tool to determine areas of strength and weakness and to plan differentiated professional development	Head of School, Systems Accountability Officer, Director of Excellence in Programming	Aug 2013	Ongoing	$6,500	$6,500	$6,500	300	Purch. Prof. Serv.
▪ Create opportunities for co-observations and reflective dialogue among evaluators	Head of School, Division Heads	August 2013	Ongoing					

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.								
▪ Use results of data analysis to plan and provide job-embedded professional development to teachers and leaders for increased student learning	Head of School, Division Heads	Aug 2013	Ongoing	$10,000	$10,000	$10,000	300	Purch. Prof. Serv.	
▪ Monitor effectiveness of evaluation process; refine as needed to ensure maximum effectiveness	System Accountability Officer, School Leadership Team, Director of Excellence in Programming	Aug 2013	Ongoing						
1.05 Job-Embedded Professional Development based on the results of the teacher and leader evaluation process									
▪ Create a framework for teachers and leaders support to enhance inter-rater reliability	Leadership Team	Sept 2013	June 2016						
▪ Conduct co-observations; analyze teacher and school leader observation data and student performance data	Leadership Team	Sep 2013	Ongoing						
▪ Identify weak instructional areas and struggling teachers and/or leaders. Create and implement an action plan to provide support to improve instructional practice	Division Heads	Oct 2013	June 2016						
▪ 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		$10,000	$5,000	100	Salaries	
					$3,000	$1,500	200	Benefits	
					$2,000	$3,000	600	Supplies	
▪ Continue to provide differentiated professional development based on observation and student performance data; establish professional learning communities facilitated by teacher leaders focusing on CCSS ELA and math	Leadership Team	July 2015	Ongoing			$12,000	100	Salaries	
						$3,600	200	Benefits	
▪ Expand shared leadership model; continue to develop teacher leaders and sustainable effective communities of learning	Leadership Team	July 2015	Ongoing						
1.06 Personnel Policies Review & Modifications									

McDonogh 42 Elementary Charter School

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.								
▪ Review current recruitment, hiring, compensation and dismissal practices; partner with of central office to mitigate any potential barriers to turnaround plan	Head of School, Chief Operating Officer, Executive Director, Systems Accountability Officer	May 2013	Annually					
▪ Create or modify local human resource procedures as needed to support school improvement efforts. Train School Leadership Team on human resources policies.	Head of School, Operations Manager	July 2013	June 2016					
▪ Determine staffing needs; post job vacancies	Head of School, Operations Manager	March 2013	Ongoing					
▪ Network with local universities and participate in recruitment fairs to interview and hire highly qualified teachers	Leadership Team	July 2013	May 2016	$2,000	$1,000	$1,000	300	Purch. Prof. Serv.
▪ New Hire Orientation: Human Resources Policies/Procedures, Observation and Evaluation Processes and Professional Development Opportunities	Systems Accountability Officer, Head of School, Chief Operating Officer, Director of Excellence in Programming	July 2013	Ongoing/ Annually	$2,000	$2,000	$1,000	600	Supplies
▪ Conduct two surveys each year with teachers to receive feedback on policies and procedures	Systems Accountability Officer, Head of School, Chief Operating Officer, Director of Excellence in Programming	Dec 2013, May 2014	Annually	$2,000	$2,000	$1,000	600	Supplies

2.0	**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:
	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.
	2.02 Describe how the district will hold teachers and leaders accountable for student achievement.
	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.

McDonogh 42's School Turnaround Plan creates flexibility for school leaders, establishes a system for holding teachers and leaders accountable for student achievement, and articulates a selection process for external partners. The Head of School at McDonogh 42 is empowered to make budgeting, staffing, curriculum pacing, and scheduling decisions within the school.

The Head of School has autonomy to determine school schedules to maximize student learning time and allow for collaboration among teachers and leaders. This schedule will be determined by the leadership team prior to the beginning of each school year and will be monitored and reviewed annually, making adjustments as needed. Along with regularly scheduled group or team professional development, professional development time will be embedded into the school day that focuses on high quality instruction and interventions to address differentiated needs of students and teachers.

Teachers and leaders are held accountable for increases in student achievement. In addition to performance contracts, teachers and school leaders set clear student performance goals to measure success. This begin with an intensive data analysis session at the beginning of each school year, student learning targets (SLTs) aligned to the Common Core and school goals will be set by leaders and teachers.   These SLTs also comprise fifty (50%) of teachers and leaders final evaluation score. A school- wide assessment plan will be implemented to monitor student learning. After each assessment cycle, teachers and administrators will review the data to measure student achievement toward annual benchmarks. Administrators will conduct data reviews with teachers to review student learning targets, explore leading and lagging learning indicators, and create an action plan for next steps toward achieving the goals. Teachers will replicate the goal-setting and data review process with their students. Using the RtI process, student and teacher progress will be closely monitored on an ongoing basis.   Students and teachers will receive group and/or individualized support based on their individual needs.   These efforts align directly with the state's Compass evaluation process of analyzing student performance data, setting goals, instructional planning, and decision-making focused on the use of student learning data. This goal setting process enables collaboration within and across grade levels and establishes a system of shared accountability for student achievement and continuous school improvement.

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 Head of School and School Leadership may leverage any 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 foundation Director(s) during the weekly Choice 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 turnaround 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 respective Director(s). To ensure all procurement and services requests are processed as efficiently as possible, the school is staffed with an Operations Manager who provides budgeting, procurement, transportation, and food services oversight and support at McDonogh 42.

Through parent meetings, conferences, workshops, and newsletters, families will be informed and involved in supporting their child and the school to achieve the goals. Parent workshops will focus on learning activities to use at home to reinforce and enrich learning in the classroom. Parents will be provided opportunities to attend classes and parenting workshops. To achieve our goal that 50% of our children will enter kindergarten ready to learn, McDonogh 42 will establish collaborative partnerships with early childhood learning centers such as Royal Castle Child Development Center and Carrollton-Dunbar Head Start as well as align its PreK program with the state's new Early Childhood Care and Education Network efforts as outlined in Legislative Act 3. All partners will identify opportunities to work together to improve educations outcomes by engaging in community initiatives and expanding partnerships to include Start the Adventure in Reading (STAIR) and Prime Time Family Reading Time[®]. McDonogh 42 will establish and expand partnerships with community organizations that provide medical and dental services, social services, and academic support. During the selection process, the Head of School will be accountable for clearly communicating the school's goals, activities, and strategies that support student achievement. Partners will be selected that will support and enhance student social, emotional, and academic development. Lead and supporting partners will be required to sign performance agreements where continued service and/or payment is contingent upon making measureable gains in student achievement.

Recognizing the importance of strategic alignment of resources, our selection process for external providers and partners will be modified to better align with our school turnaround goals efforts. The work plan below outlines the activities necessary for successful implementation of our grant proposal.

Autonomy & Accountability: Work Plan

McDonogh 42 Elementary Charter School

#2: Autonomy and Accountability	Person Responsible	Timeline		Budget				
		Start Date	End Date	Year 1	Year 2	Year 3	Object Code	Category
2.01 Create flexible operating conditions relating to staffing, budgeting, curriculum and scheduling								
▪ Review operational practices and identify areas of improvement.	School Leadership Team, Operation Manager	May 2013	Ongoing					
▪ Implement improvements to streamline or eliminate operational burdens.	School Leadership Team, Operation Manager	June 2013	Ongoing					
▪ Review the current school schedule; revise as needed to maximize student learning and teacher collaboration time	Head of School, Assistant Head of School, Division Heads, Director of Special Education	July 2013	Ongoing					
▪ Determine a schedule for professional development in-service days & embedded PD and practice into the school year to ensure sustainability	Head of School, Assistant Head of School, Division Heads, Director of Special Education	July 2013	Ongoing					
2.02 Establish a system of accountability for student learning within and across grade levels that align with student achievement targets								
▪ Conduct an intensive data analysis using current student data; establish school goals and learning targets	Head of School Leadership Team	June 2013	Annually					
▪ Select benchmark assessments and determine an assessment calendar.	Choice Foundation	June 2013	Annually	$12,000	$12,000	$12,000	300	Purch. Tech Serv.
				$8,000	$8,000	$8,000	600	Supplies
▪ Train administration and staff on procedures for test administration, including accommodations for special needs students	Asst. Head of School, Division Heads	July 2013	Annually	$5,000	$5,000	$5,000	300	Purch. Prof. Serv.
▪ Administer assessment according to schedule	Asst. Head of School, Division Heads	Aug 2013	Ongoing					
▪ Analyze assessment results and set student learning targets (SLTs)	Asst. Head of School Leaders and Teachers	Aug 2013	Ongoing					
▪ Use the Response to Intervention framework to create and implement instructional plans for groups and individual students	Asst. Head of School Leaders and	Aug 2013	Ongoing					

	Teachers								
▪ After each assessment cycle, review the results to measure student achievement toward annual benchmarks	Leaders, Teachers	Aug 2013	Ongoing						
▪ Conduct data reviews with teachers to review student learning targets and create an action plan for next steps toward achieving the goal	Leaders, Teachers	Aug 2013	Ongoing						
▪ Teachers will replicate the goal-setting and data review process with their students	Head of School, Division Heads	Sept 2013	Ongoing						
▪ Use the Response to Intervention process to monitor progress of students and provide support and enrichment as needed	Teachers	Sept 2013	Ongoing						
▪ At the end of each year, review student achievement goals and measure of progress	Leaders, Teachers	May 2013	Annually						
▪ Use end-of-year assessment data in final evaluation conversations with teachers and leaders	Head of School, Division Heads	May 2013	Annually						
2.03 Expand partnerships and ensure alignment of services with student learning targets									
▪ Develop and revise External Provider and Partner Selection Process	Choice Foundation	June 2013	Annually						
▪ Prior to entering into partnerships with external providers, clearly communicate the school's goals, activities, and strategies that support student achievement.	Heads of Schools, Operations Manager	July 2013	Annually						
▪ Outline annual parental engagement strategy - schedule for parent meetings and workshops to inform and involve families in supporting their child and the school to achieve the goals	Asst. Head of School, Division Heads	July 2013	Annually						
▪ Select partners that will support and enhance student social, emotional, and academic development	Asst. School, Operations Manager	July 2013	Ongoing						

▪ Create a performance agreement for external partners that outlines accountability measures for both parties	Asst. Head of School, Operations Managers	July 2013	Ongoing					
▪ Coordinate partnership services with families and community organizations	Asst. Head of School	July 2013	June 2016					
▪ Implement parental engagement strategy	Asst. Head of School	Aug 2013	Ongoing	$3,000	$3,000	3,000	600	Supplies
▪ Develop and distribute a newsletter for parents that keeps them informed of academic progress and provides suggestions for working with their child at home	Asst. Head of School, Division Heads	Oct 2013	Ongoing/ Quarterly	$800	$800	$800	600	Supplies
▪ Schedule and hold regular conferences with parents to keep them informed of their child's progress	Teachers	August 2013	Ongoing					

3.0	**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:
	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 has "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.

A clearly defined implementation plan has been designed to achieve the stated student achievement goals within the grant period. Central office and school resources will be strategically leveraged to ensure alignment and efficiency, thus creating a support structure for capacity building and sustainability of student achievement over time. Partnerships with external providers will expand parent involvement, enrich student learning opportunities and provide high-quality professional development in the areas of curriculum, instruction, data and technology use and leadership development for school personnel.

During the pre-implementation stage, central office personnel and the school leadership team will conduct a review of the organizational structure and job responsibilities of personnel to ensure the necessary support system is in place to successfully implement the turnaround plan. Inefficiencies will be addressed and

modifications will be made within the organizational structures, as needed. A preliminary needs assessment was conducted that revealed a need for teacher and leader support to effectively implement the Common Core State Standards. To address this need, additional Division Heads will be hired and provided professional development and support to build their ELA and math coaching capacity. Their primary responsibilities will be to provide ongoing job-embedded coaching and professional development support to teachers and school leaders at McDonogh 42 focused on the CCSS, including standards study, lesson design, instructional delivery, assessment, data analysis, and Response to Intervention (RtI).

At the end of each school year, Choice Foundation and McDonogh 42 leadership teams will participate in a strategic planning session. This session will include a comprehensive data review to evaluate the alignment and effectiveness of our strategies and resources on student learning outcomes. Adjustments will be made as needed to prioritize resources to address weak areas to achieve school goals. This collaborative process allows for development of a single turnaround theory of change that coordinates and streamlines the delivery of targeted resources and support from the central office to student. This process will allow for creation of a single process to assess performance, coordination and strategic use of resources for continuous instructional improvement at the school-level.

McDonogh 42 will implement the Common Core State Standards in pre-kindergarten and kindergarten through 8th grade in ELA and math beginning the first year of the grant cycle. The School Leader, PreK Division Head and Systems Accountability Officer will follow the pilot and implement recommendations from the Early Childhood Care & Education Network as outlined in Legislative Act 3 to further improve our early childhood efforts. The central office will support this implementation plan by providing curriculum maps and resources for teacher developed by Teacher Leaders across the foundation. These Teacher Leaders will participate in monthly professional development sessions focusing on implementation of CCSS. This cadre of teachers will be expected to implement their new learning into their respective classrooms. Through coaching, observation, and feedback, central office personnel will support teachers in their development and application of new learning in their classrooms. These teachers' classrooms will become the "CCSS Model Classrooms" at McDonogh 42 for other teachers to visit and gain new understandings of effective CCSS teaching practice. In year two of implementation, the teacher cadre will facilitate professional learning communities with their colleagues focused on effective teaching practices to drive student mastery of CCSS.

An inventory of existing instructional resources was conducted in December of 2012. Throughout the year, as school leadership and teachers studied the Common Core State Standards and supporting documents, it became evident that the existing materials were not sufficient to effectively teach the CCSS. Specifically, in mathematics students build conceptual knowledge through the use of manipulatives, real-life problem solving, and concrete understandings. In order to create models, diagrams, and graphic representations, students need access to tools such as manipulatives, technology, and calculators. To be able to examine text structure and meaning across multiple genre with a variety of text format, students need access to these materials aligned to their independent and

instructional reading levels. Furthermore, to integrate literacy into science and social studies, students need access to reading materials in the content area at their independent/instructional reading level. Access and appropriate use of aligned instructional materials are key components to student achievement. Funds from the SIG grant will be leveraged to provide high quality instructional resources for teachers to effectively teach the Common Core State Standards.

A recent survey indicated fewer than 15% of families have reading materials at home. This presents a challenge in bridging the literacy gap between home and school and in working with families and preschoolers to form foundational reading skills prior to entering kindergarten. SIG funds will be allocated for early learning educational materials for families to take home. In addition, through partnerships with early learning centers such as Royal Castle Child Development Center and Carrollton-Dunbar Head Start, McDonogh 42 will host family literacy and math nights targeting families with young children. These sessions will provide materials and strategies for teaching early learning skills to children in the home.

The purchase of appropriate instructional resources only will not ensure student achievement gains; training on the effective use of materials and resources is critical for success. Knowing this, funds have been budgeted within this grant to provide the necessary training and support on the use of purchased instructional resources. For example, the Center for Innovative Education provides workshops for teachers (*Math Their Way* and *Mathematics a Way of Thinking*) in implementing hands-on learning and manipulatives into math instruction. Zoo Phonics® provides early literacy and phonics training using songs, chants, movement, manipulatives, and text. Through the development of the external provider selection process, the level of alignment of services to identified learning needs of student will be a critical attribute in selecting providers moving forward. External providers will also be expected to provide initial training and ongoing technical assistance as needed to support instructional leaders as they work with teachers to effectively use resources in planning and teaching the new curricula.

A Data Integration Program will be designed by Choice Foundation during the grant period. This program will provide more timely and efficient access to student achievement information in a single portal to support goal planning, analysis of data, review of predictive indicators for at-risk students and ad hoc reporting capabilities to meet the unique needs of each student and class. These data will be carefully analyzed and used to ensure that resources are aligned and targeted to the areas of greatest need. This portal will also increase our ability to more effectively communicate with students, parents, and key stakeholders. This program will also develop and build the capacity of teachers and school leaders to effectively use data and technology to drive instructional improvements. A Program Manager, Excellence in Programming will be hired at the central office level to support grant coordination efforts and implementation of the data and technology strategy. The Program Manager will partner with the IT Lead at McDonogh 42 to ensure not only the hardware and software meet the instructional needs of the classroom but also to build the capacity of the IT Lead, Division Heads, and other key staff in the integrated use of data and technology to support the school turnaround efforts.

As outlined in the proposed budget, at least 95% of the SIG funding is leveraged at the school level. Choice Foundation commits to flow additional funding (e.g. NCLB, other private foundation funds) and in-kind services to McDonogh 42 as needed to ensure successful implementation of the proposed turnaround plan. The work plan below outlines the activities necessary for successful implementation of our grant proposal.

Targeted Resources: Work Plan

#3: Targeted Resources Strategies	Person Responsible	Timeline		Budget				
		Start Date	End Date	Year 1	Year 2	Year 3	Object Code	Category
3.01 Increase the amount of services at the school to ensure effective implementation and sustainability of school turnaround plan								
▪ Conduct review of current organizational structure and job responsibilities; adjust as needed to provide necessary support to achieve project goals	Choice Foundation, School Leadership Team	May 2013	Ongoing					
▪ Conduct annual review of data and organizational structure; adjust as needed to improve efficiency	Choice Foundation, School Leadership Team	May 2013	Ongoing					
3.02 Create a support structure that promotes shared accountability and leadership								
▪ Ensure organizational structure allows for collaborative leadership; establish communication plan to involve all stakeholders in staying informed and involved in goal setting and monitoring process	Head of School	June 2013	Ongoing					
▪ Implement and improve Data Integration Program to provide more timely access to student achievement information	Director of Excellence in Programming, Chief Operating Officer	Mar 2013	Jun 2016	$20,000	$15,000	$10,000	300	Prof./Tech Services
▪ Hire Program Manager, Excellence in Programming	Director of Excellence in Programming, Chief Operating Officer	June 2013	Jun 2016	$30,000	$25,000	$20,000	100	Salary
				$9,000	$7,500	$6,000	200	Benefits
▪ Annually conduct a data review and strategic planning session to examine structure and processes and adjust as needed to maximize efficiency	Choice Foundation	June 2013	Jun 2016					
▪ Through quarterly review sessions, monitor progress toward achieving goals and adjust processes and resources as needed	Leadership Team	Oct 2013	Jun 2016					

Action	Responsible	Start	End				Code	Category
• Teacher Leaders review and revise Common Core curriculum maps and instructional resource guides as needed	Systems Accountability Officer, Teacher Leaders	May 2014	June 2016	$20,000	$15,000	$10,000	100	Salary
				$6,000	$4,500	$3,000	200	Benefits
3.03 Coordinate and align resources for effective implementation and sustainability of project plan								
• Implement Common Core State Standards in literacy and math, grades K-8, and for LDOE Prekindergarten reading and math standards	Head of School	July 2013	Ongoing					
• Coordinate and provide training to staff on CCSS	School Leadership Team	July 2013	Ongoing	$21,000	$10,000	$6,000	100	Salary
				$6,300	$3,000	$1,800	200	Benefits
				$5,000	$5,000		300	Purch. Prof. Serv.
				$20,000	$15,000	$6,000	500	Other Purch. Serv.
				$400			600	Supplies
• Create curriculum maps and instructional resource guides for teachers to support CCSS implementation of CCSS	Systems Accountability Officer, Teacher Leaders	July 2013	Jun 2016	$5,000	$5,000	$2,500	100	Salary
				$1,500	$1,500	$750	200	Benefits
				$5,000	$5,000	$2,500	600	Supplies
• Select and purchase instructional materials and resources needed to implement CCSS	School Leadership Team, Systems Accountability Officer	July 2013	Jun 2016	$120,000	$90,000	$90,000	600	Supplies
• Provide training on use of instructional materials	School Leadership Team	Aug 2013	Jun 2016	$6,400	$6,400	$3,200	300	Purch. Prof. Serv.
• Select and purchase check-out/take-home materials for Parent Resource Library	School Leadership Team	Sep 2013	Jun 2016	$8,000	$2,000	$2,000	600	Supplies
• Provide workshops for parents on the use of material	Division Heads	Jan 2014	Jun 2016	$3,800	$1,600	$1,600	600	Supplies
3.04 Build a pool of external partners who services align to needs of the school								

Task	Responsible	Start	End	Y1	Y2	Y3	Object Code	Category
▪ Develop and revise External Provider and Partner Selection Process	Choice Foundation, Head of School	June 2013	Annually					
▪ Prior to entering into partnerships with external providers, clearly communicate the school's goals, activities, and strategies that support student achievement.	Head of School, Assistant Head of School, Operations Manager Assistant Head of School, Division Heads	Jan 2014	Jun 2016					
▪ Establish partnership with early learning centers to develop and implement parent workshops for early learning in math and literacy ▪ With partners, plan and co-present two parent workshops each year	Asst. Head of School, Division Heads	July 2014	Ongoing	$1,800	$3,600	$3,600	600	Supplies
▪ Use data generated from Data Integration Program to identify areas of student need; establish partnerships with external providers to address student needs	Program Manager, Excellence in Programming, School Leadership Team	September 2013	Ongoing					
3.05 Work with stakeholders and external partners to develop strategies to address the needs of the school to achieve the student learning targets								
▪ Conduct annual program review sessions with external partners to examine program service structure and its effect on student achievement; make adjustments as needed to maximize efficiency	Head of School Asst. Head of School, Program Manager, Director of Excellence in Programming	Jun 2014	Jun 2016					
▪ Host parent meetings by grade clusters to review student learning targets and achievement; facilitate dialogue among parents focused on developing strategies and interventions to achieve the student learning targets	Division Heads, Teachers	Oct 2013	May 2016	$7,000	$7,000	$7,000	300	Purch. Prof. Serv.
				$3,000	$3,000	$3,000	600	Supplies

4.0	**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:

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

Research on effective schools[4] (Lezotte, 1991) and effective school turnaround[5] shows that the use of data to set goals, careful alignment of resources to needs, and targeted professional development in specific areas is key components for having a positive impact on student learning. McDonogh 42 will adopt and implement an integrated Response to Intervention (RtI) Model recommended by the National Center on Response to Intervention[5] as a critical component of its school turnaround strategies. RtI integrates academic and non-academic assessments and interventions within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. The RtI framework also incorporates the use of data for setting instructional improvement goals, provides flexibility to make changes for immediate and direct instructional impact, and enables continuous progress monitoring of student learning and teachers' instructional practices. Intensive, job-embedded professional development focused on improving instructional practices support this process. The four essential components of the RtI process at McDonogh 42 will include:

- **Screening:** a system for identifying students at risk for poor learning outcomes.
- **Progress monitoring**: a system for monitoring the effectiveness of the supports provided to students.
- **School-wide, multi-level system**: this multi-level system will focus on both academic and behavior supports. Academic and non-academic support is divided into tiers representing the level of intensity and frequency of support. Tier I represents the core instruction and curriculum that students will receive. Tier II represents supplemental and targeted support aligned to students' needs. Tier III represents the most intensive and individualized support aligned to students' needs.
- **Data-based decision making**: Data are used to determine students' instructional needs and to evaluate the overall effectiveness of the core curriculum,

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[4] Lezotte, L. (1991). *Correlates of effective schools*: *The first and second generation.* Okemos, MI: Effective Schools Products. Accessed at http://www.effectiveschools.com/resources.

[5] Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

[5] http://www.RtI4success.org/

[6] Nieto, S. (1999). **The light in their eyes: Creating multicultural learning opportunities.** New York: Teachers College.

instructional practice, interventions, and the RtI framework.

The RtI framework at McDonogh 42 will also be "culturally responsive," to the needs of the students. This mean the screening tools, progress monitoring tools, core instruction, interventions, and data-based decision-making procedures are carefully chosen to effectively differentiate and distinguish the academic and non-academic needs of the students. That is, Mc42 recognizes, respects, and uses students' identities and backgrounds as meaningful sources (Nieto, 2000)[6] for creating optimal learning environments. A complimentary and integrated Positive Behavior Intervention & Support (PBIS) approach will be implemented as part of the RtI efforts at Mc42.

During the first year of the grant, the Choice Foundation Director of Special Education, Dr. Gale Naquin, will work with McDonogh 42 leaders and teachers to establish framework and procedures for the school's RtI program. A cross-functional and curricular RtI Team will be formed consisting of teachers and leaders with expertise in student/classroom management, special education, reading instruction, adolescent learning, and data and technology use. The RtI Team will receive intensive training from local and national experts. With support from Dr. Naquin, the RtI Team will develop a schedule to train others, guide the school in effectively implementing its RtI program, and measure the effectiveness of interventions on student outcomes. Ongoing and on-site assistance and meetings will be provided to the RtI Team to discuss and ensure interventions are appropriate and implemented effectively to meet student learning needs and to support school-level continuous improvement efforts.

Through a strategic planning process in June, the School Leadership Team will analyze student formative and summative assessment data and establish school annual learning targets. Once those are set, the School Leadership Team will align the school schedule to maximize student learning time and provide time within the school day for teacher collaboration. Flexible scheduling of student classes will allow for implementation of schedules that meet the needs of students and Project Based Learning (PBL). Common planning time within grade levels will be set, and established time for professional learning and collaboration school-wide and within divisions (grade clusters) will be determined. Extended learning time for students beyond the school day and additional professional development days throughout the year will be considered in determining the school year schedule.

Immediately prior to the beginning of the school year, the leadership team will work with groups of teachers to analyze their student data and establish their grade level goals that are aligned with the school goals. Within the first two weeks of school, all students will be administered a series of diagnostic assessments. Assessments will include DIBELS, AIMSweb, MAP, and Achieve 3000 Level Set. Once the assessment process is complete, teachers will analyze their student data and further develop goals (SLTs) and curriculum plans. Finally, we will build teachers' capacity to effectively engage and support students in setting

individual goals for themselves.

Professional development will be provided to teachers to develop their knowledge and skill in unwrapping standards, developing pacing scopes and sequences, and designing lessons that address the intended rigor of the Common Core. Professional development will also include incorporating best practices into instruction, using formative assessment and other data to guide instruction and a set of technology training to ensure teachers can fully leverage the tools and resources available to them to accelerate their instructional effectiveness. Division Heads will provide instructional coaching and support to teachers as they implement new practices. The Director of Special Education will lead instructional coaching on differentiated instruction, accommodations, modifications, and culturally responsive teaching. Professional development days strategically scheduled after testing dates will provide the time for teachers and leaders to deeply analyze data and formally develop a detailed action plan for improving student learning.   During these collaborative sessions, teachers will reflect on their instructional practices and provide input for areas of professional learning aligned with instructional goals.

In addition to providing rigorous and CCSS-aligned instruction throughout the school day, we would like to expand learning opportunities for our students by offering a broad array of academic and behavior interventions, enrichments and other activities after school, on weekends, and during other periods when school is not in session. These programs will provide leverage and coordinate services from an extensive network that serves both students and families. While the target population will be the lowest performing 50% of students from each grade-level, we will create a flexible, scalable and sustainable model that allows for the school to accommodate as many students and families as possible. In addition to providing more opportunity for core instructional time, we will leverage the use of the Blended Learning[6] model and Project-Based Learning[7] to allow students to apply what they have learned aligned to their learning style and learning needs. Our goal is to develop a comprehensive and coordinated system of support and services that fosters and supports the academic achievement of our students but creates a safe and healthy community. Through our comprehensive and coordinated system of support, we will work to ensure alignment between the core values, rigors of CCSS, and our high expectations for our students with the academic, social, emotional, and medical services from external partners. This will ensure that our student experiences are vertically aligned and of the highest quality and provide a strong foundation to ensure our students are truly high-school, college, and career-ready. We will also leverage SIG funding to provide opportunities for our students to take more rigorous courses in middle schools that prepare them for and/or allow them to earn Carnegie units for high school.

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[6] http://educationelements.com/our-services/blended-learning-model-schools
[7] http://www.bie.org/

We recognize the rigorous expectations that the CCSS are setting for what students should know and be able to do. As such, Choice Foundation and McDonogh 42 are setting a higher bar for teaching, learning and measuring our progress against a set of state-aligned goals we hope to achieve by 2015-2016 school year. To achieve these goals, we will focus on improving instruction at every student interaction throughout their experience at McDonogh 42. To ensure all students are being served, we will implement an integrated Response to Intervention (RtI) and Positive Behavior Intervention & Support (PBIS) framework to ensure high quality and CCSS-aligned instruction and interventions are matched to students' needs. For exceptional learners (Gifted, those with disabilities), their specific learning needs are addressed through Individual Education Plans (IEPs) or Individual Accommodation Plans (IAPs). Learning stations, small flexible ELA and math groups, and reciprocal teaching will be used to further support the RtI and other efforts to effectively match instructional strategies to student needs. The work plan that follows outlines the activities necessary for successful implementation of our grant proposal.

Proven Instructional & Professional Strategies: Work Plan

#4: Implementing Proven Instructional and Professional Strategies	Person Responsible	Timeline		Budget				
		Start Date	End Date	Year 1	Year 2	Year 3	Object Code	Category
4.01 Adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time								
▪ Add additional instructional days to the calendar aligned to the needs of students and teachers	Choice Foundation School Leadership Team	July 2013	Ongoing					
▪ After reviewing student data and setting school learning targets, establish a school schedule that maximizes student learning time, allowing for flexible scheduling, extended student learning opportunities beyond the school day, and common planning time within grade levels.	School Leadership Team	July 2013	Ongoing					
▪ Review the school calendar; embed six professional development days within the school year, strategically placed around the assessment calendar)	School Leadership Team	July 2013	Ongoing					
▪ Determine a calendar of set times within the week for professional collaboration and learning: within grade levels, division (grade cluster), school wide	School Leadership Team	July 2013	Ongoing					
4.02 Establish and implement Response to Intervention services and expansion of student access to instructional opportunities								

▪ Identify a team of teachers and leaders to be trained in RtI and to lead the school in adopting the RtI process at the school	Director of Special Education, Head of School, SPED Coordinator	May 2013	Ongoing					
▪ Train the School RtI Team	Director of Special Education	July 2013	Ongoing	$5,000	$5,000	$5,000	100	Salary
				$1,500	$1,500	$1,500	200	Benefits
				$5,000	$5,000	$5,000	600	Supplies
▪ Develop and implement a schedule to train each grade level and division on the framework and process of RtI	RtI School Team	July 2013	Ongoing					
▪ Provide leadership and guidance to grade level teams as they implement RtI	Director of SPED	Aug 2013	Ongoing					
▪ Train all staff members on framework and procedures of Response to Intervention	Director of Special Education, SPED Coordinator	Aug 2013	Ongoing	$5,000	$5,000	$3,500	100	Salaries
				$1,500	$1,500	$1,050	200	Benefits
				$5,000	$3,500	$2,500	600	Supplies
▪ Provide ongoing training and implementation support to school staff; Grade level teams adopt the process (review of data, monitoring progress of each student, determining interventions) as a framework to guide their weekly planning sessions	RtI School Team	Aug 2013	Ongoing	$5,000	$5,000	$5,000		Supplies
▪ Grade level teams meet weekly to examine student work and implement RtI practices	Teachers, Division Heads	Aug 2013	Ongoing					
4.03 Use data to adjust instruction and plan professional development focused on student outcomes								
▪ Conduct strategic planning session with Leadership Team to analyze student assessment data and set school goals	Head of School	June 2013	June 2016					
▪ At the beginning of each school year, work with groups of teachers to analyze student data and establish grade level student learning targets (SLTs)	School Leadership Team	Jul/Aug 2013	Annually					
▪ Administer diagnostic assessment to all students in reading and math within the first weeks of school; review assessment results within grade levels to refine SLTs and plan curriculum	Teachers	Aug/Sept 2013	Annually					

▪ Identify professional development needs using student assessment results; plan and provide job-embedded professional development of instructional practices aligned to CCSS	School Leadership Team, Division Heads	Sept 2013	Ongoing					
▪ Division teams (grade clusters) meet weekly to participate in professional learning targeting weak areas of instruction revealed through data analysis	Teachers, RTI Team	Aug 2013	June 2016					
▪ Through job-embedded coaching, observation and feedback, provide teachers with assistance and support using instructional practices aligned with CCSS	Division Heads	Aug 2013	June 2016					
4.04 Setting high expectations for teachers and students								
▪ Establish a system for monitoring and celebrating progress and toward achieving school, grade, class, and individual student learning targets	Teachers, School Leaders	July 2013	Ongoing					
▪ Review assessment results and explain the goal-setting process to students, demonstrating the procedure s/he used for setting class learning targets	Teachers	Aug/Sept 2013	Ongoing					
▪ Review individual student assessment results with each student and work with student to set individual learning targets aligned with class targets	Teachers	Aug/Sept 2013	Ongoing					
▪ Expand instructional learning time for all students through a broad array of CCSS-aligned academic enrichment programs and services (e.g. After-School, Saturday Academy, Summer /Holiday Enrichment). Coordinate efforts with community-based organizations, health clinics, and others to foster a safe and healthy school and community environment that fosters academic achievement and provides services to our families.	Head of School, Asst. Head of School, Systems Accountability Officer, Director of Special Education	Sept 2013	Ongoing	$505,200	$505,200	$505,000	100	Salaries

5.0	**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:
	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.

To ensure alignment with instructional strategies and goals, Choice Foundation will facilitate an annual strategic planning and goal setting process as outlined below:

In order to accomplish a goal of vertically aligning SLTs and student goals across all schools, Choice Foundation and its schools will develop and implement a common assessment list and calendar aligned to the CCSS scope and sequence. Professional development will be provided to teachers and school leaders on the use of these assessments. All schools will use aligned formative and summative assessment data to drive continuous instructional improvements. Professional development will be strategically scheduled after testing dates, and central office curriculum personnel (Director of Special Education, Systems Accountability Officer, and Director of Excellence in Programming) will provide assistance and support to schools in curriculum, instruction, and data-based decision-making targeting student learning outcomes.

The Data Integration Program will be system-wide capacity in the use of data and technology to drive instructional improvements. This program will allow us capture and analyze individual, classroom, and longitudinal student achievement across our network of schools. The tool will include an analysis suite that will produce a set of reports and dashboards that teachers, school leaders, and administrators can level to identify student, teacher and school needs. The tools will also us to measure in real-time the effectiveness of interventions on student achievement as measured by ongoing formative assessments in the classroom. By using this technology, we can respond in real time to ensure effectiveness of our interventions and our efforts meet the goals and exceptional educational outcomes for our students set forth in this grant. A technology assessment indicates significant technology and software upgrades will be needed over the next year to ensure our schools and foundation meet the technology requirements necessary to effectively implement the CCSS, particularly blended learning strategies, PARCC assessments, and other online learning applications. A comprehensive training and technical support strategy will be integral to this work.

We will develop and implement a robust and foundation-wide communication and stakeholder engagement strategy to keep key stakeholders informed on

turnaround efforts. Specifically, begin efforts to coordinate and communicate efforts across schools in our feeder system to align effective instructional practices from birth to 12 and beyond.

The Data Integration Program will build system-wide data capacity for accessing and communicating more proactively and in actionable terms with students, teachers, parents, and key stakeholders. The system will include user-friendly reports and dashboards that will increase transparency of efforts and simplicity in our ability to communicate with key stakeholders with regards to our work, progress to date, focus areas, and partnership opportunities. Students and parents will receive ongoing and continuous updates on the impact of these efforts on their individual achievement. We will hold monthly update meetings with Heads of Schools to monitor progress of grant activities, celebrate success, address challenges, share best practices and an ensure equitable distribution of resources and support to those students and teachers with the highest needs. Quarterly, an intensive version of the monthly meeting will be held with each school's leadership team. We will publish a quarterly newsletter to communicate our progress against out school turnaround efforts as well as provide an update in our Board of Trustees meetings.

To address the rigor and intent of the Common Core State Standards, professional study is required for administrators and teachers across grades and content areas. Currently, a CCSS Curriculum Committee comprising of lead teachers and interventionists is being formed at Choice Foundation. This committee is developing thematic units as outlined in the LDOE District and Classroom Support Toolbox to address the needs of all learners including English Language Learners and exceptional learners (gifted, disabilities). Beginning in 2013-2014, the committee will be expanded to have representation from all schools across all grade bands including ELL and Special Education teachers. This cohort encompassing effective instructional leaders will receive professional development and in-classroom coaching to become the CCSS Teacher Leaders at their respective school. The cohort will participate in one large group session each month and will receive individual coaching in their classrooms to effectively implement their new learning, as well as deliver professional development and provide support to other teachers on their campuses.

Currently, Choice Foundation uses the state's Compass model to observe and provide timely and meaningful feedback and support to teachers and leaders aligned to the CCSS. Choice Foundation is also a partner in the NOLA TIF project operated by New Schools for New Orleans (NSNO). With better aligned assessments, curriculum and teacher support, a Teacher and Leader Support Framework will be implemented to enable us to enhance inter-rater reliability within and across all schools. Using a data collection system, we will be able to more effectively analyze teaching and learning observed behaviors, target weak areas, and reallocate resources to address the needs of struggling teachers. The data will enable us to identify teacher and leader strengths and to coordinate mentoring and professional learning opportunities to build capacity within our system.

To effectively support implementation of this grant, Choice Foundation will leverage the Program Manager of Excellence in Programming to provide strategic grant oversight, improve coordination of school reform efforts and funding within and across schools, and engage partners and key stakeholders with an eye towards continuous improvement. To effectively sustain implementation of McDonogh 42's SIG grant, Choice Foundation is committed to braiding NCLB, state/school MFP, grant, and other private foundation funds, as well as leverage and align in-kind services (transportation, leadership training and support, technology and training) to sustain these efforts beyond the grant period.

In conclusion, McDonogh 42's SIG application represents a plan of action for a systematic and comprehensive approach to ensure every student is taught by an effective teacher in a school run by an effective school leadership team. The following table outlines a plan for implementing system-wide strategies for SIG grant implementation, monitoring, continuous improvement and sustaining these efforts to ensure dramatic increases in student achievement beyond the grant period.

System-Wide Strategies: Work Plan

#5: System-Wide Strategies	Person Responsible	Timeline		Budget				
		Start Date	End Date	Year 1	Year 2	Year 3	Object Code	Category
5.01 Establish a long term evaluation and monitoring plan for collaboration and sustainability of student growth								
▪ Establish and implement Data Review and Planning Framework; facilitate strategic planning and goal setting process	Executive Director, Director of Excellence in Programming	May/June 2013	Annually					
▪ Determine a common assessment matrix and schedule	Systems Accountability Officer, Director of Special Education Director of Excellence in Programming	May 2013	Annually					
▪ Provide training to teachers and school leaders on the use of assessments	Systems Accountability Officer, Director of Special Education Director of Excellence in Programming, Division Heads	July 2013	Ongoing	$6,400	$6,400	$6,400	300	Purch. Prof. Serv.
▪ Use aligned assessment data and other measures to drive continuous improvement	School Leadership Team	Sept 2013	Ongoing					
▪ Train evaluators and teacher leaders on the use of tool for collecting teacher/leader observation data, measuring student growth, and monitoring professional	Systems Accountability Office, Director/Program Manager of Excellence in Programming,	July 2013	Ongoing	$5,000	$5,000		300	Purch. Prof. Serv.

development								
▪ Develop and implement a system wide Teacher and Leader Support Framework	Choice Foundation	Jun 2013	Ongoing					
▪ Implement Teacher & Leader Support Framework at school- and classroom-level	School Leadership Team	Jul/Aug 2013	Ongoing					
▪ Develop and implement Data Integration Program to scale the effective use of data and technology to drive and sustain instructional improvements.	Director of Excellence in Programming, Chief Operating Officer, Program Manager of Excellence in Programming	Jan 2012	Ongoing	$15,000	$10,000	$10,000	500	Other Services
▪ Revise and implement technology strategy to improve student achievement.	Director of Excellence in Programming, Chief Operating Officer, Program Manager of Excellence in Programming	June 2013	Ongoing	$200,000	$50,000	$25,000	600	Supplies
▪ Develop online training portal, print technical support resources and provide ongoing training and support in the use of the tools.	Director of Excellence in Programming, Chief Operating Officer, Program Manager of Excellence in Programming	Jun 2013	Ongoing	$5,000	$5,000	$5,000	300	Prof.-Tech. Srv.
5.02 Use data to evaluate and improve interventions								
▪ Use assessment data to plan and deliver aligned professional development to address identified areas of instructional weakness	Systems Accountability Officer, Director of Special Education	Sept 2013	Ongoing					
▪ Provide Data Integration & Technology training.	Director, Program Manager of Excellence in Programming, Chief Operating Officer	June 2013	Ongoing	$15,000	$10,000	$5,000	600	Supplies
5.03 LEA Communications & Stakeholder Engagements								
▪ Provide strategic grant oversight	Program Manager of Excellence in Programming	July 2013	June 2016					

▪ Lead Choice Foundation's Communications and Stakeholder Engagement efforts; Assist and support school efforts in communicating to parents, community, and other stakeholders	Director of Development, Program Manager of Excellence in Programming	July 2013	June 2016	$7,500	$5,500	$3,000	300	Purch. Prof. Services
				$7,500	$4,500	$3,000	600	Supplies
5.04 Establish a plan to sustain support and to maintain improvements and growth beyond the three-year grant period								
▪ Develop a CCSS Teacher Leaders; train the teacher leaders on thematic unit design and lesson development aligned to the rigor of the CCSS	Choice Foundation	May 2013	Ongoing					
▪ Develop thematic units and lessons aligned to the CCSS to address the needs of all learners, including English language learners and exceptional learners	Systems Accountability Officer	May 2013	Ongoing					
▪ Expand CCSS Teacher Leaders to include teachers across all school and grade bands, including special education and teachers of English Language Learners	CCSS Teacher Leaders	July 2013	Ongoing					
▪ Through an intensive professional development program, develop a collaborative coaching cadre	Systems Accountability Officer, School Leaders	July 2014	June 2016					
▪ Provide job-embedded professional learning to teachers aligned to CCSS and instructional best practices	School Leadership Team	July 2013	June 2016					

▪ Quarterly Data Review & Analysis Meeting with school leaders to monitor SIG grant implementation and allocate additional support and resources as needed to ensure sustainability and growth beyond grant period	Executive Director, Director of Excellence in Programming, Systems Accountability Officer, Chief Operating Officer, Director of Special Education, McDonogh 42 Leadership Team	October 2013	Quarterly/ Ongoing						

McDonogh 42 Elementary Charter School

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			
McDonogh 42 Elementary Charter School		$1,442,494.80	$1,216,913.30	$1,130,931.80	**$3,790,339.90**
Total Budget		$1,442,494.80	$1,216,913.30	$1,130,931.80	**$3,790,339.90**

McDonogh 42 Elementary Charter School
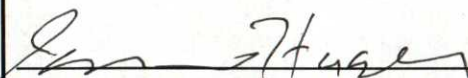
7.0 Assurances

This section is not scored. (See scoring rubric for detailed breakdown of points.)
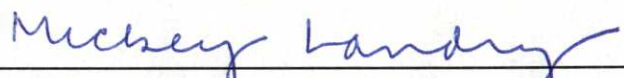
The School Board President or Charter Authorizer President and LEA Superintendent or President must sign below to indicate their approval of the contents of the LEA's application.

On **April 25**, 2013 the School Board or the Charter Authorizer of **McDonogh 42 Elementary Charter School** ("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 **McDonogh 42 Elementary Charter School** 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

Louisiana Department of Education
Combined Budget Summary

Name of Eligible
Recipient: McDonogh42 Charter School

Street Address: 1651 N. Tonti Street

Mailing Address: 1651 N. Tonti Street

City, State, Zip: New Orleans, LA 70119

Program: 1003(g) School Improvement Grant

Project: FY2012

Submitted by: James Fulton

Telephone/Fax#: 504-861-8370   504-861-8369

E-mail Address: james.fulton@choiceschoolsno.org

Object Code	Expenditure Category	Year 1	Year 2	Year 3	COMBINED FUNDING
100	Salaries	$814,800.00	$794,800.00	$787,800.00	$2,397,400.01
200	Employee Benefits	$108,109.20	$105,779.20	$104,963.70	$318,852.10
300	Purchased Professional/Tech Svcs.	$185,600.00	$172,600.00	$127,600.00	$485,800.00
400	Purchased Property Services	$0.00	$0.00	$0.00	$0.00
500	Other Purchased Services	$20,000.00	$15,000.00	$10,000.00	$45,000.00
600	Supplies	$368,300.00	$165,200.00	$113,500.00	$647,000.00
700	Property	$0.00	$0.00	$0.00	$0.00
	TOTAL	$1,496,809.20	$1,253,379.20	$1,143,863.70	$3,894,052.10

GRANTEE INFORMATION

4/26/13

Representative of the entity: Date:

STATE DEPARTMENT OF EDUCATION

Approved Division Director/Designee: Date:

Approved Ed. Finance Director/Designeee: Date:

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