

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

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

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

	SCHOOL NAME	SITE CODE (7 digits)	NCES ID (12 digits)	INTERVENTION MODEL				AMOUNT REQUESTED
				Turn-around	Restart	Closure	Transformation*	
1	McDonogh #32 Literacy Charter School	2200053	220005300938				X	\$1,130,162
2								\$
3								\$
4								\$
5								\$
6								\$
7								\$
8								\$
9								\$
10								\$
TOTAL								\$1,130,162

* An LEA that has nine or more Priority Schools may not implement the transformation model in more

than 50 percent of those schools.

School Profiles

	SCHOOL NAME	Rurality (Rural, Suburban, Urban)	% Free/ Reduced Lunch	SY13-14 Enrollment	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 Enrollment
1	McDonogh #32 Literacy Charter School	Urban	98%	519	600	650	700
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

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

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If the LEA was awarded a SIG grant prior to SY13-14, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

B. DESCRIPTIVE INFORMATION: Provide the following information for each school.

(1) Why is the LEA applying for SIG funds to serve the Priority School(s) it commits to serve? What was the basis for selecting the Intervention Model(s) to address the identified needs? What are the expected outcomes?

Needs Assessment Aligned with Interventions. For each Priority School that the LEA commits to serve, discuss how the LEA analyzed the needs of each school (such as instructional programs, school leadership and school infrastructure) and selected interventions for each school aligned to the needs each school has identified. Describe the needs identified at each Priority school that the LEA commits to serve. Explain the process that the LEA used to determine the intervention model(s) selected to meet those needs. Describe the LEA’s comprehensive theory of change for addressing the needs of identified persistently low-achieving schools and how SIG funds will be part of a comprehensive approach to addressing these needs. Include in the description a high-level summary of how the LEA will use SIG funds to support the implementation of proven strategies that result in increased student achievement.

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

Monitoring. Describe how the LEA will monitor each Priority School that receives school improvement funds, including by:

- (1) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
- (2) Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA’s teacher evaluation system; and teacher attendance rate).

INTRODUCTION

Algiers Charter School Association (ACSA) seeks SIG funding to address two specific areas of need that will, when substantially developed, transform William J. Fischer Accelerated Academy (Fischer) and McDonogh #32 Literacy Charter School (McDonogh #32) into excellent schools grounded in a culture of achievement: teacher and leadership development and motivating students to learn.

ACSA serves Pre-Kindergarten through 8th graders in a blighted neighborhood that is surrounded by centuries-old above ground cemeteries yet blocks away from the affluent, Algiers Point. The school has a strong history as the first public school for African American children in the area. Many families have been attending McDonogh #32 for multiple generations. McDonogh #32 serves a high-risk student population of 519 that is 95% African American, 98% receive free and reduced price lunch, 15% are experiencing homelessness, and 22% receive special education services or 504 accommodations. In 2013, despite significant performance gains, only 60% of students were proficient in math and 53% were proficient in ELA state summative assessments.

This funding will allow schools to transform leadership and teaching to improve instruction and increase rigor in teacher’s classrooms. ACSA will also use SIG funding to increase students’ commitment to actively engaging with self-directed learning experiences. Students deeply invested in the learning process will benefit greatly from enhanced instructional quality.

BACKGROUND

Over the past two years, Algiers Charter School Association (ACSA) has invested in the implementation

of turnaround strategies known to increase student achievement at both Fischer and McDonogh #32 – Pre-Kindergarten through 8th grade schools that faced state takeover in the Fall of 2012. At the time, morale at both schools was low and initial student benchmarks and standardized test data indicated significant academic needs. By Spring 2013, both William J. Fischer Accelerated Academy and McDonogh #32 Literacy Charter School moved from F to C SPS grades resulting in five-year charter renewals. These dramatic gains can be attributed to ACSA's recognition that while data-driven decision making is a necessary component of school turnaround, it is only part of the solution. ACSA's then new CEO, Adrian Morgan, and ACSA's School Support Center (SSC) Academic Team embarked on a turnaround process at each campus that began with human capital and leadership changes followed by strategic learning environment investments, a new approach to assessments, and an ongoing commitment to accountability and support.

CURRENT NEED FOR SCHOOL TRANSFORMATION MODEL

The measures taken during the 2012-2013 and current school year must be sustained and significantly enhanced to ensure long-term transformation to cultures of excellence and achievement. This year, ACSA has begun piloting blended learning models to ensure individualized and targeted instruction for each student. Interim assessment data for 2013-2014, however, show drops in performance as students, teachers, and leaders face more rigorous Common Core State Standards. ACSA is convinced that further intervention rising to the level of full-blown school transformation is required to ensure all students are able to master higher level standards and take full advantage of self-paced learning opportunities. At this juncture, ACSA leadership perceives the most glaring needs to be leader and teacher development to ensure successful implementation of Common Core State Standards and building student motivation to learn and achieve.

NEEDS AND THEIR ALIGNMENT WITH TRANSFORMATION MODEL AND SELECTED INTERVENTIONS

ACSA has conducted a comprehensive needs assessment of all stakeholders to identify strengths and weaknesses at McDonogh #32. Sources of data include, but are not limited to:

- Longitudinal academic data: LEAP, iLEAP, DIBELS, interim benchmark assessments
- Teacher/Leader evaluations: Observations (using TAP instructional rubric) and student performance scores on academic assessments
- Internal perceptual surveys: Staff, students, and parents/community
- Internal technology need surveys: staff and students
- Teacher interviews
- School leader interviews
- Third party perceptual surveys: Ed Inquiry, LLC (Massachusetts-based education research firm)

ACSA has identified school leader and teacher effectiveness and building student motivation to learn as two major areas needing development and comprehensive reforms. ACSA is also choosing to focus heavily on math – an area of tremendous opportunity and a universal subject that may be integrated across all subject areas. These needs led ACSA to identify partners and strategies to address the root causes of such threats to sustained academic achievement.

Need: Developing Teacher and School Leader Effectiveness

Student Performance in Math and Science

Despite significant overall school-wide growth on iLEAP and LEAP in 2013, 40% of 3rd through 8th graders scored below basic in math. In the 7th grade class, 59% were below proficient in math. In science, scores were even weaker: 56% of 3rd through 8th graders scored below proficient. Louisiana's measure of proficiency is basic and above. Given more rigorous math and science standards, ACSA anticipates student performance to decline on the 2014 iLEAP and LEAP. These data indicate a need for teacher development for more effective math and science instruction to support student mastery. ACSA believes that principals are the instructional leaders for their school and these scores demonstrate a need for leaders to more effectively coach and evaluate teaching staff.

Parent/Community Perception

Parent and community surveys also highlight areas of growth for teachers and school leaders. A Spring 2014 survey found that only 39% of parents and community members completely agreed that the school has a clearly defined purpose and mission. The school's ability to actively and positively engage parents in the learning process is critical when building a student's motivation to achieve. This data indicates that both leaders and teachers must be more effective in communicating the goals of the school and expectations of students.

Need: Comprehensive Instructional Reform Strategies*Teacher Observation Data*

Most recent teacher observations show significant weaknesses in areas critical to student achievement on rigorous Common Core State Standards. Over 29% of teachers demonstrated weaknesses in presenting instructional content, over 22% need to improve their use of high-quality questions, and over 16% struggled with student. These data indicate that current teacher coaching and professional development is not effective in raising rigor in the classroom and motivating students, areas critical to mastery of more rigorous Common Core standards. There are also issues with administration of the current observation tool – student performance does not align with observation results.

Need: Extending Learning Time and Creating a Community Oriented School*Perceptual Data*

McDonogh #32 has been effective in extending learning time: for the 2013-2014 school year, there was an extended school day and students received daily 60 to 90-minute RTI. Perceptual data, however, show weaknesses in the area of creating a community-oriented school. Surveys administered in Spring 2014 show only 9% of students completely agree that the school environment is welcoming. Data from parents and community members surveyed during the same period show that only 37% completely agree that students respect those who are different from them and only 37% completely agree that discipline problems are handled fairly.

These perceptions are troubling and indicate a need to push leaders and teachers to develop school norms to create community-oriented learning environments that engage and serve the needs of all students and families.

Need: Providing Operating Flexibility and Sustained Support*Technology Support*

During the 2013-2014 school year, ACSA made major investments in McDonogh #32's technological infrastructure and purchased 120 Chromebooks to ensure students have access to needed resources for blended learning. The school staff now requires training on classroom and lab based blended learning best practices to ensure effective use of technology in the classroom.

THEORY OF CHANGE

ACSA's new CEO, Adrian Morgan, and leadership team have been implementing turnaround strategies at Fischer and McDonogh #32 for the last two years. This work has informed the entire organization's theory of change for addressing the needs of perpetually underperforming schools. ACSA believes in cultivating local teachers and leaders with strong community ties to drive excellence and build cultures of achievement. This belief led Adrian to hire and invest in developing principals who formerly served at the schools. At Fischer, Dahme Bolden returned to serve as principal in August 2013. Dahme is a veteran New Orleans educator and administrator with extensive expertise in Response to Intervention. At McDonogh #32, Lee Green rejoined as co-principal in Fall 2012 and will become principal for the 2014-2015 school year. Lee is a veteran teacher and principal who is focused on teacher coaching and development. Methodical evaluation of each school in ACSA, longitudinal academic data, perceptual surveys, observations of high-performing programs around the country, and consultation with national

education experts have informed ACSA's theory of change.

COMPONENT 1: The Foundation

ACSA's foundation is grounded in providing great experiences for all:

- Students
 - ACSA is one of a few pioneers of a new model of education for the education reform movement. At ACSA, the belief is that when students have great experiences at school, they have a stronger interest in performing well academically and using school to prepare for life after school. Great experiences may come in the form of a high quality educator, a field trip that exposes students to a new career path, a leadership role in student government, or any one of the myriad of experiences that make up a typical student's K-12 career. At ACSA, we are deliberate about ensuring that every student has a great experience.
- Organization Experience
 - ACSA also believes that the organization needs to ensure a great experience for every employee, every parent, every vendor, and every other external party that comes into contact with the organization. This can be as simple as prompt payment for invoices and as complex as the need for an extended meeting with a parent and the CEO to ensure that their concerns have been completely addressed. From the moment an individual walks in an ACSA facility or reaches an ACSA staff member by phone, the goal is to ensure that the experience is so great that it is truly remarkable and that positive remarks are made.

COMPONENT 2: Strategic Priorities

Strategic priorities include the LEIC Paradigm (pronounced "like"). The LEIC Paradigm is a dynamic framework that encompasses ACSA's core values, strategic priorities and operating principles. Each component – leadership, excellence, inquiry and community – stands alone as an essential element of ACSA's approach to education while simultaneously reinforcing and supporting each of the other elements. The diagram below provides a helpful visual to better illustrate the interdependencies of the paradigm. Below is a detailed explanation.

- Leadership
 - ACSA believes that leadership is the essential function for any type of positive outcome in any situation. For this reason, ACSA views every individual employed by the organization and every student attending an ACSA school as a leader. Not a student leader, not an employee leader, not a future leader, not an instructional leader but just a leader. The standard is the same for all and can be boiled down into six words: *see something, say something, do something*.

Obviously the actual leadership required is very specific to the individual and their particular function. No one is expecting third grade students to conduct faculty meetings. But everyone is expecting that everyone else embraces the idea of being a *risk-taker* and a *mistake maker* with the understanding that everyone - student, teacher, parent, janitor, other - is focused on making the world a better place, starting with right here and right now.

For ACSA students, this means that the goal is to develop leadership competencies beginning in pre-kindergarten and culminating in 12th grade. What's funny is that most pre- k programs do an excellent job of teaching key leadership qualities – sharing, forgiveness, taking turns, etc. It's only as students progress through school that intentional instruction in leadership gets pushed aside for math and ELA with the assumption that some students are meant to be leaders and others are not. To paraphrase *Invictus*, ACSA believes that every student is the captain of their destiny and should be developed in a

way that they can be maximize this opportunity.

A similar view is held for employees and the work that they do. At ACSA it is expected that each employee from the front desk receptionist to the members of the executive team do their part to lead the way in making things better.

As part of its commitment to the community, ACSA also believes that it has a responsibility to make locals into leaders as well. To the extent that parents, local vendors, small business owners, and other community members seek to engage with ACSA but lack the skills to be able to do so effectively, ACSA is committed to working with individuals to help them develop so long as they are willing to commit to working with ACSA. ACSA calls this turning "locals into leaders" and believes that it is one of the unique value propositions that ACSA offers as a community-oriented education organization.

In short, ACSA believes that creating graduates who are leaders, supporting community members in their quest to become leaders in their chosen fields and requiring school administrators to serve as instructional leaders has the greatest potential for positive long-term benefit and impact to each and every student *and* to the entire community. For this reason ACSA is committed to developing leadership programs at every level of the organization, and for key constituencies, to ensure that the opportunity for on-site leadership is maximized in every aspect of the ACSA experience.

- Excellence

- **Excellence** – in the classroom this means high quality instruction at the appropriate level of difficulty. In other words, rigor. Outside of the classroom this is performing work at a level that demonstrates conscientious effort, a true focus on quality execution. When these things happen consistently, expectations are consistently exceeded and great experiences happen for all.

ACSA believes that setting the expectation of excellence is just the beginning. It must be defined in a way that is obtainable so that it does not become a platitude. This is the reason that ACSA maintains the focus on rigor and execution. Teachers know when they have delivered a rigorous lesson for their students. Staff know when they have executed with the professional equivalent of military precision. And everyone knows when this standard is not being maintained by their colleagues.

The pervasiveness of this expectation creates a virtuous cycle that drives continuous improvement at all levels of the organization on an ongoing basis. This is the ideal that every organization seeks. ACSA achieves it because we are relentless about staying focused on it.

For students, excellence is a direct result of teachers pushing them to do their best. At ACSA we insist on excellence from our teachers because we know it is the only way we will get it from our students. But we also encourage our students and our parents to push on us. If ACSA teachers, principals or others are not delivering the excellence that's needed, we want that feedback so that we can make

- Inquiry – dedication to constant inquiry and effective use of data, evaluation, and reflection
 - ACSA is committed to delivering on the promise of a high quality education to its students and their families and on the promise of a well-run organization to the citizens and community. In order to honor these commitments ACSA believes in utilizing qualitative and quantitative data to the greatest extent possible to track progress and to

report on results.

ACSA believes that inquiry encompasses three key parts 1) a quest to understand why something works or why it does not, 2) an ongoing pursuit of how could things be better and 3) extensive use of qualitative and quantitative data to support "decision-making and action-taking."

Data-driven decision making and data-driven instruction are only basic elements of how data is part of an inquiry focused environment. Hewlett Packard never stopped asking "What If?" and neither does ACSA. But we do it in a way that is structured and requires supporting evidence before we make a change.

- Community – engagement to promote cultures of achievement
 - As one of the largest geo-centric CMOs in the nation, ACSA has a unique perspective on the role that the community can play in supporting K-12 education. As such, ACSA welcomes and embraces the community and supports efforts to develop locals into leaders and to utilize community programming that is both effective and efficient.

COMPONENT 3: The Process

The process is an approach that integrates the priorities identified in the LEIC paradigm with the concepts of a systems approach and a focus on the new 3R's – rigor, relevance, and relationships. The Academic Process is described below.

COMPONENT 4: Outcomes

The 4Cs – College, Career, Citizenship, Community Contribution

ACSA undertakes its work to ensure that students graduate from an ACSA school prepared to achieve in four fundamental areas: college, career, citizenship, and community contribution. These outcomes are referred to as The 4C's and capture ACSA's paradigm for a student who is prepared to have a successful life.

College

College represents students are capable of obtaining admittance to an institution of higher learning and are able to successfully graduate. All ACSA students are required to pursue some type of post-secondary education. For students who do not choose a career track, there is a requirement that the student apply to at least two four-year post-secondary institutions. Student also take the ACT as part of their high school experience and are strongly encouraged to take at least one AP course or dual enrollment college course prior to graduation.

Careers

ACSA recognizes that there are a number of high paying occupations that require skills that are not obtained in traditional 4-year college programs. ACSA has been able to provide students in its high schools access to some of these programs, including welding, health care and technology training. ACSA is also partnering with Delgado Community College to provide access to these resources to students while still enrolled in high school in New Orleans and will seek to establish similar partnerships.

Citizenship

ACSA defines citizenship as being prepared to participate in society in a positive way. This includes basic civic duties such as voting and paying taxes and less obvious actions such as not littering and participating in a local civic organization such as Kiwanis or a church. ACSA expects that everyone will graduate committed to do their part to maintain the great society in which we live.

Community Contribution

Going beyond citizenship is the responsibility to make a positive impact on the community by taking a

leadership role in some form or fashion. In an ideal world, each of our students would achieve the financial success necessary to make them eligible to be philanthropists, but it understood that is not the reality for most of us. Students are reminded that they can serve in other ways from leading volunteer projects to running for public office to launching a new business. Students who graduate from ACSA are instilled with a commitment to go beyond being a member of the community to actually making a positive contribution that will make a positive difference.

ACADEMIC PROCESS

ACSA's academic design is driven more by process than by any one particular program. ACSA is focused on educating great kids. Having a great education program is secondary. To accomplish the goal of effectively educating these young minds, ACSA invests its resources in the academic process with the understanding that many different high quality programs will be incorporated into the process, but the benefit of any specific program will always be secondary to the process that is used to incorporate the program into effective instructional delivery that produces strong student achievement.

ACSA's design is grounded in the belief that school leadership is best positioned to drive student success and that supporting this work is done through resource allocation, dissemination of best practices, professional development and high quality data analysis. As a result, specific curriculums, programs and instructional models vary from school-to-school within ACSA but the academic design at each campus is based on these core components.

Leadership

Site Based Instructional Leadership - ACSA believes that the leadership for instruction must come from the leader of the school and be primarily supported and reinforced by staff based at the school. At the School Support Center (ACSA's central office) the Chief Academic Officer and other members of the academic team serve to provide expertise in content areas, assessment, best practices and updates on education reforms but the specifics of pedagogy and instruction are the primary responsibility of the school leader and other staff on site whom the school leader may identify to support this effort.

Systems Approach - Instructional support may include master and mentor teachers, directors of curriculum and instruction, assistant principals, academy directors and program leads. ACSA allows each school the autonomy to design an instructional leadership team that is the right combination of matching the talents within the school with the needs of the school's student population but ACSA requires that each school have a leadership team that can support instruction and monitors the team's effectiveness to provide support as necessary.

Excellence

Rigor - A process of substance is nothing unless it requires a product of substance. This is why ACSA envisions rigor as an essential component of excellence. It is not good enough that ACSA students know the fundamentals but rather that they can apply the fundamentals in the most challenging environments. Lesson plans that set a high standard, lesson delivery that requires students to reach that high standard without excessive teacher assistance and lesson assessment that demonstrates a high standard has been met are the building blocks of every education experience at ACSA.

Ongoing Professional Development - Teachers participate in weekly meetings, led by site-based instructional staff, where they examine student data, engage in collaborative planning and learn instructional strategies. Teachers benefit from best practices from across the nation as presented by school support center staff as well as instructional strategies developed by their own colleagues' experiences and feedback. Professional development continues into each classroom as site-based instructional staff members observe classroom instruction, model lessons and provide ongoing feedback to support teachers in their lesson design and educational delivery.

Systems Approach - Teachers are formally observed in classroom instruction several times a year by trained observers, including principals and other site based instructional leaders using rubrics for multiple

dimensions of instructional quality. These classroom evaluations are complemented by value-added analysis of student achievement growth, rounding out a system of teacher evaluation with multiple measures. Evaluation results are used as formative feedback in one-on-one mentoring sessions, and guide planning for team meetings.

Inquiry

Data Driven Instruction - Benchmark assessments using SchoolNet, DIBELS for early learners and the standard combination of teacher developed formative and summative assessments are reviewed regularly by school leadership and collaboratively amongst staff to ensure appropriate attention is given to the greatest instructional areas of need. Assessments are aligned with standards and used as a developmental tool. The data is intentionally *not* used for any type of evaluative purposes in order to minimize any reluctance teachers and school staff may have in making the data available for public review, including posting on the walls in the building and sharing with staff at other schools. ACSA emphasizes a collegial environment that encourages teachers to collaborate to identify common problems and collaborate to develop solutions.

Systems Approach – Data review follows a format that is consistent throughout ACSA. School leaders and teachers all know the key questions to ask and the priority areas for focus as they obtain and review the data. Data is produced on a regular schedule and is provided in standard formats to enable maximum utility of the information with minimal unnecessary effort. Academic data is also regularly correlated to non-instructional data (i.e., behavior, student and teacher attendance, etc.) to provide as comprehensive a view as possible.

Community

Relevance - ACSA understands that content will continue to be unobtainable for students until a bridge is built between the content that the student is expected to learn and the life experience that the student is encountering today. At ACSA, content instruction has an ongoing connection loop between the classroom, the home and the community. For example, lessons on conservation are connected to the importance of a well-managed drinking water system, a source of recent challenge in New Orleans where ACSA currently operates.

Relationships – A strong relationship between teacher and student is essential for students to be successful in their work. Relationships between the school and home, community, sending school and receiving college/place of employment all also have the potential to generate outsized positive impacts for students. To accomplish this, ACSA makes it clear to all ACSA employees, especially school leaders and teachers, that building relationships with the student and beyond is an important part of their work, not just something else to include on the to-do list. ACSA also encourages schools to partner with programs that provide mentoring, adult relationships and real-world exposure for students so that students are able to be self-directed in building their own connections to the community.

Systems Approach – Relevance is included as an item for review and evaluation when school leaders are providing feedback on lesson plans. Relationships are included in performance reviews for school staff and for school leaders reinforcing the expect



Figure 1: The ACSA Values Framework



Figure 2: The LEIC Paradigm

How Will SIG Funds Be Used to Support the Implementation of Proven Strategies that Result in Increased Student Achievement?

To enact its theory of change, ACSA is engaging the support of The New Teacher Project (TNTP) and Ed Inquiry to address all strategic priorities and ensure attainment of projected student outcomes.

In anticipation of implementing a three-year transformation model at sister schools Fischer and McDonogh #32, ACSA's Director of Leadership Development, Chief Academic Officer, Human Capital Team, and Academic Team conducted extensive research to identify supports and interventions during the 2013-2014 school year. Intense evaluation and piloting of various programs led to the selection of TNTP and Ed Inquiry to engage in developing individualized programs to meet the specific needs of Fischer and McDonogh #32. TNTP will support our schools in four distinct ways, 1) instructional leadership support and development to build school leaders' ability to set the instructional vision and priorities for the school, 2) evaluation support to generate accurate data to drive teacher development strategy, 3)

Common core aligned direct teacher coaching, 4) supporting school leaders and coaches to develop teachers towards the shared vision of instructional excellence. Ed Inquiry, LLC, a Massachusetts-based education research firm, will use technology and data to develop and implement individualized math intervention programs to build student excitement around self-paced learning and school and community-wide cultures of academic achievement.

ACSA is committed to investing in a transformation model of school intervention that empowers and trains school leadership to be effective instructional leaders, provides teachers with the real-time coaching needed for immediate improvement, ensures academic data is strategically captured and informs instruction and teacher development and that a culture of achievement and self-directed learning is present throughout the school community.

ACSA's aspirations are grounded in the belief that when the entire school community rallies around a common academic focus, a culture of achievement will be born. To test this theory, ACSA worked with Ed Inquiry to pilot an innovative and individualized school-wide program that uses data and technology-based self-paced learning to promote cultures of achievement and build student motivation to succeed in math. Dwight D. Eisenhower Academy of Global Studies (Eisenhower) piloted the Ed Inquiry program, "The Biggest Winner Math Challenge" during the 2013-2014 school year. The Math Challenge was created after extensive data review demonstrating severe foundational skill deficits in math. The program led ACSA, Ed Inquiry, and Eisenhower to embark on a pilot program designed to create a new culture of achievement by engaging all school stakeholders around a universal goal: support and motivate students to achieve true mastery of the foundational math skills necessary for higher-level concepts no matter their present grade level or previous performance.

The Biggest Winner Math Challenge rallies the entire community (through social media and video in addition to traditional outreach) to support each child's individual journey toward mastery of sequentially presented foundational math skills. Students start where they are (and most are significantly behind grade level) and progress individually on their own path of growth, no matter the level. The program rewards students who demonstrate growth and effort – mastering concepts through independent practice and targeted interventions by instructional coaches and math specialists.

ACSA will expand the Ed Inquiry pilot to include McDonogh #32 and Fischer, schools with significant math and student motivation gaps. Finally, ACSA's ultimate goal is to prepare students for college and careers and success in life - we know today that careers of the future will require strong mathematical foundations. ACSA believes in interdisciplinary study and will focus on the universal subject of mathematics to motivate all school stakeholders to pursue academic excellence, resulting in a true culture of achievement.

GOALS

ACSA's CEO, Chief Academic Officer, and Director of Leadership Development have set the following goals to hold school leaders accountable during the SIG funding period:

1. At least 80% of students will meet or exceed established proficiency levels as measured by state summative assessments in ELA by Spring 2017.
2. At least 80% of students will meet or exceed established proficiency levels as measured by state summative assessments in math by Spring 2017.
3. Increase the ELA and math proficiency level as measured by state summative assessments in ELA and math by 10% for each grade each year of the funding period.

MONITORING

ACSA's School Support Center (SSC) provides comprehensive assistance to school leaders to ensure compliance with applicable local, state, and federal regulations. Members of the SSC team will continue to support McDonogh #32 for the duration of SIG funding. Specific monitoring will include the following:

1. ACSA's Chief Academic Officer works with school leaders to set ambitious annual goals (SLTs) for student achievement on state assessments and oversees the monitoring of progress and reporting of student academic data, advancement in coursework, and teacher evaluations.
2. ACSA's Director of Special Revenue monitors, reports, and maintains compliance for all federal funding allocations and adherence to NCLB requirements.
3. ACSA's Director of Exceptional Student Services oversees compliance and provision of services for students with special needs.
4. ACSA's Chief Operating Officer oversees the regular collection and reporting of data related to student and teacher attendance and discipline.

ACSA is investigating data management systems like Indistar to ensure comprehensive monitoring of all program elements.

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

School Name	2012-13 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
McDonogh #32 Literacy Charter School	70.9 (C)	70.9	80	90	100	29

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

School Name	2012-13 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
McDonogh #32 Literacy Charter School						
ELA	53%	70%	73%	76%	81%	28
Math	60%	70%	73%	76%	81%	21

(2) Does the LEA have the capacity to support the Priority School(s) it commits to serve?

Capacity. Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Priority School identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. If the LEA lacks the capacity to serve all of its Priority Schools,

explain why the LEA lacks the capacity and how it will be able to address the needs of the Priority Schools that the LEA commits to serve.

Resources Aligned with Interventions. Discuss how the LEA will ensure that each Priority School it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement grant and that those resources are aligned with the interventions. Where applicable, describe how the LEA will align other resources with the interventions. Consider, for example, such resources as local, State or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at each Priority School that the LEA commits to serve.

External Providers. If applicable, describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers to ensure their quality.

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

CAPACITY

ACSA has taken several steps to ensure organizational capacity to support McDonogh #32 in its transformation.

New ACSA CEO

ACSA hired a new CEO, Adrian Morgan, in August 2012. Adrian holds an MBA from the Ross School of Business at the University of Michigan and is a certified teacher who successfully served as an executive with several education organizations, including FirstLine Schools, 4th Sector Solutions, and Edison Learning. Adrian undertook the turnaround of both Fischer and McDonogh #32 as the schools faced state takeover. Under Adrian's leadership, both programs achieved tremendous gains resulting in five-year charter renewals.

New ACSA Leadership

Adrian has developed a new ACSA leadership team with the capacity to support the needs of each school.

1. ACSA's Chief Academic Officer, Dr. Wylene Sorapuru, is a transformative New Orleans teacher and administrator and former principal of Fischer. After realizing double-digit gains as the principal of Fischer in the 2012-2013 school year, Wylene was appointed CAO to continue supporting each school in its implementation of data-informed turnaround strategies to improve instructional practices and positively influence student achievement.
2. For the 2013-2014 school year, CEO Adrian Morgan appointed veteran educator, Faydra Alexander as Director of Leadership Development. Faydra has worked with Fischer's new principal, Dahme Bolden, extensively and has worked to identify the best leadership training and development for all ACSA school leaders.
3. For the 2014-2015 school year, ACSA will add Andre Duvoisin, current co-principal of McDonogh #32 to its Academic Team. Andre is a veteran teacher with strong expertise in math curriculum design and assessment.
4. ACSA's School Support Center leadership also includes Chief Operating Officer, Tess Bradford. Tess, a Louisiana native, has an MBA and previously served in senior operational leadership roles for several clusters of schools in the state.

New SIG School Personnel: Blended Learning Team

The school will hire a Blended Learning Manager (BLM) to work closely with and receive training from Ed Inquiry, using data to design, implement, and sustain a school-wide math intervention. The BLM will also collaborate with curriculum specialists and school leaders to monitor progress and develop staff

training.

The BLM will be supported by Blended Learning Interventionists (BLI) with expertise in math who will work with students during RTI and monitor open self-paced learning lab periods.

An instructional paraprofessional will work with the Blended Learning Team to support individual and small groups of students.

RESOURCES ALIGNED WITH INTERVENTIONS

ACSA recently received an unexpected influx of funding due to underestimated local tax revenues. ACSA will leverage these additional resources to invest in school transformation efforts. This unanticipated funding will be invested in much-needed technology, student supplies, and experiences, allowing ACSA to apply significant SIG resources to high-caliber external training and development.

EXTERNAL PROVIDERS

ACSA will work with TNTP and Ed Inquiry to provide significant supports to McDonogh #32 during its transformation that will result in sustained practices beyond the three-year SIG funding period. ACSA has conducted extensive research and evaluated several programs to support its efforts to develop teachers and leaders and build student motivation. Both TNTP and Ed Inquiry will develop individualized programming to meet the specific needs of each school.

The New Teacher Project

TNTP is the first teacher preparation provider in the country to recommend certification only to teachers who demonstrate their effectiveness in the classroom based on multiple measures of performance and has trained over 30,000 teachers for urban districts. In Louisiana, for five straight years, TNTP has produced some of the most effective teachers in the entire state, with graduates outperforming even experienced teachers in raising student achievement in core content areas including math, science, and English language arts.

Ed Inquiry

Ed Inquiry provided ACSA with intense data analysis that led to the creation of the pilot program "The Biggest Winner Math Challenge" at Eisenhower. The program has already demonstrated the potential to build a culture of achievement. In 2012-2013 65% of Eisenhower's 537 3rd through 8th graders scored proficient on the iLEAP/LEAP math assessment, yet baseline Math Challenge data showed only 10% were proficient on a Common Core-aligned 4th grade math assessment. The Math Challenge motivated students seeking to be recognized for mastering skills. In order to be recognized (through awards, raffles for high-tech prizes, and school-wide celebrity), students must practice (using online programs like iReady and Khan Academy and paper take-home packets) before asking to take a qualifying test to move on to the next level. By March 2014, 154 students passed qualifiers that they personally asked to take. Coincidentally, online viewership of Math Challenge videos (featuring Eisenhower students, staff and families) spiked around qualifiers and award celebrations – an indication that students are actively seeking academic challenges and sharing these successes at home with families who view the challenge videos. These findings indicate growing student motivation around learning – a critical need at both Fischer and McDonogh #32.

SUSTAINABILITY

ACSA purposefully selected interventions that build school leader and teacher leader capacity so that the schools, not consultants, are responsible for making these learned best practices the norm. After this funding period, schools will continue to invest in personnel dedicated to individualized student intervention through MFP funding.

(3) How will the Intervention Model(s) be implemented at each Priority School the LEA commits to serve?

Interventions. Describe the actions the LEA has taken, or will take, to design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model. If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- 1) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- 2) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
- 3) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

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

Timeline. Describe the timeline delineating the steps the LEA will take to implement the selected intervention in each Priority School identified in the LEA's application.

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

Stakeholders. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools. In particular, describe how the LEA plans to increase parent and community engagement in each Priority School identified in the LEA's application.

INTERVENTIONS

During the 2012-2013 school year, ACSA began implementing interventions consistent with the school turnaround and transformation models at sister schools McDonogh #32 and Fischer. These practices were continued during the 2013-2014 school year and set the foundation for transformation efforts.

Human Capital and Leadership Changes

ACSA's human capital tactics focused on leadership assessment and support, staff morale, clarification of roles and responsibilities, and targeted professional development. The first step was to empower leadership at both campuses. At McDonogh #32 this initially involved replacing the existing leader with a new principal. At Fischer this meant providing the principal with increased autonomy. Over time, the McDonogh #32 model evolved with the addition of a co-principal mid-year, thereby allowing the instructional leader to focus exclusively on instruction by shifting non-academic responsibilities over to a newly empowered administrator. At Fischer, a different set of leadership needs prompted the addition of consultant support to help the principal identify opportunities for professional growth.

At both campuses the CEO made regular school visits to boost staff morale, conduct regular walkthroughs, and had face-to-face discussions with individual staff members. There was also frequent recognition of success and small wins and investments in tangible and intangible evidence of each school's renewed commitment to excellence such as t-shirts, motivational posters, and slogans.

To support these changes, ACSA focused significant attention on clarifying roles by providing each school with a school operations manager; defining the specific support functions of assistant principals

and deans, thereby freeing up each principal to serve as instructional leader; and setting clear expectations around the percentage of time that principals spent observing classes and supporting teachers in delivering quality instruction. ACSA's SSC Academic Team provided much of the direct coaching and support.

These strategies are aligned with the Transformation model's focus on developing teacher and school leader effectiveness.

Strategic Learning Environment Investments

ACSA also invested in strategic improvements to the learning environment at each school. The organization reviewed and revamped each school's schedule to maximize the time allocated to learning and deployed deans and other culture and climate personnel to decrease unnecessary disruptions due to student behavior, thereby increasing time on task. Signage and other visible communications were used to encourage staff and students to focus on doing well in their schoolwork and the organization established and communicated clear goals for interim assessments, attendance, and other performance expectations. These investments further enhanced staff and student morale, building on the vision of each school as a creator of exceptional student outcomes.

These strategies align with the Transformation model's focus on extending learning time and creating community-oriented schools.

A New Approach to Assessments and Accountability

ACSA also introduced interim assessments at both schools to track progress of each student and each class and held regular, data-informed, professional development sessions to reinforce interventions that could be used to develop student progress and success. These quarterly assessments were used to drive the work of teachers for unit plans and were explicitly aligned to the state standards to ensure that the skills being taught would align to those measured on the state test. To support this work, staff members at all levels were provided with professional development, curriculum materials, technology resources, and other tools to allow them to operate at the levels necessary for success. Staff who did not perform despite these investments received a series of progressive supports and interventions, including coaching, mentoring, and monitoring as well as verbal reprimands, write-ups, and other consequences, up to and including termination.

These strategies align with the Transformation model's focus on comprehensive instructional reform strategies and identifying and rewarding school leaders, teachers, and other staff who improve student achievement of outcomes and identify and remove those who do not.

Sustained Support and Operating Flexibility

ACSA's leadership provides continued support, training, and development for school leaders. In preparation for a full school transformation, school leaders had (and in most cases will continue to have) the following experiences during the 2013-2014 school year:

- School leadership teams took two national school visits to learn from others already implementing blended learning models.
- Schools receive ongoing observations, coaching, and professional learning from ACSA's Academic Team to support data-driven instruction and assessment.
- ACSA's Chief Operating Officer works closely with the School Operations Manager to facilitate all non-academic school functions so that school leaders are able to focus on instructional quality.
- ACSA leadership consults with school leaders to develop staffing plans, calendars, budgets, etc.
- ACSA's human capital team regularly consults with school leaders around staffing need, identification, recruitment, and hiring of teachers and other staff. This includes the spearheading of a city-wide collaborative approach to attracting high-quality candidates from around the country to serve in New Orleans' high-need charter schools.

These strategies align with the Transformation model's focus on providing operating flexibility and sustained support.

SERVICES

The table below provides a high-level overview of the services provided and activities to be undertaken in alignment with the required Transformation model strategies.

Transformation Model	Strategy	Action Plan Aligned with Strategy/Intervention
Developing teacher and school leader effectiveness	Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance	<ul style="list-style-type: none"> Set SLTs and use Compass reporting Use of TAP instructional rubric Develop enhanced observation rubrics with TNTP consultants
	Identify and reward school leaders, teachers, and staff who improve student achievement outcomes and identify and remove those who do not	<ul style="list-style-type: none"> Provide leadership development opportunities to staff who improve student achievement Use continuous evaluations to inform staffing plans
	Replace the principal (within past two years)	<ul style="list-style-type: none"> 2013-2014 reinstatement of Dahme Bolden at Fischer 2012 reinstatement of Lee Green as co-principal of McDonogh #32 and 2014-2015 full principal ship of McDonogh #32
	Provide staff ongoing high quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<ul style="list-style-type: none"> Provide weekly Wednesday early dismissal to allow for whole-staff professional learning Provide TNTP leader and teacher development Provide ongoing ACSA Academic Team PD
	Implement strategies designed to recruit, place, and retain effective staff	<ul style="list-style-type: none"> Engage ACSA human capital team school support Engage TNTP school leader development training
Comprehensive instructional reform strategies	Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards	<ul style="list-style-type: none"> Use comprehensive needs assessments to measure progress towards goals Use Common Core-aligned interim assessments Use data-informed horizontal and vertical planning through professional learning communities
	Promote the continuous use of individualized student data to inform and differentiate instruction to meet the needs of individual students	<ul style="list-style-type: none"> Use data to develop individualized school-wide math intervention program (supported by Ed Inquiry) Scale blended learning pilot (supported by Ed Inquiry)
Extending learning time and creating community-oriented schools	Provide more time for students to learn core academic context by expanding the school day the school week, or the school year, or increasing instructional time for core academic subjects during the school day	<ul style="list-style-type: none"> Use a 90 minute block schedule to increase content area learning time Add open technology lab time before, during, and after school for student self-learning
	Provide more time for teachers to collaborate, including time for horizontal and vertical planning to	<ul style="list-style-type: none"> Provide data-informed horizontal and vertical planning through professional learning communities

	<p>improve instruction</p> <p>Provide more time or opportunities for enrichment activities for students by partnering, as appropriate, with other organizations such as universities, businesses, and museums</p>	<ul style="list-style-type: none"> Continue to engage community professionals as mentors Provide field trip experiences to enhance learning and provide exposure to unknown careers Utilize STEM education partnership with SPAWAR Participate in school and ACSA-supported athletics
	<p>Provide ongoing mechanisms for family and community engagement</p>	<ul style="list-style-type: none"> Embrace Ed Inquiry-supported design and implementation of school-wide technology-based math intervention program to build excitement around learning and achievement Provide monthly parent and community events facilitated by the Parent/Community Liaison (school and community based) Provide leader and teacher coaching and development to address family and community engagement Use of character education programming to build positive relationships between all members of the school community
Providing operating flexibility and sustained support	<p>Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes</p>	<ul style="list-style-type: none"> Continue to use model of school leader autonomy with ongoing operational, academic, financial, and development support
	<p>Ensure that the school receives ongoing, intensive technical assistance and related support from ACSA</p>	<ul style="list-style-type: none"> Continue to use model of school leader autonomy with ongoing operational, academic, financial, and development support

Major Program Supporters Aligned with Needs

TNTP: Addressing the Need for Developing Teacher and Leader Effectiveness

Over the three-year SIG funding period, TNTP will systematically improve classroom teaching in each school by fostering a shared vision for excellent, Common Core-aligned instruction and by developing both principal and teacher capacity to achieve it. TNTP will directly support school leaders in developing strong, common-core aligned vision; implementing a quality evaluation tool; and using data from evaluations to develop a strategic approach to teacher development that is aligned to the vision of instructional excellence.

ACSA selected TNTP due to their extensive experience supporting both new and veteran teachers across the country who have already begun adopting Common Core State Standards and their approach and central belief that effective development focuses on identifying teachers' highest leverage growth areas, exposing them to models of excellence, providing multiple changes to try new instructional strategies, and holding them accountable for changing their practice. TNTP has developed a plan for McDonogh #32 that includes the following elements:

1. Instructional Leadership Support and Development
 - a. Instructional Leadership and Management
 - i. TNTP will prepare school leaders to deeply involve themselves in the content and delivery of instruction. This will include support in translating knowledge of excellent instruction into actionable feedback and support for teachers through observations and the evaluation process, instructional planning, and professional development including teacher coaching.
 - b. Staffing

- i. TNTP will support leaders to create a human capital strategy in which, using the best available talent, they hire early in the year when the applicant pool is strongest.
2. Evaluation Support
 - a. Evaluation Implementation
 - i. TNTP will build capacity for effective evaluation and support school leaders by assisting in the development of norming processes that ensure inter-rater reliability as well as accuracy structures and procedures for norming teacher evaluators; conducting co-observations with principals and observers to ensure accuracy of ratings; and providing training to build principal's skills at observation, feedback and facilitating differentiated professional development driven by evaluation data.
 - b. Data Driven Leadership
 - i. TNTP will coach principals on how to assess trends and set priorities so that they are on a trajectory to meet their ambitious year end goals.
3. Capacity Building and Talent Management
 - a. Strategic Teacher Development
 - i. TNTP will support instructional leaders to establish teacher development systems that maximize available resources, provide differentiated supports and help teachers improve their practice.
 - b. Capacity Building of Instructional Leaders as Coaches
 - i. TNTP will explicitly model coaching techniques for school leaders, providing direct support to teachers at the same time. Gradually, TNTP will shift to shadowing principals as they coach their own team members, providing feedback on their technique. Ultimately, principals will demonstrate their ability to coach as well as to develop others' ability to coach teachers, building a culture of feedback in the school that drives continuous improvement.
4. Common Core Aligned Direct Teacher Coaching
 - a. Observations
 - i. TNTP-trained coaches will directly coach a caseload of teachers at multiple skill levels and will focus on strategies shown to improve instruction and increase rigor in teacher's classrooms. In-classroom coaching strategies include cue-card coaching, elbow coaching, and modeling to provide feedback during observations so teachers can immediately improve their practice and recognize missed opportunities for effective classroom management in "game-time" situations. Coaches will also work with teachers, both individually and in small groups, to model and practice instructional strategies that push students to higher levels of critical thinking and ensure that students are doing the thinking in the classroom. TNTP will begin with the least invasive approach, and then increase intensity if the teacher needs additional support.
 - b. Differentiated Support Based on Ratings
 - i. Coaches input observation ratings into TNTP's proprietary data-tracking tool, that allows ACSA and school leaders to monitor progress, and allows coaches to differentiate among their group of teachers so they know which teachers are excelling (and therefore should be praised and encouraged) and which teachers need to develop at a faster rate (and therefore should be given targeted support). Coaches will provide intensive multiple week coaching cycles for teachers that involve ample modeling, one-on-one in-lesson coaching and accountability for changing professional practice. They will utilize out of classroom coaching sessions to support teachers in more rigorous instructional planning, aligned to Common Core that will lead to increased student outcomes.
 - c. Coaching Debriefs
 - i. TNTP's in-classroom coaching will be reinforced with one-on-one coaching debriefs. The frequency of these will vary according to the differentiated need of

participants—they become more frequent for struggling teachers, and less frequent for teachers who are excelling. Coaches use the debrief to discuss how the teachers were rated, what techniques were done well, and what needs work. These sessions are often powerfully supported by use of video so the teacher can see his or her performance. When discussing what needs work, coaches typically initiate a rapid cycle of modeling, practice, feedback, and more practice and feedback.

Ed Inquiry: Addressing the Need for Student Motivation and Building Cultures of Achievement

In the Spring of 2013, ACSA engaged Ed Inquiry to conduct comprehensive school need assessments to identify key areas of opportunity to significantly impact student achievement. Ed Inquiry used this analysis to design and pilot a program at Dwight D. Eisenhower Academy of Global Studies called “The Biggest Winner Math Challenge.” The overwhelmingly positive results of the pilot thus far have led ACSA to adopt a methodology where data and analysis are the basis for program design and strategic allocation of resources to bring about rapid and lasting change in school culture, peer relationships, parental involvement, and ultimately long-term student motivation and achievement through the promotion and celebration of mastery for all students.

The program rewards students who demonstrate growth and effort – mastering concepts through independent practice and targeted interventions by instructional coaches and math specialists. Concepts build (for example, students must master multiplication and division before calculating percentages) and are grouped in relevant career-related clusters, identified as professional outcomes (Banker, Builder, Analyst, etc.), connecting acquired skills to real-world jobs and careers. Students must ask to qualify for successively rigorous challenges in order to earn badges (the ultimate demonstration of mastery) before moving to the next group of concepts. A career-related character personifies each group of concepts. Challenge videos available online (featuring the school community), participating student names are displayed throughout the school, award ceremonies, and participant raffles offering attractive prizes keep all stakeholders engaged in the achievement campaign. Teachers and parents actively participate in the program, supporting the infectious motivation of students seeking to have their personal progress celebrated. The entire school culture of Eisenhower is becoming one of academic achievement – for example, now parents are starting to request help and access to technology programs to improve their own math skills so they can practice with their children at home.

The pilot's combination of technology used for stakeholder communication and well-defined rich data collection with motivation and feedback provides learning experiences that are student centric, individualized, personalized, adaptive, engaging and most definitely self-improving. This confluence of factors optimizes the delivery of instruction in classrooms and throughout the school, serving students with a variety of learning needs and motivating each child to seek academic challenges in order to experience personal achievement.

With math as the universal focus, Ed Inquiry will work with McDonogh #32 during this three-year SIG funding period to effectively:

1. Define a new rigor and culture of achievement in math.
 - a. Focus on true mastery of foundational skills necessary for higher level concepts.
2. Identify student, teacher, and parental attitudes towards math and math instruction.
 - a. Development and use of perceptual surveys, interviews, analysis of social media interactions, and more.
3. Ascertain individual student competencies by discrete skills and tasks and identify specific foundational gaps that prevent understanding of later concepts.
4. Provide individualized learning plans and targeted technology options for online instruction specific to skills gaps and learning styles of each child and that complement classroom and small group instruction using a variety of data specific to each student, classroom, and teacher.
 - a. Work closely with Blended Learning Manager to build capacity of staff to analyze and use student data in more effective ways.

5. Provide motivational videos through social media involving students and teachers to stimulate student engagement and community celebration of academic achievement and rigorous challenges.
 - a. Creation of regular communication plan between school and community to report progress and engage stakeholders in learning.
6. Determine the overall impact of the project in terms of student achievement and motivation, teacher effectiveness, and parent involvement.
 - a. Constant assessment and review to adjust program elements to engage students and families around learning.

Ed Inquiry will also provide school staff training in the following areas to ensure sustainability of the program beyond the SIG turnaround funding period:

1. Data analysis to assess program impact, plan new strategies and create individualized plans for each student and teacher
2. Math intervention that utilizes a multitude of intervention strategies from tutoring to self-paced learning to guide and monitor students as they close skills gaps
3. Cultural communications to use new rich media to deliver messages to engage students, parents, and teachers unifying them in a vision of academic achievement and advancement.

TIMELINE

See Section E. of this Narrative for additional program timeline.

The intervention strategies will continue on an annual calendar cycle in Years 1 and 2. During Year 3, the supports provided by TNTP and Ed Inquiry will be gradually reduced as schools internalize learned strategies.

Transformation Model	Strategy	Action Plan Aligned with Strategy/Intervention	Date/Frequency
Developing teacher and school leader effectiveness	Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance	<ul style="list-style-type: none"> • Set SLTs and use Compass reporting • Use of TAP instructional rubric • Develop of enhanced observation rubrics with TNTP consultants 	<ul style="list-style-type: none"> • Annual SLTs and Compass reporting • Twice yearly use of TAP instructional rubric • Daily use of enhanced observation rubrics with TNTP consultants
	Identify and reward school leaders, teachers, and staff who improve student achievement outcomes and identify and remove those who do not	<ul style="list-style-type: none"> • Provide leadership development opportunities to staff who improve student achievement • Use continuous evaluations to inform staffing plans 	<ul style="list-style-type: none"> • Twice yearly paid leadership development opportunities for high-performers (conferences, off-site PD, online learning) • Identify staffing needs beginning of second semester
	Replace the principal (within past two years)	<ul style="list-style-type: none"> • 2013-2014 reinstatement of Dahme Bolden at Fischer • 2012 reinstatement of Lee Green as co-principal of McDonogh #32 and 2014-2015 full principal ship of McDonogh #32 	<ul style="list-style-type: none"> • 2013-2014 reinstatement of Dahme Bolden at Fischer • 2012 reinstatement of Lee Green as co-principal of McDonogh #32 and 2014-2015 full principal ship of McDonogh #32

	<p>Provide staff ongoing high quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<ul style="list-style-type: none"> • Provide weekly Wednesday early dismissal to allow for whole-staff professional learning • Provide TNTP leader and teacher development • Provide ongoing ACSA Academic Team PD • 	<ul style="list-style-type: none"> • Weekly Wednesday association-wide early dismissal for PD • Daily in Y1, Coaching cycle as determined by teacher Tiered needs • Quarterly Association-wide PD • Monthly content-specific PD
	<p>Implement strategies designed to recruit, place, and retain effective staff</p>	<ul style="list-style-type: none"> • Engage ACSA human capital team school support • Engage TNTP school leader development training 	<ul style="list-style-type: none"> • Ongoing screening of candidates • Weekly check-in with school leaders around staffing needs
<p>Comprehensive instructional reform strategies</p>	<p>Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<ul style="list-style-type: none"> • Use comprehensive needs assessments to measure progress towards goals • Use Common Core-aligned interim assessments • Use data-informed horizontal and vertical planning through professional learning communities 	<ul style="list-style-type: none"> • Annual comprehensive needs assessments to measure progress towards goals • Quarterly Common Core-aligned interim assessments • Weekly school-based horizontal and vertical planning through professional learning communities • Daily horizontal planning opportunities
	<p>Promote the continuous use of individualized student data to inform and differentiate instruction to meet the needs of individual students</p>	<ul style="list-style-type: none"> • Use data to develop individualized school-wide math intervention program (supported by Ed Inquiry) • Scale blended learning pilot (supported by Ed Inquiry) 	<ul style="list-style-type: none"> • July/August 2014 development of school-wide math intervention program (supported by Ed Inquiry) • 2014-2015 scaling blended learning pilot
<p>Extending learning time and creating community-oriented schools</p>	<p>Provide more time for students to learn core academic context by expanding the school day the school week, or the school year, or increasing instructional time for core academic subjects during the school day</p>	<ul style="list-style-type: none"> • Use a 90 minute block schedule to increase content area learning time • Add open technology lab time before, during, and after school for student self-learning 	<ul style="list-style-type: none"> • Daily 90 minute block schedule to increase content area learning time • Daily technology lab time before, during, and after school for student self-learning
	<p>Provide more time for teachers to collaborate, including time for horizontal and vertical planning to improve instruction</p>	<ul style="list-style-type: none"> • Provide data-informed horizontal and vertical planning through professional learning communities 	<ul style="list-style-type: none"> • Weekly vertical planning through professional learning communities • Daily horizontal planning
	<p>Provide more time or opportunities for enrichment</p>	<ul style="list-style-type: none"> • Continue to engage community 	<p>Ongoing</p> <ul style="list-style-type: none"> • Continue to engage

	<p>activities for students by partnering, as appropriate, with other organizations such as universities, businesses, and museums</p>	<p>professionals as mentors</p> <ul style="list-style-type: none"> • Provide field trip experiences to enhance learning and provide exposure to unknown careers • Utilize STEM education partnership with SPAWAR • Participate in school and ACSA-supported athletics 	<p>community professionals as mentors</p> <ul style="list-style-type: none"> • Provide field trip experiences to enhance learning and provide exposure to unknown careers • Utilize STEM education partnership with SPAWAR • Participate in school and ACSA-supported athletics
	<p>Provide ongoing mechanisms for family and community engagement</p>	<ul style="list-style-type: none"> • Embrace Ed Inquiry-supported design and implementation of school-wide technology-based math intervention program to build excitement around learning and achievement • Provide monthly parent and community events facilitated by the Parent/Community Liaison (school and community based) • Provide leader and teacher coaching and development to address family and community engagement • Use of character education programming to build positive relationships between all members of the school community 	<ul style="list-style-type: none"> • Ongoing design and implementation of school-wide technology-based math intervention program to build excitement around learning and achievement • Monthly parent and community events facilitated by the Parent/Community Liaison (school and community based) • Ongoing leader and teacher coaching and development to address family and community engagement • Ongoing use of character education programming to build positive relationships between all members of the school community
<p>Providing operating flexibility and sustained support</p>	<p>Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes</p>	<ul style="list-style-type: none"> • Continue to use model of school leader autonomy with ongoing operational, academic, financial, and development support 	<p>Ongoing</p> <ul style="list-style-type: none"> • Continue to use model of school leader autonomy with ongoing operational, academic, financial, and development support
	<p>Ensure that the school receives ongoing, intensive technical assistance and related support from ACSA</p>	<ul style="list-style-type: none"> • Continue to use model of school leader autonomy with ongoing operational, 	<p>Ongoing</p> <ul style="list-style-type: none"> • Continue to use model of school leader autonomy with ongoing operational, academic, financial, and

		academic, financial, and development support	development support
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PRACTICES AND POLICIES

ACSA has implemented three significant practices to support intervention efforts:

1. ACSA has implemented a centralized Human Capital office to screen candidates before recommending to schools. This increases the quality of applicants school leaders consider and reduces school leader time spent on this task.
2. ACSA's School Support Center (SSC) develops interim benchmark assessments and provides data analysis and support for school leaders. As this funding opportunities progresses and school-based teams build internal capacity to conduct more rigorous data analysis, the SSC will gradually release control to the school-level data teams.
3. ACSA is requiring all schools to schedule early dismissal staff professional learning days on Wednesdays. In previous years, schools opted to choose their own schedules. A uniform PD schedule will allow for more inter-school collaboration on a regular basis.

STAKEHOLDERS

The school conducted staff, student, and parent/community needs assessments to inform the program design. The two major programmatic elements (leader and teacher development and building student motivation to learn) were selected with the goal of building cultures of achievement. This vision includes engagement of families and the entire school community around learning and rigorous academic challenges. Program partner, Ed Inquiry, will be instrumental in helping to design an individualized school-wide program that will rally the entire community around a common focus.

Ed Inquiry's approach goes beyond traditional parent meetings and information sessions. The model already underway at ACSA's Eisenhower campus motivates students to engage their parents around learning. Eisenhower is using online videos¹ featuring students, staff, and families from the school community to communicate with families and draw them into the school building. These tactics are already working: parents are supporting their students to accomplish challenging academic goals and seeking assistance from the school to build their own skills so that they may better help their children at home.

ACSA is excited to partner with Ed Inquiry to develop such new and innovative approaches to engaging community stakeholders in the education of all students and will continue to use new rich media to reach all families.

¹ The Biggest Winner Math Challenge YouTube channel
<http://www.youtube.com/playlist?list=PLmeSJkktTyOUpJRvZcE4StZ2uLFQDZgtR>

C. BUDGET: Include the FY13 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in each Priority School it commits to serve.

In the FY13 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

- Implement the selected model in each Priority School it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority Schools; and
- Support school improvement activities, at the school or LEA level, for each school identified in the LEA's application.

LEA Application Budget Form included with this application:

Yes **No**

Budget Summary

School Name		Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
		Pre-Implementation	Year 1			
1	McDonogh #32		\$390,054	\$370,054	\$370,054	\$1,130,162
2						
3						
4						
5						
6						
7						
8						
9						
10						
	LEA Activities	See SIG Budget Narrative below				
	TOTAL BUDGET		\$1,130,162			

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

SIG BUDGET NARRATIVE

100 Salaries

The school will invest \$132,000 each year of the grant to cover the following:

- 40 hours of summer training and program development for 5 FTE school administrators (\$35/hour for a total of \$7,000 annually)
- 40 hours of summer training and program development for 5 FTE teachers (\$25/hour for a total of \$5,000 annually)
- 1 FTE Blended Learning Manager salary (\$50,000 annually)
- 2 FTE Blended Learning Interventionists (\$45,000 annually)
- 1 FTE Blended Learning Paraprofessional (\$25,000 annually)

3-Year Salary Request: \$396,000**200 Employee Benefits**

The school will invest \$54,054 annually towards SIG employee benefits

3-Year Employee Benefits Request: \$162,162**300 Purchased Professional and Technical Services**

The school will invest \$204,000 of SIG funding in Year 1 and \$184,000 in both Years 2 and 3 for technical training and program development as follows:

- TNTP Teacher and Leader Development (\$134,000 annually)
- Ed Inquiry research, development, training, and implementation of individualized school-wide math intervention (\$70,000 in Year 1 and \$50,000 in Years 2 and 3)

3-Year Purchased Professional and Technical Services Request: \$572,000**3-YEAR TOTAL SIG FUNDING REQUEST: \$1,130,162**

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

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

The LEA must assure that it will:

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

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

E. **TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model(s) at the school(s) the LEA commits to serve. Include significant grant activities, budget items, deliverables, etc. Where applicable, specify any SIG-funded activities to be provided by the LEA.

Pre-Implementation Activities (Optional)

Intervention Activities

*Highlighted items will be supported by SIG funding

Sept. 2013 - April 2014	May 2014 - August 2014 (Pre-Implementation Period)			
	Date	Activity	Responsible Party	Deliverables
	May 2014	Finalize staffing plan and tier teachers for support based on teacher evaluations and school needs	School leader, human capital team	2014-2015 school staffing plan
	July 2014	Summer training and program development	Ed Inquiry, TNTP, ACSA Academic Team, 5 school administrators and 5 teachers	Comprehensive individual student academic and behavioral profiles; Needs assessment for individualized teacher coaching needs
	July 2014	School-wide summer training	ACSA Academic Team, TNTP, Ed Inquiry	First semester unit plans aligned to CCSS and incoming student data

Year 1: 2014 - 2015 School Year

Intervention Activities

First Semester				Second Semester				Summer			
Date	Activity	Responsible Party	Deliverables	Date	Activity	Responsible Party	Deliverables	Date	Activity	Responsible Party	Deliverables
8/14	First interim assessment	ACSA Academic Team	Student baseline data	2/14	Third interim assessment	ACSA Academic Team	Student baseline data	7/15	Summer training and program development	Ed Inquiry, TNTP, ACSA Academic Team, 5 school administrators and 5 teachers	Comprehensive individual student academic and behavioral profiles; Needs assessment for individualized teacher coaching needs
Weekly	Whole-school PD w/TNTP	TNTP, ACSA Dir. Of Leadership Development	Data-driven lesson and unit plans; Tiered teacher intervention schedules	Weekly	Whole-school PD w/TNTP	TNTP, ACSA Dir. Of Leadership Development	Data-driven lesson and unit plans; Tiered teacher intervention schedules				
Daily	TNTP Coaching and classroom observations	TNTP coaches	Observation tool data	Daily	TNTP Coaching and classroom observations	TNTP coaches	Observation tool data	7/15	School-wide summer training	ACSA Academic Team, TNTP, Ed Inquiry	First semester unit plans aligned to CCSS and incoming student data
Daily through 8/14	Ed Inquiry math intervention development	Ed Inquiry, Blended Learning Manager, School leader	Developed school-specific program	Daily	Ed Inquiry math intervention implementation	Ed Inquiry, Blended Learning Manager, School leader	Developed school-specific program				
9/14	Ed Inquiry program launch	Ed Inquiry, BLM, BLI, School Leader	Program intro video; data-informed individualized intervention plans for students	1/15	ACSA PD Day	ACSA Academic Team	Exit surveys				
10/14	ACSA PD Day	ACSA Academic Team	Exit surveys	3-4/15	LEAP/iLEAP	School Leader, ACSA Academic Team	Test scores				
11/14	Second interim assessment	ACSA Academic Team	Student data	Monthly	Parent/Community event: Academic achievement celebration	School Parent/Community Liaison, School Leader, Ed Inquiry	Sign in attendance, exit surveys				
Monthly	Parent/Community event: Academic achievement celebration	School Parent/Community Liaison, School Leader, Ed Inquiry	Sign in attendance, exit surveys	5/15	Finalize staffing plan and tier teachers for support based on teacher evaluations and school needs	School leader, human capital team	2014-2015 school staffing plan				
12/14	End of Semester Academic Celebration	BLM, Ed Inquiry, School Leader, Parent/Community Liaison	Sign in attendance, video, student surveys	5/15	End of Year Academic Celebration	BLM, Ed Inquiry, School Leader, Parent/Community Liaison	Sign in attendance, video, student surveys				

Year 2: 2015 - 2016 School Year

Intervention Activities

First Semester				Second Semester				Summer			
Date	Activity	Responsible Party	Deliverables	Date	Activity	Responsible Party	Deliverables	Date	Activity	Responsible Party	Deliverables
8/15	First interim assessment	ACSA Academic Team	Student baseline data	2/16	Third interim assessment	ACSA Academic Team	Student baseline data	7/16	Summer training and program development	Ed Inquiry, TNTP, ACSA Academic Team, 5 school administrators and 5 teachers	Comprehensive individual student academic and behavioral profiles; Needs assessment for individualized teacher coaching needs
Weekly	Whole-school PD w/TNTP	TNTP, ACSA Dir. Of Leadership Development	Data-driven lesson and unit plans; Tiered teacher intervention schedules	Weekly	Whole-school PD w/TNTP	TNTP, ACSA Dir. Of Leadership Development	Data-driven lesson and unit plans; Tiered teacher intervention schedules				
Daily	TNTP Coaching and classroom observations	TNTP coaches	Observation tool data	Daily	TNTP Coaching and classroom observations	TNTP coaches	Observation tool data				
Daily through 8/15	Ed Inquiry math intervention development	Ed Inquiry, Blended Learning Manager, School leader	Developed school-specific program	Daily	Ed Inquiry math intervention implementation	Ed Inquiry, Blended Learning Manager, School leader	Developed school-specific program	7/16	School-wide summer training	ACSA Academic Team, TNTP, Ed Inquiry	First semester unit plans aligned to CCSS and incoming student data
9/15	Ed Inquiry program launch	Ed Inquiry, BLM, BLI, School Leader	Program intro video; data-informed individualized intervention plans for students	1/16	ACSA PD Day	ACSA Academic Team	Exit surveys				
10/15	ACSA PD Day	ACSA Academic Team	Exit surveys	3-4/16	LEAP/iLEAP	School Leader, ACSA Academic Team	Test scores				
11/15	Second interim assessment	ACSA Academic Team	Student data	Monthly	Parent/Community event: Academic achievement celebration	School Parent/Community Liaison, School Leader, Ed Inquiry	Sign in attendance, exit surveys				
Monthly	Parent/Community event: Academic achievement celebration	School Parent/Community Liaison, School Leader, Ed Inquiry	Sign in attendance, exit surveys	5/16	Finalize staffing plan and tier teachers for support based on teacher evaluations and school needs	School leader, human capital team	2014-2015 school staffing plan				
12/15	End of Semester Academic Celebration	BLM, Ed Inquiry, School Leader, Parent/Community Liaison	Sign in attendance, video, student surveys	5/16	End of Year Academic Celebration	BLM, Ed Inquiry, School Leader, Parent/Community Liaison	Sign in attendance, video, student surveys				

Year 3: 2016 - 2017 School Year

Intervention Activities

First Semester				Second Semester				Summer			
Date	Activity	Responsible Party	Deliverables	Date	Activity	Responsible Party	Deliverables	Date	Activity	Responsible Party	Deliverables
8/16	First interim assessment	ACSA Academic Team	Student baseline data	2/17	Third interim assessment	ACSA Academic Team	Student baseline data	7/17	Summer training and program development	ACSA Academic Team, 5 school administrators and 5 teachers	Comprehensive individual student academic and behavioral profiles; Needs assessment for individualized teacher coaching needs
Weekly	Whole-school PD w/TNTP	TNTP, ACSA Dir. Of Leadership Development	Data-driven lesson and unit plans; Tiered teacher intervention schedules	Weekly	Whole-school PD w/TNTP	TNTP, ACSA Dir. Of Leadership Development	Data-driven lesson and unit plans; Tiered teacher intervention schedules				
Daily	TNTP Coaching and classroom observations	TNTP coaches	Observation tool data	Weekly	TNTP Coaching and classroom observations	TNTP coaches	Observation tool data				
Daily through 8/16	Ed Inquiry math intervention development	Ed Inquiry, Blended Learning Manager, School leader	Developed school-specific program	Daily	Ed Inquiry math intervention implementation	Ed Inquiry, Blended Learning Manager, School leader	Developed school-specific program	7/17	School-wide summer training	ACSA Academic Team	First semester unit plans aligned to CCSS and incoming student data
9/16	Ed Inquiry program launch	Ed Inquiry, BLM, BLI, School Leader	Program intro video; data-informed individualized intervention plans for students	1/17	ACSA PD Day	ACSA Academic Team	Exit surveys				
10/16	ACSA PD Day	ACSA Academic Team	Exit surveys	3-4/17	LEAP/ILEAP	School Leader, ACSA Academic Team	Test scores				
11/16	Second interim assessment	ACSA Academic Team	Student data	Monthly	Parent/Community event: Academic achievement celebration	School Parent/Community Liaison, School Leader, Ed Inquiry	Sign in attendance, exit surveys				
Monthly	Parent/Community event: Academic achievement celebration	School Parent/Community Liaison, School Leader, Ed Inquiry	Sign in attendance, exit surveys	5/17	Finalize staffing plan and tier teachers for support based on teacher evaluations and school needs	School leader, human capital team	2014-2015 school staffing plan				
12/16	End of Semester Academic Celebration	BLM, Ed Inquiry, School Leader, Parent/Community Liaison	Sign in attendance, video, student surveys	5/17	End of Year Academic Celebration	BLM, Ed Inquiry, School Leader, Parent/Community Liaison	Sign in attendance, video, student surveys				