

**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	Capitol High School	396202	220005 402318	X				\$1,500,000
2								\$
3								\$
4								\$
5								\$
6								\$
7								\$
8								\$
9								\$
10								\$
<b>TOTAL</b>								<b>\$1,500,000</b>

\* An LEA that has nine or more Priority Schools may not implement the transformation model in more than 50 percent of those schools.

**School Profiles**

	SCHOOL NAME	Rurality (Rural, Suburban, Urban)	% Free/ Reduced Lunch	SY13-14 Enrollment	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 Enrollment
1	Capitol High School	Urban	90	250	400	510	540
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

During SY13-14, the Recovery School District announced that it was closing Istrouma High School (enrollment 250 students), and that all Istrouma students in grades 9-11 would be guaranteed a seat at Capitol High School.

Has the LEA been awarded a SIG grant prior to SY13-14?	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

NA

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

Introduction:

Donald L. Hense, Founder and Chairman of Friendship PCS and 2011 inductee into the National Charter Schools Hall of Fame, delivered the keynote speech at the 2010 Louisiana Association of Public Charter Schools conference. His message focused on the power of charter schools to change the lives of students for the better, create vibrant professional opportunities for talented teachers, and uplift the communities in which those students and teachers live. That evening he met with over twenty African-American charter school and community leaders and challenged them to rise to meet to the need for African-American leadership in creating and operating high-performing charter schools. Four years later, Friendship itself is taking on that challenge in Baton Rouge, LA.

**(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?**

Friendship Louisiana seeks SIG Funds for one priority school: Capitol High School. Capitol High School is a persistently failing school, but one with a high profile in the city and a long and illustrious history of prominence. Friendship Louisiana – a Louisiana non-profit corporation – is partnering with Friendship Public Charter School to implement its proven charter school and turnaround model to bring about dramatically improved outcomes for Capitol High School students. Friendship is targeting Capitol because it has been persistently failing, yet its student population is similar to the student population Friendship has served well in Washington, DC. In addition, the autonomy and flexibility afforded by Louisiana’s charter school law will allow Friendship the control it needs to implement its turnaround model effectively.

Friendship Louisiana plans to use the SIG funds to make significant and sustained improvement in student achievement results – on state assessments as well as in graduation and college attendance rates. The funds will be used over three years to fund (i) key leadership support and teacher coaching positions at the school, (ii) turnaround management and professional development support from Friendship’s CMO to ensure the implementation of the proven Friendship School Design at Capitol High School, and (iii) supplies including curriculum materials, assessment software, and materials for student and staff recruiting to support the new instructional program and use student data effectively. A budget narrative is included in Section C below, and the related activities are specified in Section E below.

### **Basis for Selecting the Turnaround Intervention Model and Expected Outcomes**

Friendship has a history of working with low and moderate income families and under-served groups. In Washington, DC, for example, 70% of Friendship students are low-income, 8% are special education, and 99% are minority. Through differentiated instruction and the creation of individual learning plans, each student has a defined program of scholarship that allows him or her to excel. Friendship addresses student challenges through a rigorous college prep academic program enhanced by extensive supplemental opportunities that engage students by addressing their unique interests and needs. The Friendship educational mission and dedication to high levels of student performance are demonstrated through success at the high school level. For example:

- The focus on Advanced Placement courses in high school results in more than one third of students taking AP courses and every year doubling the number of passing scores on AP exams.
- High school re-enrollment is at 87 percent.
- A school culture of high academic aspirations and college preparation leads to 91% graduation and 100% of graduates being accepted into college.

Friendship seeks support for students who will benefit from Friendship's acclaimed turnaround approach that will ensure they are literate and numerate with respect to the Common Core standards. Students attending Friendship schools will be motivated to show up for school, perform in school, graduate from high school, and succeed in college.

### **Needs Assessment with Intervention**

Friendship's decision to expand into Louisiana was not made lightly. Because of its 15 year track record of success operating charter schools in DC, its recent 15 year charter renewal there by the DC Public Charter School Board (considered a gold standard for authorizer quality), and its success operating turnaround schools in Baltimore, Friendship is seeking to apply its successful model to one additional state and only where the conditions support the operator freedoms needed to succeed.

The multi-campus Friendship Public Charter School received its authorization from the Public Charter School Board (PCSB) in 1997. Since the execution of its fifteen-year charter on September 4, 1998, Friendship has grown from its first two campuses with 1,200 students to six campuses serving 4,000 students from pre-school (three years old) through 12<sup>th</sup> grade. Today, Friendship is the chosen school home for more than 5% of DC's public school students, 13% of DC's public charter school students and 14% of DC's public charter school students with special needs. Friendship students are 99.7% African American, 75% low-income, 13% SPED, 3% homeless and 14% overage. Nearly all, 96% reside in the most under-served ward of Washington, DC.

Just as the number of students served by Friendship -- especially high needs students -- has grown, student outcomes have grown as well. Friendship has increased proficiency rates in tested grades at each campus opened, met 90% of early childhood targets and attained a 91% cohort graduation rate. 100% of graduates are accepted to college and 81% enroll in college on time. All Friendship campuses are deemed Tier 2 under the PCSB Performance Management Framework and designated as "rising," the second highest classification under the Office of the State Superintendent of Education (OSSE) accountability system.

Friendship operates around a simple principle: all students must be prepared for higher education and the careers of their choice by ensuring mastery of the skills, knowledge and tools needed to succeed in the 21st century global economy.

Friendship has a strong track record of improving student achievement for student populations similar to those in Baton Rouge. Baton Rouge community members and organizations have been frustrated by prior attempts to improve their failing schools. The Type 5 schools operated by Advance Baton Rouge were returned to the Recover School District after failing to make significant gains. Friendship is committed to being successful in Louisiana and believes the conditions for reform in Baton Rouge make it conducive to turnaround success. Undaunted by persistently failing schools in Baton Rouge, which are

among the most challenging, Friendship believe it can give students at Capitol High School the best chance of success in life.

### **Analysis of Capitol High School**

How FPCS analyzed the needs of Capitol High School (such as instructional programs, school leadership and school infrastructure) and selected interventions for each school aligned to the needs each school has identified.

Capitol High School in Baton Rouge is one of the highest profile schools in the city. It has a large alumni network, and many of the city's leaders graduated from the school in the 1950s, 1960s, and 1970s. But the school then entered a long period of decline, and it has been persistently failing for the last decade. In 2008 it was chartered to a local non-profit organization that hired a national management company, but the effort was not successful and the school was returned to the Recovery School District. Friendship believes it will successfully turnaround Capitol High School by implementing its proven school design, providing strong local leadership combined with support from Washington DC, and engaging the community in the turnaround process.

At Capitol, Friendship's mission will be the same as it is in Washington, DC: to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contributed actively to their communities. Friendship instills an appreciation for education, high aspirations and personal standards that prepares students to become responsible contributors to their communities and world.

Over the past six months, Friendship representatives have visited Capitol High School and Istrouma High School many times in preparation for implementing its turnaround plan. Friendship has visited classrooms and observed instruction, interviewed every teacher at both schools, held parent meetings, and conducted a facility assessment. It has evaluated overall school performance data, including MAP data. And it has met with community members, local ministers, and alumni who all have a stake in the turnaround of Capitol High School. Its turnaround plan and intervention model, as outlined in this application, represents the best opportunity for all Capitol High stakeholders.

### **Process for Determining Intervention Model**

How Friendship determined that turnaround would meet those needs identified at Capitol High School.

Friendship has a track record of successful implementation of the school turnaround model. In 2005, Friendship was approved by the PCSB to manage the previously failing Southeast Academy Charter School in the most underserved neighborhood of Washington DC. Friendship replaced the school principal, renamed Friendship Southeast Elementary, re-launched the school with new leadership, 75% new staffing and administrative support, and an academic program aligned to Friendship's design. Friendship expanded the facility with a full-service kitchen, a cafeteria, offices, additional classrooms, a SmartLab, a library, and a gymnasium. Serving the same students in the same community with the same level of resources, Friendship Southeast achieved notable gains in three years, such as increasing reading proficiency from 19% to 48%. Former Southeast Principal and current Deputy Chief Academic Officer Michelle Pierre-Farid has been nationally recognized for turning around two elementary schools, Friendship Southeast and Tyler Elementary School in Washington, DC.

Dr. Ian Roberts was principal at the highly troubled Canton Middle School in Baltimore and oversaw that turnaround and the launch of the Friendship Academy of Science and Technology. Dr. Roberts also

lead the transformation at Anacostia High School in 2009, when DC Public School contracted with Friendship to create an academically rigorous secondary school option for District of Columbia high school students. Friendship renamed the school the Academies at Anacostia and underwent an academic restructuring, and staff overhaul. Enrollment, attendance, and on-time graduation, and college acceptance increased dramatically. Dr. Roberts is part of the Capitol High School CMO turnaround team.

Friendship's experience is that a new instructional program is one of the most critical elements of the turnaround intervention model. The curriculum of Friendship Louisiana has three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world to prepare students for both extended learning and global citizenship, and 3) college level coursework connected to career study. To instill students with a strong core education, research-based, Common Core aligned curriculum materials are used in conjunction with deep training for teachers in a standards-based curriculum implementation process. Friendship's "backwards design" model trains teachers to plan with the end in mind. Through implementation of Understanding by Design, teachers use backwards design to plan units that address the six facets of understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge). Understanding by Design facilitates the planning process by enabling teachers to clarify learning goals, assess student understanding, and craft engaging learning activities.

The Understanding by Design framework helps teachers internalize and gain ownership of the curriculum by guiding them to make instructional decisions about how best to lead students to achieve. Friendship adopts Common Core State Standards-aligned curricular materials based on their research-based components:

- **Explicit Strategy Instruction** – Students must know, access, and apply specific strategies when reading text and solving mathematics problems. Research shows that reading comprehension instruction must directly and explicitly support students to use the strategies needed to comprehend a text. Math problem-solving requires students to efficiently track what they know and how effectively their efforts are proceeding.
- **Writing Across Content Areas** – Students must be able to think and write across subject areas to meet 21<sup>st</sup> century demands and the college-readiness standards of Common Core. So, teachers must focus on both process and product, providing students opportunities across the curriculum to process new information and make sense of complex ideas through writing.
- **Explicit Strategies for Differentiation and Intervention** – It is critical that all students receive access to grade-level content and strategies, while receiving the necessary support and scaffolding through intensive skills-instruction, to "close the gap" for struggling learners.

Differentiated classrooms are a critical part of the new instructional program. An important feature of the differentiated classroom is that it is student-centered. Shifting the emphasis from the "teacher and instruction" focus to the "student and learning" focus means redefining the role of the teacher. For example:

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities, rather than a provider of information. The aim is to help students become self-reliant learners.

- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.
- The teacher uses a variety of instructional strategies to help target instruction to student needs.

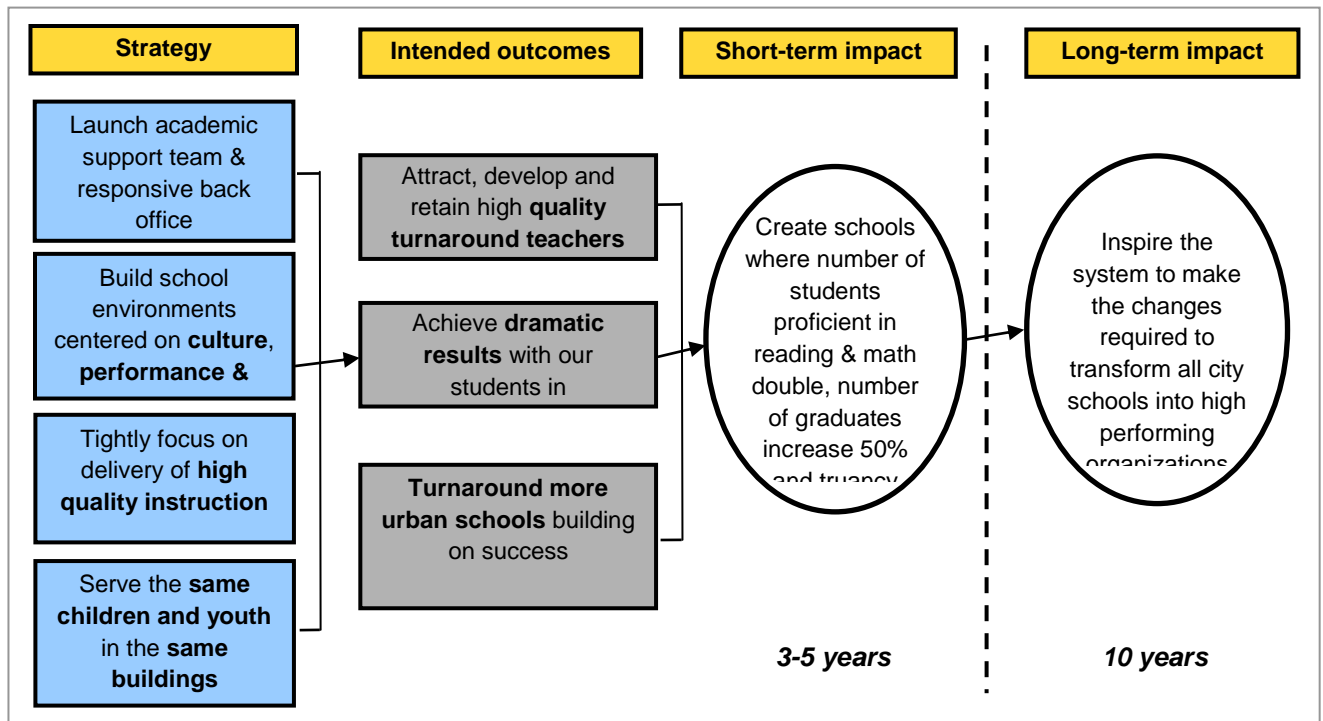
**Friendship’s Theory of Change**

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.

Friendship Louisiana will be located in low income, predominantly African American neighborhood of North Baton Rouge. The campus will build upon the strong culture of achievement that has been established at Friendship’s current schools in Washington, DC and Baltimore, MD. There are three tenets of Friendship’s culture of achievement: strong leadership, a consistent message of achievement from all of the school’s stakeholders, and an organizational structure conducive to achievement. The culture of each school comes from the school’s leadership team and we will ensure that administrators and lead teachers have a relentless focus on driving achievement in the classroom. Friendship seeks to hire and retain teachers and staff who are enthusiastic about learning and achievement every day.

Friendship’s leadership team at Capitol will include Keisha Netterville, an experienced school leader who is presently the principal at a Top Gain school in 2013-14. Ms. Netterville will be supported by a team of turnaround specialists from Friendship who include Brian Beck, Tanya Green, Joseph Speight and Ian Roberts.

The following chart summarizes Friendship’s theory of change at Capitol and in Baton Rouge.



**Needs Identified at Capitol High School**

Capitol High School will not change its name, mascot, or school colors under Friendship. It will continue to be located at 1000 North 23<sup>rd</sup> Street in Baton Rouge. The school’s mission statement will be Friendship’s mission statement: to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contributed actively to their communities.

The student body at Capitol is predominantly low-income and African-American. Its student achievement levels are extremely low:

- Only about 15% of students scored Good or above on the end-of-course exams compared with a state average of 59%.
- Only 11% of students score 18 or above on the ACT compared with a state average of 58%.
- MAP test results indicate students enter 9<sup>th</sup> grade on average at the 5<sup>th</sup> grade level.
- Attendance averages about 80%.

In the fall of 2013 the Recovery School District announced it would be closing Istrouma High School, which is about two miles away from Capitol, and guaranteeing the Istrouma students a place at Capitol. Istrouma’s population is similar and its student achievement results are only marginally better than Capitol’s.

Capitol High School is one of several low-performing North Baton Rouge high schools that are in the Achievement Zone, an area targeted for community wide school transformation. The other open enrollment high schools are also low-performing, as show in the table below:

		SPS	Report Card	FRL%	Enrollment
Tara High School	High School	84.7	F	79.9	1,030
Northeast High School	Combination	82.4	D	82.4	570
Belaire High School	High School	74.2	D	78.8	920
Glen Oaks Senior High School	Combination	73.0	D	82.8	760
Arlington Preparatory Academy	High School	59.5	F	87.3	70
Istrouma Senior High School	High School	52.5	F	97.0	320
Northdale Alternative Magnet Academy	High School	45.3	F	77.2	200
Mentorship Academy	High School	35.5	F	89.2	450
Valley Park School	Combination	33.9	F	82.4	170
Career Academy	High School	19.6	F	85.0	279

Friendship held successful parent and community meetings at Capitol and Istrouma in December 2013 and communicated its commitment to educational and operational excellence. The meetings were well attended, and several testimonials were made on Friendship’s behalf by Capitol alumni as well as by parents from Istrouma who visited Friendship in DC last summer. These alumni and parent supporters will enhance Friendship’s network of support that also includes the many organizations that are driving change in the Achievement Zone.

Under Friendship, Capitol will be unique in that it will be the only turnaround charter high school in Baton Rouge operated by a proven charter management organization, and one that has produced impressive high school graduation results with the most high needs students.



**Goals.**

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

Friendship's goal at Capitol is to improve from being an F school (based on the state report card) to being the equivalent of a C school by the third year of operation, a B school by the fifth year of the charter, and an A school in the second charter term. The key measures for making improvement include:

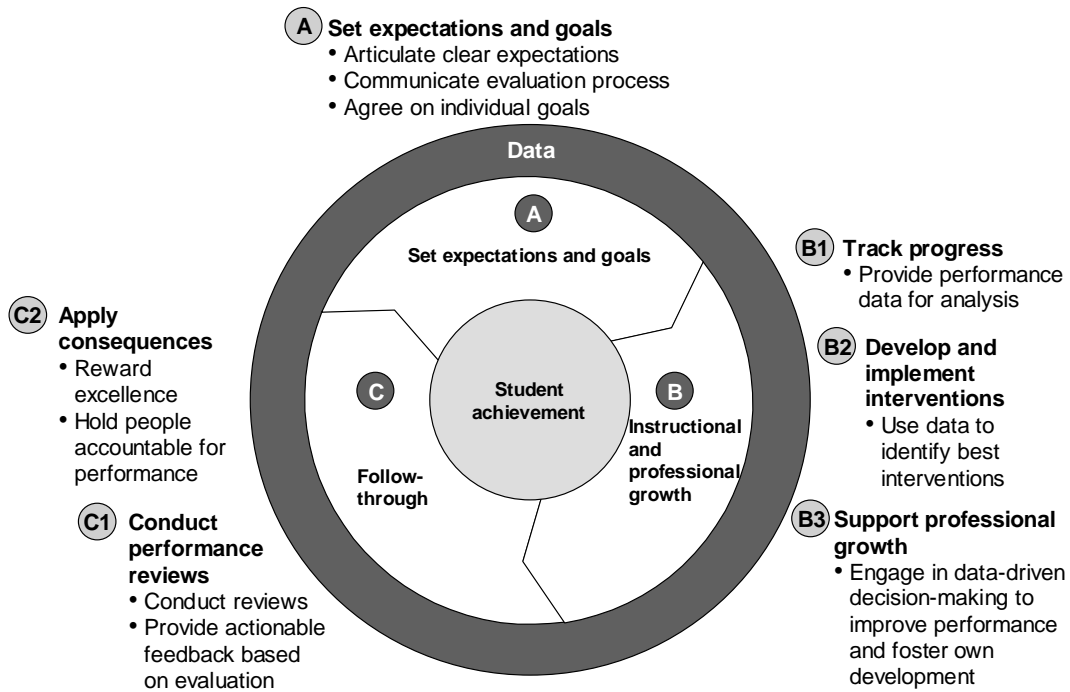
- Increasing the percentage of students scoring Good or Excellent on the end of course from 15% to 50% by the end of the third year, and 70% by the fifth year (average of math and ELA). Goals are based on current EOC and will be recalibrated based on PARCC.
- Reduce the percentage of students in the lowest band – Needs Improvement – from over 50% to less than 35% over three years and less than 20% by the end of the fifth year. Increase the percentage of students scoring 18 or above on the ACT from 11% to the state average of 58% by the third year, and 65% by the end of the fifth year.
- Increase the graduation index – based on the number of students earning a diploma plus AP, endorsement, TOPS or credits – to over 50% of the students by the fifth year.
- Increase the cohort graduation rate to 95%.
- Have 100% of the students who graduate gain acceptance to college.
- Have 75% of college attendees complete college within 5 years,
- Increase student attendance from 82% to 92%.

**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).

Friendship will establish its Annual Performance Management Cycle at Capitol High School. The purpose of the annual performance management cycle is:

- Provide comprehensive and sustainable framework for aggressively shifting the school to performance-focused management across all levels.
- Drive consistent use of new performance management processes and tools.
- Ensure transparency in setting expectations and measuring performance.
- The continuous cycle is driven by student performance data.



Aggregate data reports will be posted following each interim on "data walls" in each schools and in classrooms. In addition, Friendship will report annual school-wide progress on high stakes state mandated to the school community each year. This report will be made available to parents during open houses and back to school nights, on the school website and also to any parent or community member requesting the information.

Shorter reports on the school’s progress will be reported to parents and the community through school newsletters, which will include general progress reports as well as school report card. Moreover, the school will post its performance in common areas of the school, including the main office and front hallways for parents and community members to see.

Friendship also uses School and Classroom Dashboards with metrics to measure progress. These dashboards:

- Serve as a tool for tracking progress toward success on a regular basis (i.e., on-going dashboard reports).
- Serve as a tool for measuring whether the school was successful at year-end (i.e., annual dashboard reports).
- Ensure staff are tracking only the most critical metrics relevant to their roles.
- Provide staff with easy access to those metrics at the right times (monthly and annual).

**School-Level Dashboard Metrics:**

- Leading AYP metrics (including subgroups)
- % of enrollment targets met by grade
- Promotion rate % of students with on-track passing rates by grade
- Change in proficiency levels from beginning to end of year
- Distribution of absences by student at year-end

- # of suspensions by level and type

**Classroom-Level Dashboard Metrics:**

- % of students at each proficiency level on grade-level formative tests.
- % parents attending conferences (at least X per year, differs by grade level)
- % of students tardy X or more times by teacher
- % of students with X or more cumulative absences in class

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

School Name	2011-12 SPS	2012-13 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
Capitol High School	59.0	61.9	68.0	75.0	83.0	24.0

**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.

Math: Based on EOC Good + Excellent, average of Algebra 1 & Geometry (starting 2012-13)

School Name	2011-12 % Proficient	2012-13 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
Capitol High School	15%	4%	12%	22%	35%	31% pts from 2012-13

ELA: Based on EOC Good + Excellent, average of English II & III (starting 2012-13)

School Name	2011-12 % Proficient	2012-13 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
Capitol High School	40%	33%	43%	55%	65%	32% pts from 2012-13

**(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

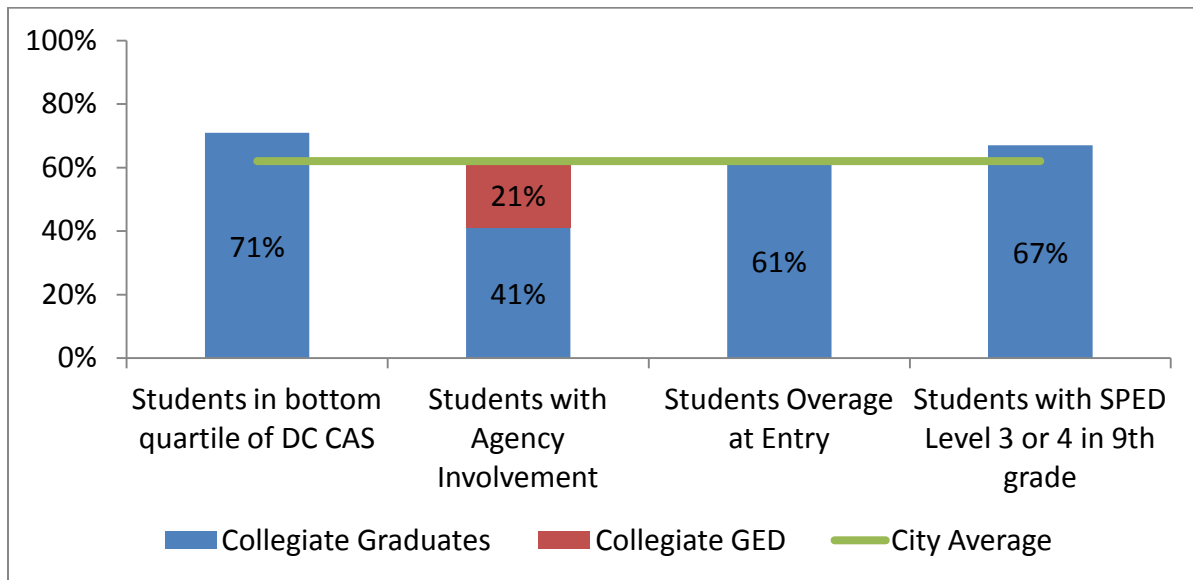
**Schools that the LEA commits to serve.**

Friendship is a fifteen year old organization that serves over 5,000 students, and Capitol High School is the only new school it presently plans to open during the grant period (unless Friendship Louisiana also receives approval to open feeder schools to Capitol). It has ample human capital, organizational, and financial resources. Its turnaround team is already hired and on the ground in Baton Rouge. Capitol alumni and broader community support for the Friendship turnaround plan is already in place.

To illustrate Friendship’s success serving a similar population, a current study performed by the consulting firm TEMBO for the DC Office of the State Superintendent of Education (OSSE) concludes that Friendship is the best high poverty high school in at graduating students most at-risk. Among high schools with student populations greater than 60% poverty:

- Friendship Collegiate **ranks # 1** at graduating students who were in the bottom quartile on DC CAS in 8<sup>th</sup> grade (71%);
- Friendship Collegiate **ranks # 1** at graduating students who are involved with city agencies such as CFSA and DYRS (41% + 21% GED);
- Friendship Collegiate **ranks # 1** at graduating students who are overage at entry (61%); and
- Friendship Collegiate **ranks # 1** at graduating students who are in Special Education level 3 or 4 in 9<sup>th</sup> grade (67%).

In the four cohorts of graduating classes from 2006 to 2009, **at-risk students** at Friendship Collegiate have met or exceeded the citywide **average** graduation rate:



**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.

Friendship has a team that includes experienced fund raisers, grant writers, and grant compliance managers. These staff members are committed to and tasked with ensuring that Capitol High School applies for all state and local funds for which it qualifies. Capitol will secure resources for its high needs students 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.

**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.

Friendship frequently draws on the expertise of external providers. A current provider for Friendship's two high schools in Washington, DC is the National Academy Foundation (NAF). Collegiate Academy and Tech Prep will each receive extensive NAF support for their Information Technology Academy and Engineering Academy respectively as the schools prepare students for post-secondary education in high demand STEM careers. A major feature of the NAF partnership is organizing internships and job shadowing opportunities for juniors and seniors. Another external organization that has been pivotal to Friendship's growth and development is Venture Philanthropy Partners, which oversaw the development and implementation of two five-year strategic plans. New Schools Venture Fund supported Friendship's institution of technology innovation plans throughout the LEA. Friendship Louisiana will pursue the expertise of these and similar external providers for Capitol High School.

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

Friendship has an active fund raising team that seeks and applies for grants relevant to its programs and strategies. The team includes a professional grant writer who is supported by the Chief Operating Officer and Chief Executive Officer, both of whom are skilled fund raisers. Capitol High School will become part of the focus of the Friendship fundraising team. Friendship has consistently attracted investment from a multitude of funders, including the leading educational foundations – the Walton Family Foundation, The Bill and Melinda Gates Foundation, New Schools Venture Fund, Venture Philanthropy Partners, JPMorgan Chase, American Association of Medical Colleges, and Local Initiatives Support Corporation.. These investors recognize Friendship's success as well as its potential. Friendship anticipates attracting additional funding for Capitol High School.

Friendship also anticipates an increase in enrollment at Capitol High School over the initial charter term. The facility can accommodate two or three times the budgeted enrollment, and an increase in enrollment of over the charter term will create additional economies that will allow the school to continue to invest in the resources needed for student success.

Friendship will also ensure prudent fiscal management to sustain the school's long term operational success. Friendship Louisiana's board will review and approve the school's annual budget each year. In the third fiscal quarter, finance staff will meet with the school leader to review potential enrollment,

staffing, and funding scenarios, and discuss any new educational program initiatives that Friendship, the school leader and/or school leadership team are considering. The budget model is comprehensive, allowing for person by person budgeting and detailed other than personnel projections. Based on that information along with historical accounting data, finance staff will prepare draft budgets for review by the school leader and will continue to work with the school leader on different scenarios in order to optimize spending on school priorities. The agreed upon budget will be presented to the board finance committee for review. The finance team will then make appropriate adjustments based on input from the board finance committee, and present a final version to the board, for the board's approval and adoption in May or June. The proposed budget will also be made available for public input in compliance with applicable law.

In general proposed budgets will include a contingency, which is designed for two purposes: (1) to minimize the effect to the program of negative events such as emergency facility repairs, enrollment shortfalls or unforeseen education needs; and (2) to build a reserve for future emergencies. The goal of the school is to build reserves over time equal to approximately 10% of annual expenses. The school will also seek to over-enroll students at the beginning of the year if possible, to account for any normal attrition or mobility. Once the school has an operating history, budgets are built with attrition assumptions consistent with past practice.

The finance team will meet monthly with the school leader to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the principal to identify expense reductions (e.g., non-replacement of any open positions, staff reductions, non-personnel expense savings, use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always taken into account to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance director will work with the school leader to determine if the additional resources should be re-deployed on current year priorities or saved for future years.

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

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

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

Friendship commits to implementing a turn-around model at Capitol High School and will follow the successful model used at numerous schools in the past, including the above mentioned Anacostia High School and Southeast Academy in Washington, DC. Specifics include:

- Replacing the principal and at least 50 percent of the staff and conducting a nationwide search to recruit, place and retain staff.
- Adopting a new governance structure as part of its charter contract with the Recovery School District.
- Hiring a Managing Director of Turnaround who reports directly to superintendent Patricia A. Brantley.
- Implementing a new instructional program based on Understanding by Design, a framework that ensures teachers make informed decisions curriculum materials and student achievement. Teachers select specific texts, performance tasks, and other resources that will be included within a unit, in order to provide cultural relevancy and meet the challenging Common Core standards. The curriculum resource materials are reviewed carefully by Friendship's Curriculum Committee to ensure cultural relevancy in content, and that the materials ensure equity of access for second-language learners. Opportunities for targeted differentiation for English Language Learners (and the supporting resources) are embedded in the resource materials and teacher lesson plans.
- The instructional program will include the core subjects of math, ELA, science and social studies, but also include career and technical education options that the school presently offers (including culinary arts, health care, and welding), as well as a robust program of sports, band, and student activities.
- Providing an intensive, high quality professional development program modeled after Friendship's acclaimed PD programs. Part of Friendship's training pre-opening and ongoing training will emphasize the Data Wise protocols for teacher team meetings, which allows teachers to coordinate their instructional strategies based on the analysis of student performance data.
- Promoting continuous use of student data through PowerSchool combined with customized dash board overlays integrating the A-Net or SchoolNet assessment platforms.
- Schedule increased instructional time for students and time for staff collaboration and professional development. The instructional time for students will include extended learning opportunities, tutoring sessions, and summer bridge programs. Capitol will also use time within the school schedule more efficiently by streamlining time loss opportunities consistent with its best practices in DC.
- Adapting Friendships Student Support Services Team (SSST) model that involves administrators teachers, parents and community members in providing community-oriented services and meeting the socio-emotional needs of Capitol students.

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

The services and intervention activities proposed with the use of SIG funds are detailed in the budget narrative and activity timelines in sections C and E below. These services include turnaround management and professional development support from Friendship's CMO to ensure the implementation of the proven Friendship School Design at Capitol High School and supplies including curriculum materials, assessment software, and materials for student and staff recruiting to support the new instructional program and use student data effectively.

**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.

Friendship’s turnaround plan includes the use of SIG funding for several streams of activities that are aligned with the Turnaround intervention model. Friendship has commenced this implementation in the pre-opening activities that are described in Section E below, without the use of SIG funding. The key activities to be funded through SIG are replicated each of the first three operating years of the grant period.

Key Intervention Activity	Pre-Opening	Year 1	Year 2	Year 3
Needs analysis	X			
New principal & governance structure	X			
Parent engagement & community partnerships	←————→			
Recruitment & retention of high quality teachers	←————→			
High quality, summer institute and job-embedded professional development (PD)	←————→			
Data systems to support instruction	←————→			
Staffing & scheduling to maximize instructional time, PD opportunities, and student support	←————→			

Friendship anticipates its program will be sustainable beyond the grant period based on several factors: (i) anticipated increased enrollment from 390 paid students to over 550 (note that the current combined enrollment of Capitol and Istrouma is over 450), (ii) retained surpluses from unspent but budgeted contingencies, (iii) foundation and other grant support not currently budgeted (Friendship has a long and successful track record of attracting philanthropic support and grant funding), and (iv) potential expansion to an elementary school and middle school “feeder” sites that would allow Friendship to spread its central costs over more students and also improve the incoming achievement levels of its entering high school students.

**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.

Capitol High School will benefit from Friendship's 15 years of experience in developing charter schools for underserved students in Washington, DC and Baltimore. The conditions in Louisiana provide existing functional facilities, human capital, recruiting freedom, and operational flexibility. In Friendship's experience, these factors, along with a proven operator's experience, are most likely to result in student success.

The principal will report to the Chief Academic Officer of Friendship Louisiana, promote the mission of Friendship Louisiana, and implement the educational program established by Friendship Louisiana and approved by the Board. The principal will be responsible for faculty and staff hiring, professional development, implementation and oversight of all academic programs and curricula, enrollment, attendance, and discipline. She will also be responsible for budget management, compliance, and management of school facilities with the support of the finance and operations team. External responsibilities of the principal include engagement with the community of parents, neighborhood stakeholders, and partners.

The principal must be an experienced, educational leader who meets the following qualifications:

- A successful track record as a Head of School, Principal, or senior educational leader of an independent, charter or traditional public school or school district in a high poverty, high minority community;
- Prior success in reaching high levels of growth in academic achievement, stakeholder satisfaction, and parent/community engagement; and
- A relevant Master's Degree.

Friendship's proposed school leader, Keisha Netterville, meets and exceeds these criteria. She will also enroll in the Relay Graduate School's National Principals Academy in New Orleans commencing in June 2014.

The School Leadership Team includes the following positions:

**Assistant Principal.** The AP is responsible for driving the school's mission and guiding principles to ensure a positive focus and school culture among teachers, staff, and students. The AP is assigned a cohort of teachers for observation, evaluation, and development. S/he guides staff in achieving high performance through data analysis, goal setting, meaningful feedback, and constructive evaluations. APs are instructional leaders of the school acting in concert with the Principal to ensure that instructional goals are met.

**Instructional Performance Coach:** The Coach supports new and veteran teachers to become highly effective educators. Coaches help teachers organize, set up, and manage the classroom and they model

quality data-driven instruction using formative and interim assessments. They lead data talks across grade levels or content areas and assist teachers plan differentiated lessons.

Dean: The Dean is responsible for implementing the school-wide positive behavior plan. S/he works to ensure an effective disciplinary system with high standards that is consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations. The Dean advises Academic Advisors in creating a positive culture of behavior in the school and teams up with teachers, staff, social worker, parent coordinator, and curriculum/professional development coordinator in its development and implementation.

**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.

During the charter application and siting process, the Friendship leadership and turnaround teams made many trips to Baton Rouge and met extensively with Capitol High School alumni, parents at Capitol and Istrouma High Schools, interested community and education representatives (including sessions organized by the Recovery School District), and local ministers.

Parents will have a voice working with the board and principal through the school Parent Action Committee (PAC). The committee will help bring parents into the fold by fostering formal and informal opportunities to engage with school staff, other parents, and other community members on school programming. The Parent Action Committee will provide opportunities for all parents to be an active part of the school's culture and model the core values. There will also be leadership opportunities within the PAC. In addition to PAC participation, parents may sign a non-binding pledge committing to responsibilities as a member of our school community.

Similarly, all parents will be encouraged to participate as volunteers within the school. The input received from the various stakeholders of Capitol High School will drive the success of the academic program, as students, parents, and community members alike will need to support the school's mission if it is to be successful. Students will spend over seven hours a day in school; but once they leave the Capitol campus, it will be up to the community and their parents/guardians to reinforce the academic program and the core values that have been instilled during the school day. In order to count on the school's stakeholders to work with us to instill these values in our children, Friendship must measure the extent to which those people believe the school is succeeding. As Capitol will be a school of choice, parents and students who choose the school will be aware of Friendship's mission and what it hopes to accomplish; therefore, it will be up to Friendship and Capitol High school to follow through on that promise.

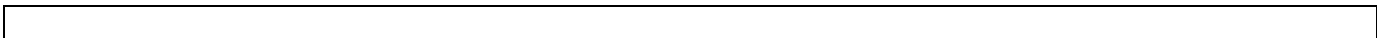
Equal to the presence and participation of the prospective parents is the engagement of the community stakeholders. The stakeholders include, but are not limited to, elected and appointed government officials, business leaders, small neighborhood establishments and larger corporate entities, neighborhood and civic associations, arts and cultural institutions, community based organizations (CBO), health and safety divisions of local jurisdiction, libraries, parks and recreation, colleges and universities, houses of faith and worship, non-profit organizations with a special focus on youth service

providers. Also important are a range of individual and family residents, long-time and recent additions, in North Baton Rouge. The value of engaging each of these sectors from the beginning and maintaining relationships throughout the development of the school is to reinforce and revitalize the school as a key asset in the community, a resource and site for all ages. It is important for everyone to claim ownership and responsibility for the school being a central hub for a safe and nurturing environment for the education and socialization of children and youth. In addition it should be seen and felt as welcoming gathering place for parents and other caregivers – providing a place for receiving information and as a source of volunteerism and contributing to the stability and growth of the children and surrounding community.

Friendship will sound a clarion call for volunteers, literacy partners, connectors to philanthropic interests that can provide essential financial and in-kind contributions to the school operations and a host of other needs. Policy-makers and educators have increasingly recognized that parents can play an important role in school governance and development. Providing a voice for various stakeholders in schools will lead to better decision-making and a greater commitment from all groups to improved educational outcomes. Parent participation has the potential to create a virtuous circle of school improvement and community development. For instance, parent participation may lead to new initiatives in schools that provide needed services to community residents such as health care, counseling, literacy assistance, or ESL. Or, participation may provide parents with opportunities to develop leadership skills and act as an impetus for leadership development in communities.

Many community resources have already been identified and secured to help support the school operations and needs of students and their parents/caregivers. Examples of these resources include the following:

- Stand for Children (parent education and outreach)
- Black Alliance for Educational Options (parent outreach)
- Living Faith Christian Center (school fundraiser, beautification, and volunteers)
- Capital Area United Way (health and financial awareness)
- Volunteer LSU (volunteers)
- LSU Black Male Leadership Initiative (mentoring and college preparedness)
- Southern University (dual enrollment courses)
- Capitol High Alumni Association (school fundraiser and volunteers)
- Baton Rouge Youth Coalition (college tours for students)
- Community Against Drugs and Violence (community outreach and volunteers)
- Louis A. Martinet Society (legal workshops for parents)
- Baton Rouge Green (school and/community garden)
- Baton Rouge Area Violence Elimination initiative or BRAVE (crime prevention and anti-bullying efforts)
- BR Mayor's Office (participation in relevant city education initiatives)
- ExxonMobil (Participation in STEM education and events)
- City Year (volunteers).



**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	Capitol High School		\$500K	\$500K	\$500K	\$1.5MM
2						
3						
4						
5						
6						
7						
8						
9						
10						
	<b>LEA Activities</b>					
	<b>TOTAL BUDGET</b>		\$500K	\$500K	\$500K	\$1.5MM

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

Section E below specifies the activities that will be funded by CMO activities. These activities primarily comprise the complete implementation of the Friendship School Design – including comprehensive curriculum, instruction, assessment, and professional development programs and systems. They also include supporting the school opening, monitoring the school performance, ensuring mid-year adjustments are made to maintain adequate progress toward the school’s student achievement goals, and ensuring a disciplined monthly financial reporting and forecasting process allows for the redeployment to the highest areas of need identified by the school leader.

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.

The following table shows the total projected revenues and expenses for Capitol High School.

<b>Friendship Louisiana Five-Year Revenue and Expenditure Projections</b>					
	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>
	Projected	Projected	Projected	Projected	Projected
Paid Enrollment	390	498	527	557	586
MFP revenue	\$ 3,904,678	\$ 5,080,586	\$ 5,489,484	\$ 5,912,705	\$ 6,350,660
Other revenue	592,304	753,099	806,867	861,578	915,221
<b>Total Revenue</b>	<b>\$ 4,496,982</b>	<b>\$ 5,833,685</b>	<b>\$ 6,296,351</b>	<b>\$ 6,774,284</b>	<b>\$ 7,265,882</b>
Personnel	\$ 2,326,889	\$ 2,994,043	\$ 3,157,870	\$ 3,527,267	\$ 3,673,299
Non-Personnel	2,032,222	2,484,467	2,663,696	2,828,099	3,027,331
Depreciation & Interest	98,896	114,062	120,362	47,133	42,700
<b>Surplus (Deficit)</b>	<b>\$ 38,975</b>	<b>\$ 241,113</b>	<b>\$ 354,423</b>	<b>\$ 371,785</b>	<b>\$ 522,552</b>

**Budget Narrative for Grant Proceeds**

The proposed grant budget is aligned with the Turnaround intervention model selected by Friendship Louisiana. It directly supports the implementation plan outlined in the narrative section of this application, and is directly correlated to the key activities specified in section E of this application. The budget categories funded each year include the following:

*Salaries & Benefits (\$807,225 over the three year grant period)*

- 0.25 FTE for Assistant Principal (AP), 0.5 FTE for Dean of Students, and 0.75 FTE for Guidance Counselor, for a total of \$807,225 (including benefits) over the grant period. The AP is responsible for driving the school's mission and guiding principles to ensure a positive achievement focus and school culture among teachers, staff and students. The AP will be assigned a cohort of teachers for observation, evaluation and development. They will guide staff in achieving high performance through data analysis, goal setting, providing meaningful feedback and constructive evaluations. Along with the Principal, the AP is instructional leaders of the school and acts in concert with the Principal to ensure that instructional goals are met. The Dean is responsible for implementing the school-wide positive behavior plan. The Dean ensures an effective discipline system with high standards that is consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations. The Dean works with the lead teachers and department heads to create a positive culture of behavior in the school and teams with teachers, staff, social worker, parent coordinator and curriculum and professional development coordinator in the development and implementation of the school-wide plan for creating a positive culture of behavior in the school. These positions will enable the school to replace existing staff positions and

provide appropriate socio-emotional services and supports for students. They will also leverage the school leader to focus on the implementation of the new instructional program, the improvement of instructional quality, and the optimal delivery of job-embedded professional development to staff.

- 0.20 FTE for Tech Support. This position will help ensure the implementation of instructional improvement data systems to allow the instructional staff to use student data to inform and differentiate instruction to meet the needs of individual students, e.g., through the use of the A-Net or SchoolNet assessment platform and the integration of assessment data with longitudinal data on grades, attendance, and behavior data that will reside in the PowerSchool-based performance dashboards.
- 2.0 FTE Teacher Coach/Interventionist. The coaches support new and veteran teachers in becoming highly effective educators. Coaches support teachers to organize, set up and manage a classroom; model high-quality data driven instruction using formative and interim assessments; lead data talks across grade levels or content; model excellent instructional delivery of content; assist and train teachers to create effective, differentiated lesson plans; help teachers plan quality unit plans using the Understanding by Design (UBD) framework; co-plan and plan model units; review and provide feedback to teachers on daily lesson plans and unit plans; and observe and co-teach with teachers and provide continuous feedback.

*Purchased Professional and Technical Services (\$512,333 over the three year grant period)*

- Friendship's CMO will provide extensive professional development and academic program support to ensure the success of the Capitol High School turnaround. These services include the staffing of a Managing Director of School Turnaround – an experienced Friendship former high school principal – to ensure the effective implementation of the Friendship School Design at Capitol. The CMO will also provide extensive professional development at the summer institutes and convocation each year before the opening of school, based on Friendship's 15 year history of providing such programs in Washington, DC. Because the timing of the opening of Capitol High School precedes Friendship's other schools by several weeks, Friendship will also provide on-the-ground coaching and operational support during the critical opening weeks of the school year. The CMO will also fund a portion of the costs for the school leader's participation in the Relay Graduate School's Principal Leadership Academy.
- Teach for America recruiting and training fees will assist Friendship in recruiting high quality staff.
- Security Officers are contracted professionals who will assist in the provision of a safe and healthy environment to support the new instructional program as well as appropriate social-emotional services and support for students.

*Other Purchased Services (\$22,000 over three year grant period)*

- Include materials for staff and student recruitment to attract high-quality teaching candidates, including advertising, printing, job fairs and materials for recruitment events.

*Supplies (\$158,441 over the three year grant period)*

- Curriculum supplies, software, assessments and programs includes the acquisition and implementation of the A-Net or SchoolNet assessment platforms, integration of the PowerSchool student information system with the interim assessment data, purchase of ACT Mastery test preparation materials, and acquisition of remediation programs including Read 180 and Scholastic System 44.

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

The LEA must assure that it will:

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

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



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

<b>Pre-Implementation Activities (Optional)</b>	
<b>Intervention Activities</b>	
<i>Sept. 2012- April 2014</i>	<i>May 2014 - August 2014 (Pre-Implementation Period)</i>
<p>Conducted initial needs analysis including review of student achievement data, including student attendance, teacher attendance, MAP reading and math, ACT, and discipline.</p> <p>Performed detailed facility inspection and assessment.</p> <p>Reviewed inventory of curriculum materials, equipment and educational technology.</p> <p>Hosted series of meetings with community representatives and alumni to understand context and garner support.</p> <p>Hosted parent meetings at each school in conjunction with RSD.</p> <p>Interviewed all staff at Capitol and Istrouma high schools.</p> <p>Recruited new school leader, including evaluation of performance data, reference checks, and school visits.</p> <p>Developed preliminary operating budget.</p>	<p>Hired start-up team including Managing Director of School Turnaround, School Operations Manager, and Director of Community Engagement.</p> <p>Executed charter contract with RSD and management agreement with Friendship.</p> <p>Conducting weekly start-up calls focused on staff and student recruitment activities.</p> <p>Recruit high quality teaching staff based on applications, screening, interviews, and classroom observations; at least 50% from outside the current staff.</p> <p>School leader (and possibly assistant principal) attend Relay Principal Leadership Academy in New Orleans in June.</p> <p>Recruit students through direct mail, information sessions and the school and local churches, distribution of forms to current students, presentations at feeder and charter middle schools, and canvassing.</p> <p>Commence detailed curriculum planning based on actual 5 year plan student records. Review existing master schedules and design new schedule based on student needs and staffing configuration, with sufficient opportunities for tutoring, extended learning</p> <p>Commence student activities planning.</p> <p>Determine career and technical education programs in conjunction with local provider (Career Academy), if possible.</p>

**Pre-Implementation Activities (Optional)**

**Intervention Activities**

<p><i>Sept. 2012- April 2014</i></p>	<p><i>May 2014 - August 2014 (Pre-Implementation Period)</i></p>
	<p>Conduct high quality pre-opening professional development program based on Friendship's 15 year history of summer institutes, covering domains of school culture, student motivation, differentiated instructional strategies, special education best practices, data analysis, lead teacher meeting protocols, curriculum mapping, and Common Core standards.</p> <p>Provide school-wide training on meeting student psycho-social needs through the use of all available resources,</p> <p>Implement PowerSchool student information system and dashboard systems, including 360 degree longitudinal data at the teacher and student level on grades, interim and summative assessment data, attendance, and behavior.</p> <p>Secure all third party service contracts including security, transportation, foodservice, custodial and maintenance to ensure a safe and high quality learning environment for children. Execute lease and shared services agreements with East Baton Rouge Parish School System.</p> <p>Establish financial and human resources management systems and procedures to optimally allocate resources to student learning activities and ensure staff satisfaction. Develop employee manual and hold employee benefits training and orientation.</p> <p>Director of Community Engagement formalizes relationships with community partners and external program providers.</p> <p>Perform selected facility improvements to ensure a safe and welcoming environment to support student learning prior to opening.</p>

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Ensure teachers and staff are properly supported by Friendship Turnaround team – including leadership from Washington DC – immediately prior to opening and during opening. The timing of Capitol's opening is several weeks earlier than most of Friendship's east coast schools, so a full contingent of academic support including the Chief Academic Officer, Director of Coaching, Special Education Director and instructional coaches will be deployed to ensure the teaching staff builds a school culture of high achievement from day one. Funded from SIG budget line item: Friendship – Professional development and academic program support.</p> <p>Managing Director of School Turnaround to ensure agreed features of Friendship School Design are implemented with fidelity at Capitol. Domains include: individualized professional development for teachers and staff; the ENGAGE and COMPASS evaluation protocols (ENGAGE is also Danielson-based and aligned with COMPASS); rigorous implementation of curriculum and assessment systems (including A-Net or SchoolNet), performance management framework implementation; robust use of technology for student learning; differentiated and personalized</p>	<p>School Leader, Managing Director of School Turnaround, Friendship Chief Academic Officer and Friendship Chief Operating Officer hold mid-year Turnaround Progress Retreat to reassess first semester progress, evaluate resources allocation, and make necessary school design adjustments to ensure student achievement goals remain achievable. SIG budget line item: Friendship – Professional development and academic program support.</p> <p>Managing Director of School Turnaround to ensure agreed features of Friendship School Design are implemented with fidelity at Capitol. Domains include: individualized professional development for teachers and staff; the ENGAGE and COMPASS evaluation protocols (ENGAGE is also Danielson-based and aligned with COMPASS); rigorous implementation of curriculum and assessment systems (including A-Net or SchoolNet), performance management framework implementation; robust use of technology for student learning; differentiated</p>	<p>Recruit high quality teaching staff based on applications, screening, interviews, and classroom observations. SIG budget line item. Recruit new incoming students to expand enrollment to allow increased student support. SIG budget line item: Student and staff recruiting.</p> <p>Provide high quality summer bridge program modeled on Friendship DC, subject to available funding.</p> <p>Conduct high quality summer professional development program based on Friendship's 15 year history of summer institutes, covering domains of school culture, student motivation, differentiated instructional strategies, special education best practices, data analysis, lead teacher meeting protocols, curriculum mapping, and Common Core standards. SIG budget line item: Friendship – Professional development and academic program support. Summer PD will culminate in a school-wide Convocation.</p>

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>instructional practices and support including tutoring and Saturday school; substantial parent and community engagement as outlined in the narrative; and comprehensive wrap-around student supports. Funded from SIG budget line item: Friendship – Professional development and academic program support; Curriculum supplies, software, assessments and programs.</p> <p>School leader to attend mid-year Relay Principal Leadership Academy weekend sessions on October 17-19 and December 5-7 to more effectively implement instructional program, develop and retain staff and promote the use of student data. Funded from SIG budget line item: Friendship – Professional development and academic program support.</p> <p>Implement A-Net or SchoolNet interim assessment system. Implement Read 180 and Scholastic System 44 for remediation. Implement PLAN and ACT mastery preparation program to improve ACT performance. SIG budget line: Curriculum supplies, software, assessment and programs.</p> <p>Provide adequate staffing to provide social-emotional supports for students, including Dean o Students, Assistant Principal, and Guidance Counselor. SIG budget line: Salaries (partial allocation).</p>	<p>and personalized instructional practices and support including tutoring and Saturday school; substantial parent and community engagement as outlined in the narrative; and comprehensive wrap-around student supports. Funded from SIG budget line item: Friendship – Professional development and academic program support; Curriculum supplies, software, assessments and programs.</p> <p>School leader to attend mid-year Relay Principal Leadership Academy weekend sessions on March 13-15 and June 5-6 to more effectively implement instructional program, develop and retain staff and promote the use of student data. Funded from SIG budget line item: Friendship – Professional development and academic program support.</p> <p>Continue to administer A-Net or SchoolNet interim assessment system, Read 180 and Scholastic System 44 for remediation, PLAN and ACT mastery preparation program to improve ACT performance. SIG budget line: Curriculum supplies, software, assessment and programs.</p> <p>Provide adequate staffing to provide social-emotional supports for students, including Dean o Students, Assistant Principal, and Guidance Counselor. SIG budget line: Salaries (partial allocation).</p>	

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Provide tech support for interim assessment implementation to ensure effective and continuous use of student data to inform instruction to meet the individual needs of students. SIG budget line: Salaries (partial allocation of Tech Support FTE).</p> <p>Provide teacher coaches/interventions to maximize teacher effectiveness, improve staff retention, provide ongoing and high quality professional development to teachers to ensure effective teaching and learning, and deliver differentiated instruction to meet the individual needs of students. Coaches will (i) help devise long-term school-wide strategies for analyzing data to improve instruction in conjunction with the school leader and leadership team; (ii) hold regular professional development sessions for teachers on data analysis; (iii) ensure grade/subject level meetings are used to analyze data effectively and to revise plans based on relevant analyses; and (iv) regularly update school leader on results of data analysis. SIG budget line: Salaries (2 FTE coaches/interventionists).</p> <p>Provide a safe, orderly and healthy school environment that includes staffing and training of security officers and health consultants. SIG budget line item: Purchased professional services.</p>	<p>Provide tech support for interim assessment implementation to ensure effective and continuous use of student data to inform instruction to meet the individual needs of students. SIG budget line: Salaries (partial allocation of Tech Support FTE).</p> <p>Provide teacher coaches/interventions to maximize teacher effectiveness, improve staff retention, provide ongoing and high quality professional development to teachers to ensure effective teaching and learning, and deliver differentiated instruction to meet the individual needs of students. Coaches will (i) help devise long-term school-wide strategies for analyzing data to improve instruction in conjunction with the school leader and leadership team; (ii) hold regular professional development sessions for teachers on data analysis; (iii) ensure grade/subject level meetings are used to analyze data effectively and to revise plans based on relevant analyses; and (iv) regularly update school leader on results of data analysis. SIG budget line: Salaries (2 FTE coaches/interventionists).</p> <p>Provide a safe, orderly and healthy school environment that includes staffing and training of security officers and health consultants. SIG budget line item: Purchased professional</p>	

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>Director of Community Engagement to establish partnerships with organizations detailed in narrative to ensure a robust portfolio of community services is available to serve students. Funded from SIG budget line item: Friendship – Professional development and academic program support.</p> <p>Conduct detailed monthly financial reviews with School Leader to review actual vs, budget revenue and expense year-to-date and forecast for year, in order to redeploy resources to maximize student outcomes. For example, unanticipated savings could be used for the purchase of additional curriculum materials or technology, or for ACT tutoring, extended after-school learning activities, or Saturday school.</p>	<p>services.</p> <p>Director of Community Engagement to establish partnerships with organizations detailed in narrative to ensure a robust portfolio of community services is available to serve students. Funded from SIG budget line item: Friendship – Professional development and academic program support.</p> <p>Conduct detailed monthly financial reviews with School Leader to review actual vs, budget revenue and expense year-to-date and forecast for year, in order to redeploy resources to maximize student outcomes. For example, unanticipated savings could be used for the purchase of additional curriculum materials or technology, or for ACT tutoring, extended after-school learning activities, or Saturday school.</p> <p>Recruit high quality teaching staff based on applications, screening, interviews, and classroom observations. SIG budget line item. Recruit new incoming students to expand enrollment to allow increased student support. SIG budget line item: Student and staff recruiting.</p>	

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

**Intervention Activities**

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>The intervention activities during year one semester one will continue during all three years of the grant</p>	<p>The intervention activities during year one semester two will continue during all three years of the grant</p>	<p>The summer intervention activities will continue during all three years of the grant</p>

<p><b>Year 3: 2016 - 2017 School Year</b></p> <p><b>Intervention Activities</b></p>		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>The intervention activities during year one semester one will continue during all three years of the grant</p>	<p>The intervention activities during year one semester two will continue during all three years of the grant</p>	<p>The summer intervention activities will continue during all three years of the grant</p>