

10								\$
	TOTAL							\$1,500,000

* 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	University Preparatory at Glen Oaks Middle School	Urban	91.8	181	108	556	684
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

Glen Oaks Middle School will be a restart intervention model under Baton Rouge University Preparatory School (“University Prep”), as designated by the state of Louisiana. As one of the state’s worst performing schools, Glen Oaks was taken over by Louisiana’s Recovery School District in 2008. After the takeover, Glen Oaks was operated by a CMO for four years and was, for the 2012-13 and 2013-14 school years, operated directly by the state under the Recovery School District.

Baton Rouge University Preparatory School is a state-approved charter school designated to provide a restart intervention model at Glen Oaks Middle School. University Prep will restart the school as a K-12 model through this LEA, with two additional leaders incubated to launch the school expansion and upper grades. Enrollment and achievement data from 2013-14 reflects the school’s operation prior to the establishment of University Prep at Glen Oaks Middle, while data from 2014 and beyond will reflect the school’s operation by University Prep.

As a charter school, University Prep is an independently operated LEA with a local Board of Directors. Given our status as an independent LEA, the school receives the same federal, state, and local funding streams that a

local district public school. Charter schools in general have increased autonomy over all aspects of school design and school programming, including staffing, budgeting, and instructional programming; this means that we have the ability to set policies and establish practices that will most effectively serve our students.

Baton Rouge University Preparatory School is taking a three-pronged approach to improving Glen Oaks Middle School. Research shows that, “if a school is successful in producing strong academic progress from the start, it will remain a strong and successful school”.¹ Opening in 2014 with 108 kindergarten students with a slow growth model we will ensure we start strong and stay strong. In 2015 we will add two additional cohorts of kindergarten and first grade at the elementary level and two cohorts each of fifth and sixth grade in our middle school program. In Y2 we will serve a total of six cohorts each of kindergarten and first grade and two cohorts each of fifth and sixth grade. In Y3 we will add one grade to each level, serving grades K-2 and 5-7, for a total of 684 students.

We intend to serve as many K-12 students as possible while maintaining slow growth model to ensure quality and a strong literacy foundation for every student. A slow growth model and the autonomy of charter school model will allow us to develop a strong school culture and the curriculum and assessment systems necessary for a strong foundation of academic achievement at each grade level. Serving the full K-12 grade span will ensure that we meet our mission of college for every student.

Our goal is break the cycle of educational under-attainment in Baton Rouge and to change the trajectory of our students’ lives by creating what increasing numbers of education reformers refer to as a “new normal” of college ready and bound graduates in our poorest communities. If a child is to ever be in the position to exercise the choice for college and the ability to succeed there, that road to college must begin in kindergarten and continue throughout middle and high school. We will begin with kindergarten in year one. To address the immediate needs of students and families at Glen Oaks Middle School, we will add a middle school entry point in year two, building our K-12 pipeline more quickly.

In the short-term, we seek to provide a high quality K-12 educational option for families in North Baton Rouge. In the long-term, University Prep proposes to be part of the larger solution to increase the percentage of college graduates in our target community. Our long term vision is that 100% of students who matriculate from University Prep have completed our demanding high school program, are firmly on the road to college, and that they and their families are excited, prepared, and ambitious for the opportunities that all future learning can provide. University Prep will produce students with the literacy and math skills to open every classroom door, and the character to tackle the academic work and life challenges that lie ahead.

Has the LEA been awarded a SIG grant prior to SY13-14?	
<input type="checkbox"/> Yes	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.

N/A

¹ CREDO, CREDO AT STANFORD UNIVERSITY UNVEILS NATIONAL ‘CHARTER SCHOOL GROWTH AND REPLICATION’ STUDY. <http://credo.stanford.edu/pdfs/CGAR%20Press%20Release%20FINAL.pdf>

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).

Needs Assessment Aligned with Interventions

Needs Assessment

A needs assessment of Glen Oaks Middle School was conducted using data from a variety of sources: state test data, school performance data, area and school demographic information, community survey information, and interviews with teachers and state and local school officials.

Glen Oaks Middle School is located within the Baton Rouge Achievement Zone, a community that has persistently been affected by a legacy of poverty and academic failure. The average income of residents in the Achievement Zone hovers near \$30,000, just over half of the citywide average. One in four families live on less than \$15,000 per year, and half live on less than \$35,000 per year. While almost a third of the Baton Rouge adult population holds a bachelor’s degree, in the heart of the Achievement Zone, this number drops to less than 10%. College graduation is essential to overcoming the cycle of poverty for individuals and the community. While a high school graduate earns 10 times the median household financial wealth of a dropout, a college graduate earns 90 times that amount.² Education is the key to closing this enduring economic gap.

Persistent and pervasive underperformance at all grade levels shows a community in need of great schools that prepare all students for college. The Achievement Zone was designated in 2012 as the area of Baton Rouge most in need of high quality neighborhood schools.³ Here, 23 of 31 schools are ranked D or F in the state accountability system, including all middle and high schools.⁴ Seven schools, including Glen Oaks Middle School, were placed under jurisdiction of the Recovery School District (RSD) between 2008 and 2009 for

² From a 2005 study by Gouskova and Stafford, cited in “Facts for Education Advocates.” College Board (2010).

³ New Schools for Baton Rouge. <http://newschoolsbr.org/the-baton-rouge-achievement-zone/what-where-it-is/>.

⁴ 2013 School Performance Scores/Letter Grades. <http://www.louisianabelieves.com/data/sps/>.

continued academic failure under the East Baton Rouge Parish School System.

During the last seven years with three different operators, Glen Oaks Middle School has seen minimal academic growth, a severe decline in student enrollment, over seven different school leaders, and remains a failing school. Ultimately, other intervention and transformation models have failed to change the academic outcomes of the school. Students leaving Glen Oaks Middle School are not ready for high school, with 41% of eighth graders demonstrating necessary knowledge and skills in English Language Arts according to the 2013 LEAP results.

Intervention Model

To address the persistent gap in achievement at Glen Oaks Middle School, we propose a restart model that will address each of the primary needs of the school as identified in our needs assessment:

1. Stabilized school environment
2. Improved academic outcomes
3. Increased expectations for academics and behavior

Based on our needs assessment at Glen Oaks Middle School and our research on education best practices, our key intervention strategies are as follows:

1. Build stability through leader development within an expanded grade model serving grades K through 12.
2. Focus on core academic subjects through an emphasis on literacy.
3. Set and hold high expectations for academics and behavior, with intensive supports for students and staff to reach those expectations.

To meet the needs of students at Glen Oaks Middle School and to serve the larger community need for high quality educational options, we propose in our restart model to expand the school grade span, beginning in kindergarten and extending through the 12th grade. Our K-4 students will be enrolled in the Lower Academy, while 5-12 students will be enrolled in the Upper Academy.

Need 1: Stabilized School Environment

Interventions: Leader Development and Expanded Grade Model

Glen Oaks Middle School is classified as a failing school. In the past seven years, Glen Oaks Middle School has had three different operators and over seven principals, resulting in a constantly changing school environment and an overall lack of significant academic growth. In 2007, the school performance score was 48.9. In 2013, after seven years and three operators, the school performance score was 58.2, still significantly below the score of 75 needed to remove the failing label. As a state-approved restart charter school model, University Prep will respond to this need, increasing organizational stability through strong leadership and an expanded K-12 restart model.

University Prep will use SIG funding to support our expanded grade restart model through incubation of the leadership necessary for successful implementation and growth, including two academy leaders and an operations team member. The incubated leaders will be trained through the Building Excellent Schools (BES) Fellowship, the same program that trained University Prep Executive Director Meghan Turner, to ensure continuity and consistency of educational philosophy and school design.

The incubation of these leaders, who will add additional elementary cohorts and establish the middle grade cohorts in Year Two, will allow for a full planning year to build and train the staff who can execute the school design at the level necessary to tackle the challenges of the students currently served at Glen Oaks Middle School. The operations team member incubation year will ensure that the school has the systems and operations firmly in place to handle the dramatic enrollment and staff increase in Year Two as we add additional grades and cohorts to the Lower Academy and open middle grades in the Upper Academy.

By expanding to a K-12 model, we expect to serve the students currently in attendance at the school, eliminate the gaps that start in the early grades that lead to middle school underperformance, and ensure the long-term success of students through the upper grades. We will begin middle grades in Year Two to quickly address the needs of current middle grade students and build the upper end of our K-12 grade span.

Need 2: Improved Academic Outcomes

Interventions: Explicit Focus on Literacy and Small Group Instruction

Overall, Glen Oaks Middle School has been a chronically underperforming school. In the past five years, proficiency in core subjects has been below 50% in all subject areas. In 2011, 32.3% of students demonstrated grade-level proficiency; in 2013, 37% of students were grade-level proficient. The academic underperformance is punctuated by the ELA scores, particularly in reading. Over the past five years, ELA scores have ranged from 22% to 44% proficient, demonstrating a continued reading challenge that underscores the gap in other subject areas. Students at Glen Oaks Middle are often reading below grade level; our restart intervention model will address this gap through our focus on literacy, beginning in kindergarten.

Research studies articulate the predictive nature of third grade reading levels in determining high school completion. This research is also evidenced through local data. In East Baton Rouge Parish in 2012, 60% of third graders were performing Basic or above in English Language Arts. This same year, the district had a 62% high school graduation rate.⁵ At University Prep, every student will read on or above grade level by third grade and be firmly on the path to high school graduation and college readiness and completion.

We will devote substantially increased time in our day to literacy - 210 minutes in elementary grades and 180 minutes in middle grades. Within this time, we will create opportunities for students to work with teachers in smaller groups to directly target diverse literacy needs and provide the support needed to rapidly increase student reading levels.

To dramatically change our students' trajectory, we will incorporate five critical areas of effective literacy instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension.⁶ We will devote 210 minutes of instructional time daily to ensure student mastery of essential areas, along with writing and reading standards, through our comprehensive literacy instructional model. We will structure K-2 curriculum and instruction to prioritize the essential literacy building blocks so that by third grade, students will be reading on or above grade level with fluency and comprehension. The STEP assessment will be used to monitor student progress throughout the school year. This extensive focus on literacy in the early grades will provide a strong foundation for middle school and will set students up for success within our college preparatory high school.

We will add a middle school entry point in year two to more quickly reach our full K-12 grade span and fully serve the Glen Oaks community. With this entry point, we anticipate serving a high population of students who do not read at grade level. We will have 180 minutes of daily literacy instruction for middle school students, including a 45-minute block of small group instruction. The Scholastic Reading Inventory will be used to assess the reading lexile level for each student and to form appropriate groupings. In these groups, students will receive instruction at their reading level in groups of no more than 10. By the high school grades, students will engage in college preparatory reading, writing, and thinking, including an emphasis on non-fiction texts across the curriculum; our high school program will include PreAP and AP English courses for all students.

To support our literacy efforts, SIG funding will be used for additional staff, including a two-teacher model for grades K-2 and an additional literacy teacher for the middle grades. Funding will also be used to support STEP assessment training and implementation.

Need 3: Increased Expectations for Academics and Behavior

⁵ Louisiana Department of Education Data Center. Cohort Graduation Rates (2006-2012).

⁶ National Reading Panel. (2001). Retrieved from <http://www.nationalreadingpanel.org/NRPAbout/Charge.html>.

Interventions: High Academic and Behavioral Expectations with Intensive Supports, including Extended Time, Data-Driven Instruction, Small Group Instruction, Targeted Professional Development, Explicit Character Development, Family Engagement, and Community Outreach Team

Access to a challenging, college preparatory curriculum is essential to student success. Research on high-performing, low-income schools demonstrates that setting and holding a high bar is essential to producing high levels of academic mastery.⁷ Students rise to the expectations that we set; at University Prep, high expectations are at the core of our educational philosophy.

High Academic Expectations

Glen Oaks Middle School has demonstrated chronic academic underperformance over the past decade, with proficiency rates across the board below 50%, in comparison to the rising state proficiency levels. The University Prep educational program is designed so that all students and all learners in grades K-12 demonstrate the highest levels of academic achievement:

1. Demonstrate proficiency in or advanced mastery of Louisiana Common Core State Standards on annually administered state assessments in all subjects as required;
2. Outperform at each grade level students within the city and across the state as measured by annual state assessments;
3. Evidence reading skills that are on or above grade level by grade three and make strong annual growth, as measured by the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment and, in upper grades, the Scholastic Reading Inventory; and
4. Make longitudinal progress in the core academic subjects of reading and math as evidenced by advancing average percentile rankings on a nationally-normed reading and math assessment such as the NWEA Measures of Academic Progress (MAP), culminating in all students performing in the upper quartile of national performance by grade eight.

To achieve these ambitious goals, University Prep will utilize the following proven strategies within the autonomy of our restart charter school model to provide students and staff with the support necessary for success:

- **Extended Time for Learning.** We will operate on an extended school day (7:30 a.m. – 3:40 p.m.) to allow time for extended blocks in literacy and math, as well as the daily small group interventions necessary for student success.
- **Data-Driven Instruction.** Teachers and staff will use data on a daily, weekly, monthly, and quarterly basis to group students and provide effective instruction and interventions, thereby creating the mechanisms to support all students in reaching our ambitious academic outcomes. Data Days after each interim assessment, every six to eight weeks, will allow teachers to collaborate in prioritizing their interventions to efficiently and effectively meet student needs.
- **Small Group Instruction.** A two-teacher model in grades K-2 will allow for primary literacy and math instruction in small groups on a daily basis. An additional teacher devoted to literacy instruction will allow middle grade students to receive daily small group instruction based on reading levels, as indicated by the Scholastic Reading Inventory. Middle grade students will also receive additional targeted small group instruction in math.
- **Targeted Instructional Professional Development.** Frequent, focused professional development will be used to ensure that all teachers are fully prepared to meet the needs of students and to execute on our

⁷ See Carter, Samuel Casey. *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. The Heritage Foundation (2000); U.S. DOE, *Successful Charter Schools* (2004); Dobbie, Will & Fryer, Roland. *Getting Beneath the Veil of Effective Schools: Evidence from New York City* (2011); and Thernstrom, Abigail & Thernstrom, Stephen. *No Excuses: Closing the Racial Gap in Learning* (2003).

school model. All professional development will be driven by two priorities in our restart model: cultural consistency and instructional integrity. For instructional integrity, teachers will analyze assessment data to plan for effective interventions and develop the curriculum and lessons necessary to drive student achievement. All teachers will receive extensive coaching and feedback throughout the year. Instructional professional development will be led by the Director of Achievement.

High Behavioral Expectations

Academic success is made possible through consistent school systems, structures, routines, and procedures. Glen Oaks Middle School has experienced significant changes in leadership and structures each year over the past seven years, limiting the academic growth of the school and its students.

Academic success is also made possible within a community that supports students from every perspective. In the Our Schools, Our Excellence Community Compact, hundreds of families and community members from across North Baton Rouge, including Glen Oaks, identified two key indicators for excellence in schools: involvement opportunities for parents, as well as appropriate social-emotional supports for students that are supported by community partnerships.

We understand the importance of a strong culture to support the academic results that we must accomplish with our students. This culture will be built in four ways:

1. Consistently implement systems and procedures to teach students to do what is right and uphold our high behavior expectations;
2. Use explicit character development programs to ensure that students are prepared to tackle the challenges of college and life;
3. Create partnerships with families to ensure high rates of attendance and improve overall behavior; and
4. Leverage relationships with community partners to provide additional resources and programming.

To achieve these ambitious cultural outcomes, University Prep will utilize the following strategies to provide students and staff with the support necessary for success:

- **Targeted Cultural Professional Development.** Frequent, focused professional development will be used to ensure that all teachers are fully prepared to meet the needs of students and to execute on our school model. All professional development will be driven by two priorities in our restart model: cultural consistency and instructional integrity. To promote cultural consistency, teachers will learn and rehearse critical culture-building techniques that will ensure a calm, structured environment for every student. Throughout the year, staff will build competency in cultural techniques to create a consistent, positive school culture for all students.
- **Focused Character Development.** The University Prep character development model is fully embedded into the school day through our daily schedule and routines. Our core values will be modeled by staff members, explicitly taught to students, and reinforced throughout the day. We will use structures such as morning meetings, advisory, and community meetings to build a community of learners within the school. Teachers will participate in professional development on how to incorporate character values and skills into lessons and units, and part of teacher evaluations will include observation of teacher proficiency on embedding our character model throughout each lesson.
- **Monthly Parent Activities.** Family engagement is a critical element of our restart intervention strategies. Engaging families will support students in meeting all of our expectations, as well as improving the behavior indicators that relate to academic performance: attendance, discipline, dropouts, and truancy. We will host parent events each month that invite parents to participate in learning with and supporting their students, such as Family Literacy Night, Family Math Night, and Back to School Night. Parents will also be invited to monthly conversations (Donuts with Dads, Coffee Conversations, etc.) to share their feedback on the school and how we can improve.
- **Regular Family Communications.** To further engage families in the educational process, we will communicate with families on a regular basis through a variety of mechanisms: weekly reports on

student academic progress and behavior; teacher phone calls; home visits; and progress report and report card conferences.

- **Dedicated Community Outreach Team.** To address the needs of our students and families beyond the school walls, we will have a community outreach team. Members of the team will participate in student recruitment to ensure that we serve as many students as possible within our restart intervention model, lead our family activities in cooperation with our instructional staff, and solicit and maintain strong partnerships with stakeholders in the broader community to support our educational outcomes and bring additional resources to our students.

To create our high expectations, SIG funding will be used to support the development of rigorous standards-aligned curriculum at all grades, as well as ANet assessment training and implementation. SIG funding will be used to support the targeted professional development for teachers to uphold high expectations for academics and behavior. The funding will also be used for the staff and efforts of the community outreach team, who will be responsible for engaging families and community in the school.

Goals and Monitoring

Ultimately, the success of our restart intervention model at Glen Oaks Middle School will be driven by student performance. Glen Oaks Middle School was placed under state control, classified as a priority school, and deemed eligible for a restart intervention through our independent charter school due to ongoing academic underperformance. Accordingly, each of our three main interventions is designed to increase academic performance for all students. Stable leadership and staff, coupled with a focus on literacy and high expectations for academics and behavior within an expanded grade model, will set the stage for significant academic improvement.

In addition to our academic goals, we have designated four leading indicators that will also measure our progress toward our academic goals. These leading indicators will help our school assess our performance in other areas critical to student learning: attendance, discipline, parents, and teachers. If we are to reach our academic goals, students must be at school, upholding our high behavior expectations, and teachers must be well-trained to deliver on our high expectations and literacy program.

Academic Goals

We have set academic goals for our students that ensure students will meet or exceed grade level standards in ELA, Math, Science, and Social Studies, with proficiency on state required assessments increasing each year as we prepare students for our high school and the demands of college. Each year, our students will outperform district averages and similar schools and, as PARCC benchmarks are set in 2014-15, all metrics of student performance will align with the state's ambitious goals for an A school by 2025. In addition, every student will demonstrate significant academic growth as demonstrated by the STEP assessment in lower grades, the Scholastic Reading Inventory in upper grades, and NWEA's Measures of Academic Progress.

GOAL 1: Students will be proficient in English Language Arts. In 2013, 41% of Glen Oaks Middle School 8th grade students were proficient in English Language Arts.

- **Primary Grades (All Years):** 90% of students each year will demonstrate reading readiness for the next grade level as measured by the STEP assessment.
- **Middle Grades (Year 2):** 70% of students will demonstrate proficiency in ELA as measured by iLEAP.
- **Middle Grades (Year 3):** 80% of students will demonstrate proficiency in ELA as measured by iLEAP.
- **All Grades (All Years):** - In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Reading Comprehension and Language on the NWEA MAP Assessment will average a minimum of 5 percentiles of growth per year until average percentile score reaches 75,

indicating students are performing in the upper quartile when compared to a national cohort.

GOAL 2: Students will be proficient in Mathematics. In 2013, 38% of Glen Oaks Middle School 8th grade students were proficient in Mathematics.

- **Middle Grades (Year 2):** 70% of students will demonstrate proficiency in Math as measured by iLEAP.
- **Middle Grades (Year 3):** 80% of students will demonstrate proficiency in Math as measured by iLEAP.
- **All Grades (All Years):** In cohort analysis of longitudinal growth, average annual increase of percentiles among students in Math on NWEA MAP will average minimum of 5 percentiles of growth per year until average percentile score reaches 75, indicating students are performing in upper quartile compared to national cohort.

We will revise our goals for ELA and Math to the new PARCC benchmarks using the baseline data from the 2014-15 school year. This process will utilize the same principles used to set our initial goals: outperforming similar schools and the district, aligning with state goals for student proficiency and school performance, and ultimately ensuring that we are on track to achieve our college preparatory mission.

We have similar goals and high expectations for student performance in Science and Social Studies. Our science and social studies instruction will be driven by standards-based curriculum and a literacy-based instructional model, including the extensive use of non-fiction texts. By the time the students enter our high school, they will be prepared for PreAP and AP coursework, as well as the high-level reading, writing, thinking, and problem-solving necessary to be prepared for the rigor of college. This includes reading on or above grade level and Algebra I by eighth grade.

Academic Monitoring

We will continually monitor our progress toward the end-of-year accountability goals. Glen Oaks Middle School has utilized different data monitoring systems in the past seven years under each change in leadership and operators. As a state-approved restart charter school model, University Prep has established a system of academic monitoring that includes criterion-referenced, norm-referenced, and literacy-based assessments to triangulate data throughout the year, assess student progress on multiple measures, and make adjustments swiftly to meet student needs.

In all classrooms, teachers will use frequent checks for understanding, exit tickets, quizzes, and projects to assess student learning. More formally and systematically, we will use the following metrics to gauge our success towards all stated achievement goals.

- **Metric 1: Criterion-Referenced Assessments.** We will administer the Louisiana state assessments in every subject and at every grade level as required. We will administer interim assessments every 6-8 weeks and monitor student progress on mastery of standards and help teachers create lessons that prepare students for the rigor of end-of-year benchmarks. For K-1 and high school grades, the school will write interim assessments for math and English aligned to the LA-adopted Common Core Standards. For grades 2-8, we will partner with The Achievement Network (ANet) to implement data-driven practices and administer standards-aligned interim assessments to identify and close gaps in learning. The ANet assessments will allow us to measure progress toward state assessment goals, as well as benchmark our progress as compared to other high performing, high poverty schools.
- **Metric 2: Norm-Referenced Tests.** We will use the NWEA MAP test in English Language Arts and Mathematics to allow for longitudinal, value-added analysis of student achievement. We will administer the NWEA MAP to newly matriculating students (including our kindergarten cohort, who will not yet be assessed on state measures) in the first weeks of the school year and at the end of each year we re-administer the test to measure the academic gains achieved during the year. The net increase between the two tests can be considered the value-add of the school. The NWEA MAP compares one test taker's performance against the performance of same-grade peers nationally. Our goal for every student is to reach the 75th percentile, thus closing the achievement gap for Baton Rouge students as

they demonstrate academic performance in the upper quartile as compared to a national cohort.

- **Metric 3: Reading Level Assessments.** In K-3, we assess students using the most rigorous reading assessment at the elementary reading level, the Strategic Teaching and Evaluation of Progress (STEP) Assessment - a developmental literacy assessment given several times per year to monitor reading progress. Tightly aligned to developmental milestones, STEP provides assessments as well as training to teachers in how to improve reading progress. Students that have surpassed the STEP levels and students in grades 4 and beyond are assessed with the Scholastic Reading Inventory. This assessment determines a student’s lexile reading level and is given several times per year to monitor progress. With both assessment tools, teachers match students to leveled text and set goals for reading progress. The most effective reading instruction includes increasing the child’s reading level as well as achieving mastery of standards.

Leading Indicators

Our primary goals and monitoring mechanisms are set around academic indicators based on the Glen Oaks Middle School needs assessment. The continued academic underperformance at Glen Oaks Middle School has informed the goals and strategies of our restart intervention model. On an annual basis, only 30-40% of students are performing at a Basic level on state assessments in the core subjects.

While these academic goals and monitoring mechanisms are critical to the improvement of Glen Oaks Middle School, we acknowledge that other leading indicators must be measured to have a full set of data around which to build our school model. As with our academic goals, we have set ambitious targets for each leading indicator that will provide for the success of all students currently at the school, as well as those from our expanded grades.

GOAL 3: University Prep will be fully enrolled, with high levels of attendance and reenrollment.

- Waiting lists will equal at least 25% of entry grade enrollment each year.
- 85% of students completing the year will re-enroll the following year.
- The school will average 95% (+) daily student attendance each school year.
- All students will participate in annual assessments.

GOAL 4: Students will uphold high expectations for behavior.

- Tier 4 infractions will be reduced by 25%.

GOAL 5: Parents will be satisfied with the school’s academic program and communication.

- Parent satisfaction with the clear, open communication by staff, as measured by an annual survey conducted at the end of each school year, on average exceeds 85% with 85% of families responding.
- Parent satisfaction with the academic program, as measured by an annual survey conducted at the end of each school year, on average exceeds 85% with 85% of families responding.

GOAL 6: Teachers will demonstrate high levels of proficiency.

- Teachers will perform at the Effective Proficient or Highly Effective level on the Louisiana COMPASS evaluation program by the end of the year.
- Teacher attendance rate will be at least 95%.

Leading Indicator Monitoring

Each of these goals will be monitored on a regular basis throughout the school year to ensure that we are on track to achieve these goals.

- **Attendance, Truancy, Dropouts, and Assessment Participation.** University Prep’s ambitious goals require students to regularly attend school and engage in all classes. Aligned to our high expectations, our goal is to have an average attendance rate of 95% or higher. These measures will decrease the risk of truancy issues, student dropouts, and promote assessment participation.
 - We will establish parent engagement policies and regular communication procedures,

- monitored by our community outreach team.
- We will actively monitor and notify parents of student absences; within the first two hours of the school day, our community outreach team will ensure parents are regularly notified of student absences.
 - We will utilize the state's truancy and reporting procedures to make sure students are in attendance and to hold families accountable..
- **Discipline.** To achieve our academic goals, we must have a calm, safe, and orderly school environment in which students and teachers can focus on learning. Our character development program will emphasize positive, appropriate behaviors. We will explicitly teach, practice, and reinforce our discipline system and hold students to high standards for behavior as indicated in our Code of Conduct. To continually improve our effectiveness, the leadership team will use a decision-making process utilizing a data-management system, such as Kickboard, that will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. By identifying trends, we will be able to identify and address gaps. Homeroom teachers will send daily behavior student reports to families, track behaviors to identify behavior trends, and regularly communicate student successes and challenges. Data collection will include, but not be limited to average disciplinary referrals:
 - per month,
 - by specific behavior,
 - by location,
 - by time,
 - by student or by staff,
 - individual student report by month and by year,
 - across sub-groups, and
 - by grade level.
 - **Parents.** Parents are an integral part of the overall success of our restart intervention model. Through our frequent communications, parental engagement team, and overall quality academic program, we will develop strong relationships with families that will lead to high levels of satisfaction, high levels of participation, and student academic success. We will implement an annual parent survey to determine satisfaction and identify ways to improve, with the goal of at least 85% participation and 85% satisfaction. Additionally, we will use the following monitoring mechanisms to assess our performance across the year:
 - Weekly communication of progress reports for behavior and academics with parent signatures required
 - Bi-weekly parent-teacher communications
 - Monthly parent events (Back to School Night, Family Literacy Night, Family Math Night)
 - Monthly parent small group conversations (Donuts with Dads, Coffee Conversations) to get feedback
 - Mid-year and end-of-year parent surveys
 - **Teachers.** Creating a strong staff culture will allow us to retain the most effective teachers. By creating a professional culture of continuous instructional improvement and support, teachers will drive student achievement, stay at the school longer, and transition into leadership positions. Our goals and monitoring mechanisms for teachers are as follows:
 - *Evaluations.* Teacher evaluation results will indicate that teachers are Effective or Highly Effective on COMPASS. Evaluation monitoring will be done in compliance with the state COMPASS reporting system. On an ongoing basis, we will collect data regarding teacher performance through our weekly observation and feedback cycles. Teachers who are not performing will be supported through an improvement plan process; our autonomy as a charter will allow us to release staff who do not show adequate student growth.
 - *Attendance.* Teacher attendance rate will be at least 95%. We will monitor this attendance on a weekly and monthly basis through our operations team.
 - *Leadership Development.* Teachers will assume additional responsibilities as Lead Teacher, Content Department Chair, Grade Level Team Leader, or Instructional Coach. We will

monitor this development pipeline through the number and percentage of teachers who assume these responsibilities. Teachers who move into leadership roles will be evaluated and coached on dimensions of leadership in addition to other instructional measures.

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

School Name	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
University Preparatory at Glen Oaks Middle School	N/A ⁸	58.2 ⁹	N/A ¹⁰	95 ¹¹	105 ¹²	47

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.

⁸ SPS not calculated/published; transition year

⁹ SPS based on “old scale”; all goals set on “old scale” for consistency purpose

¹⁰ No SPS data; kindergarten only

¹¹ Based on iLEAP or PARCC scores for 5th and 6th grade students; first year middle entry point

¹² Based on iLEAP or PARCC scores for new cohort of 5th and 6th and second year cohort of 5th through 7th grade students

School Name	2011-12 % Proficient	2012-13% Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
University Preparatory at Glen Oaks Middle School - Reading/Language Arts	40	41.1	90 ¹³	88.5 ¹⁴	90	49.9
University Preparatory at Glen Oaks Middle School - Mathematics	28	38	N/A ¹⁵	70 ¹⁶	80	42

(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.

¹³ Based on kindergarten only; STEP goals
¹⁴ Based on kindergarten, 1st, 5th, and 6th grade goals; anticipated decrease in test scores due to first year middle school entry points averaged into rate
¹⁵ In year 1, we will use both internal assessments and national normed assessment to monitor progress in math for the kindergarten cohorts. For consistency purposes we have not included the goals until year 2 when it reflects state testing scores consistent with prior years.
¹⁶ Based on 5th and 6th grade goals for state assessments in Year Two and 5th through 7th grade goals in Year Three.

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

Capacity

Charter schools are independently operated, publicly funded schools that are granted greater flexibility over operations in exchange for increased accountability for results. As a charter school, University Prep has autonomy over key areas that impact our capacity to provide the resources and support necessary for the success of our students within our restart model for Glen Oaks Middle School. These include staffing, budgeting, and programming.

University Prep plans to execute on a successful model used in multiple high performing charter schools that have proven track records for reducing the achievement gap and leading to strong results for students from a similar background. School founder and proposed school leader Meghan Turner was selected to participate in the competitive national Fellowship program with Building Excellent Schools (BES) and has been working with the program's executive leadership as she designs UP Elementary. BES is one of the nation's most successful charter school incubators, well respected for its high quality charter school design and leadership program and the results of schools across the country. During the Lead Founder's Building Excellent Schools Fellowship, Meghan Turner has visited 35+ high performing charter schools, observing and analyzing the best practices, and will continue to inform the school's design around these proven practices and techniques.

By taking the best practices of BES highest performing charter schools, Ms. Turner and the founding team will build a high functioning, high achieving, locally controlled charter school with the culture, rigor and supports to serve Baton Rouge's youth. To support expansion of our high quality model and more rapidly serve our families, we will incubate two additional leaders in year one, who will grow the elementary and middle grade programs beginning in year two as we move aggressively toward our full K-12 span. These two leaders will also be trained through the Building Excellent Schools program to ensure that each part of our school restart model is aligned, consistent, and creates the stability needed for the students and community.

The school recognizes that the quality of our teachers and leadership are the largest lever in ensuring quality instruction and academic success. Our staff recruitment plan provides for a stable pipeline of high-quality teachers which is supported by our intense professional development plan to rapidly grow less experienced, build an internal leadership pipeline, and retain high-quality teachers. We will recruit high quality teachers through a variety of venues, including Teach For America, The New Teacher Project Academy, strategic website postings, professional job fairs, and outreach to selective businesses and industries. We will utilize a rigorous hiring process, including demonstrations of teaching, to ensure that we have high quality candidates. Once teachers are hired, they will engage in our continuous, targeted professional development throughout the year. All teachers will be at-will employees, with employment based on effectiveness; when we have a teacher who is consistently not able to achieve results with students, we will be able to make staffing changes swiftly on behalf of students.

As an independent charter school, we will make decisions about our budget based on our mission, model, and the needs of our students and school. For example, staffing decisions and allocations for instructional supplies will be made based on our school and student needs.

Resources Aligned with Interventions

In response to the demonstrated needs of Glen Oaks Middle School, our school model is designed to provide the resources and supports necessary to prepare our students for college throughout the K-12 spectrum. We will use the proven practices of our nation's highest performing urban charter schools to implement our model, with the support of Building Excellent Schools. These practices include:

- Excellent teachers with extensive professional development
- High expectations for academics and behavior

- Extended time for learning
- Data-driven instruction
- Community and family partnerships

Specifically, our model allows us to create an instructional program that directly addresses our students' learning needs. We will implement a number of daily and weekly supports throughout the year to ensure all students have full opportunity to master ambitious grade level material, including daily small group instruction throughout elementary and middle school, and a two-teacher model in the early grades.

As a free-standing, independent charter school, all state and national per pupil funding will go directly to the school and to resources directly impacting student achievement. As an independent charter school we are able to bypass costs associated with unnecessary administration fees. Strategic planning and strong financial management will ensure our school maximizes all per pupil, Title, and grant funding to fulfill our mission of high-quality education for each student. In partnership with our back office provider, the board, and the school leader will regular meet and reallocate the budget to ensure all revenue sources are maximized to reach our goals. Title, IDEA and 1003(a) funding will support portions of our day-to-day school model, including resources for special education staffing, health services, assessments, and professional development.

MFP, Title I, Title II, Title III, IDEA, 1003(a) – all used to fund our basic school model:

- **Extended Time for Learning.** Students will spend approximately 25% more time in school than other East Baton Rouge public school students. The school will run two weeks longer than the district's schools, allowing for 10 more days of instruction. Longer days will maximize instruction in the core subjects by tripling the amount of instructional time for daily literacy instruction and doubling the amount of time for math instruction.
- **Structured Student Academic Supports.** All elementary students will end the day in a 45-minute support block. All staff will work with small student groups in areas of greatest academic need. Middle grade students will have 45-minute small group instruction blocks daily for both math and literacy, as well as a 30-minute support block at the end of the day to address additional gaps.
- **Small Group Literacy Instruction.** K-2 students will receive 135 minutes of small group reading instruction with students rotating in three, 45-minute learning centers in groups no greater than ten with each group focusing on literacy's individual foundational components (direct phonemic and phonics instruction, guided reading, and computer-based reading reinforcement). Middle school students will receive 45 minutes daily of small group literacy instruction to remediate
- **Data-Driven Instruction.** All students are assessed every 6 weeks using the STEP Reading Assessments (grades K-2) and interim assessments in Math and Reading (grades 3 and beyond). Data collected will inform ongoing daily instruction, student groupings, and targeted supports. Armed with timely and actionable data, teachers will be equipped to differentiate instruction, re-teach when necessary, and target intensive academic supports for all students who may be struggling. We will prioritize Data Days within our annual calendar after each interim assessment to analyze and action plan for reading and standards-based assessments, and we will provide two hours per week to analyze data in real time. Teachers will be supported in the data-driven instruction by the Director of Achievement, who will lead all professional development.

We prioritize our financial, temporal, and curricular resources towards the primary lever of success for our scholars - strong literacy acquisition. With two high capacity teachers in every K- 2 classroom, the scholar to teacher ratio is reduced to 9 to 1 during literacy instruction and 14 to 1 during math instruction, ensuring that every scholar receives targeted support. Given the literacy structure of three rotating groups for grade K-2, scholars benefit from intensive and differentiated instruction within literacy - particularly with the foundational skills of phonemic awareness and phonics. For 210 minutes daily, scholars work closely with teachers to command strong reading and writing skills. Reading fluency, comprehension, and textual insight underpin the multiple modalities of our literacy program, with all scholars expected to read on or above grade level by grade

two and all scholars expected to comprehend, analyze, and respond to literature and non-fiction at or above grade level by grade four. We know that “[i]ntensive amounts of reading and writing are the soul of learning”.

We will add a middle school entry point in year two to more quickly reach our full K-12 grade span. With this entry point in Year Two, we will serve students who are currently attending Glen Oaks Middle. Because this entry point will occur before our expanded grades elementary model has provided a strong literacy foundation, we anticipate serving a high population of students who do not read at grade level. We will have 180 minutes of daily literacy instruction for middle school students, including a 45-minute block of small group instruction. In these groups, students will receive instruction at their reading level in groups of no more than 10. We will use SIG funding to support an additional literacy teacher who will provide this intensive, differentiated instruction as we expand to the middle grades. This additional literacy teacher will support the diverse literacy needs of our middle school students who enter below grade level.

We understand the importance of a strong culture to support the academic results that we must accomplish with our students. To help create this culture, we will develop strong operational and outreach systems that enable us to efficiently grow our operational structures, leverage community partnerships, and effectively engage with families as we grow. These vital support roles will begin part-time in year one and expand to full-time positions as our population rapidly grows in years two and three. Ultimately, our work with operations, community, and families will allow us to (1) ensure efficient school operations that protect teaching time; (2) collect and use data efficiently; (3) build community relationships that provide additional resources and programming; and (4) engage families, improving attendance and behavior.

University Prep will partner with local universities and community organizations to provide enrichment opportunities such as tutoring, enrichment activities, arts programming, and college visits. These organizations include Junior League, Forum 35, Junior Achievement, Louisiana Youth Sports Network, Girls on the Run, YMCA, and ForwardArts. In the upper grades, opportunities for community involvement and business internships will invest our oldest students in the greater community, develop independence and responsibility for making good choices, and expose students to potential careers and the professional workplace. All of these community partnerships will be developed and maintained through our Director of Families and Community Engagement and supported by our Community Outreach Coordinator.

External Providers

All vendors and contractors will go through a rigorous selection process and evaluated regularly to ensure their services align with the school’s goals. We will seek contractors and vendors that support our mission and will strive to incorporate their services to support our model.

Sustainability

As an independent charter school, we will receive all federal, state, and local our-pupil funding and will have the autonomy to budget and allocate resources to best align to our school as needed.

As a slow growth model, the school will primarily utilize the SIG funding to support staff, assessment programs, and services that will rapidly increase student achievement. In the out years after the grant, the school will benefit from increased revenues as the school population increases. These revenues offset many of the fixed costs and will allow general fund revenues to be reallocated and continue to support our model.

The intervention efforts, including our leadership incubation and slow growth expanded grades model, will support our staff stability and growth. Our professional development plans, curriculum design, literacy emphasis, and data-driven instruction will ensure that we successfully grow out to a full K-12 model to meet the needs of all students. By starting with kindergarten and expanding through grade 12, we will create a seamless pipeline for students and families in the Glen Oaks community and Baton Rouge. Additionally, our focus on family engagement and community outreach will ensure our student enrollment goals are met and provide stable revenues.

(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

University Prep is a state-approved restart model charter school that will serve students currently in Glen Oaks Middle School, as well as the surrounding community, through our expanded K-12 school design. As a restart model, we will address the specific needs of students currently at Glen Oaks Middle School. To further address the long-term needs of the school, as well as the surrounding community, we will serve students in grades K-12. As an independent charter school, we have autonomy over our school design; as such, we have designed all components of our school model specifically to address the needs of the students and families we serve.

Core Academics

We will operate on an extended day (7:30 a.m. – 3:40 p.m.) and annual calendar (185 days) to capitalize on learning opportunities and ensure that students are operating at and above grade level as quickly as possible. This calendar allows us to provide over 40 additional days of instruction each year as compared to the surrounding district. Schools with extended time for student learning have significantly better student achievement than their standard time peers.¹⁷ It is not only having more time, however, that makes the difference on student achievement. Student achievement improves when schools have more time to do what matters most. The amount of time on task is one of the greatest predictors of student performance, and one of the most basic.¹⁸ We will maximize time on task through our structured school and classroom environment and the implementation of efficient routines and systems, which will magnify the impact of our academic programs and structures.

By adding more time for students to learn, we will create the opportunity to focus intensely and strategically on

¹⁷ “Time for a change: The promise of extended-time schools for promoting student achievement.” Massachusetts 2020 (2005).

¹⁸ Ibid.

literacy and math. Our elementary model includes over 200 minutes of daily literacy instruction, including small teacher-student ratios in grades K-2 for daily literacy rotations, as well as at least 90 minutes of math instruction. In our entering middle school grades, we will provide 180 minutes daily for literacy and 135 minutes for mathematics. Beginning in seventh grade, students will take double classes in literacy and will continue to take double classes in mathematics. Double blocks of time for literacy will continue into high school to ensure that every student is prepared to tackle college level reading. The extended time for literacy and math will allow teachers to go deeply into the content and ensure that all students master the curriculum at the level of rigor necessary both to meet state and national standards and to meet college readiness criteria.

Access to a challenging, college preparatory curriculum is essential to student success. Our students will receive dramatically increased time in literacy and mathematics instruction, grounded in the increased rigor of the Common Core State Standards and aligned vertically to ensure a consistently rigorous academic program. Entering middle school students will focus on development of essential grade level skills and knowledge in all core academic areas, priming them to meet the scholarly demands of high school. Emphasis will be placed on non-fiction reading and writing across the curriculum, a research-supported best practice and key lever of the Common Core literacy standards. Math instruction will fuse computational and procedural fluency with conceptual understanding, developing the priority skills necessary for college. In high school, an emphasis on high-level reading, writing, thinking, and problem-solving, along with the gradual release of cognitive responsibility outlined by the Common Core, will prepare all students for the rigors of college. In the ninth and tenth grades, students will all take PreAP English, which will be aligned with Common Core practices and college preparedness outcomes. Further coursework at the AP level will include English Language, with other courses to be determined as the high school staff grows. Students who take at least one AP course in high school are more likely to persist through college, and persistence rates rise as students take more AP courses.

We know that many students will require supports beyond our multiple blocks of literacy and math. Our longer school day will allow for daily targeted interventions that scaffold success for all students, while the longer school year will ensure that students have time to develop proficiency in and mastery of rigorous, Common Core-aligned subject matter.

Enrichment Opportunities

Parents and community members have stated their desire to be more involved in schools and in creating excellent schools for North Baton Rouge, including in Glen Oaks. We are committed to our families and to the community and city of Baton Rouge, and will foster partnerships with both. Students will be exposed to a broad range of enrichment activities across grades to ensure college readiness and will be provided with Arts and Physical Education in addition to tutoring and enrichment classes during our extended day program.

Direct exposure to a diverse array of enrichment opportunities and experiences, outside of the individual student's world of experience, will provide each student with the self-confidence and social knowledge needed to be competitive in the world. University Prep will partner with local universities and community organizations to provide enrichment opportunities such as tutoring, enrichment activities, arts programming, and college visits. These organizations include Junior League, Forum 35, Junior Achievement, Louisiana Youth Sports Network, Girls on the Run, YMCA, and ForwardArts.

In addition to developing strong foundational skills and knowledge and a deep love for education and literacy, students will internalize a sense of social responsibility and feel committed to their own success and the success of others as they become active leaders in building a better life for themselves, their families, and the larger community. Nationally respected educator Dr. Lorraine Monroe, founder of the highly successful Frederick Douglass Academy in New York, suggests that such exposures are critical: "You have to give kids the sense that the world is theirs. They have to just be prepared to be smoothly in it. There is no other alternative, to think the boundaries of your community are the boundaries of the world—that the museums in the city don't belong to you—that's only for other people. I don't know another alternative."¹⁹

¹⁹ Dr. Lorraine Monroe, "60 Minutes" Part II: Fredrick Douglass Academy and the Monroe Doctrine.

Character Development

To supplement our academic programs and more effectively serve the student needs at Glen Oaks Middle through our restart intervention model, we will implement a comprehensive character development program at all grade levels. This will promote a strong, unified, and positive school culture for all students. The University Prep character development model will be fully embedded into the school day through our daily schedule and routines. Teachers will plan for character as explicitly as they do for academics, modeling and reinforcing core values throughout the day. The school community will be built through collective character structures, including morning meetings, advisories, and whole-school and grade level community meetings. Professional development will include explicit sessions for teaching character, incorporating character values and skills into lessons and units, and the language that all staff will use to continuously reinforce those lessons. Each teacher evaluation will include an assessment of teacher proficiency for implementing our character development model, including how well students are able to demonstrate that character.

Professional Development

Five types of Professional Development will be provided for teaching staff: annual Summer Institute, annual school visits, Data Days and professional development days during the year, weekly professional development meetings, and ongoing individual observations, feedback, and coaching. Professional development will be led by the Director of Achievement.

In addition, we anticipate hiring alternatively certified teachers, such as Teach For America, to serve as co-teachers in the early elementary grades, creating a pipeline for our teaching staff. These teachers will receive additional training specific to their roles and certification programs.

- **Summer Institute.** Before the start of the school year, teachers will participate in a four-week professional development institute. Institute will focus on what it means to be a University Prep teacher and student. Staff will engage in training on our instructional model and culture as well as our coaching model, data analysis procedures, and feedback structures. Leadership will model all expectations for school-wide procedures and instructional strategies. Teachers will practice execution of crucial academic and cultural components and will be given feedback and opportunities for practice to ensure successful implementation with students. Teachers will use the backward design process to develop curriculum and assessments, including long-term, unit, and lesson plans and assessments.
- **Annual School Visits and Study.** Our adult professional culture will incorporate a growth-mindset regarding instructional practice. Each new hire will spend, at minimum, one day analyzing a high performing urban charter school. Returning staff will also spend time analyzing high performing urban charter schools. Through these visits, staff will create a shared vision for the school and reflect on best practices that we will implement in our school.
- **Monthly Professional Development Days.** We will provide a minimum of eight professional development days each year, including Data Days following six-week interim assessments to allow teachers to analyze student data and develop appropriate interventions. On professional development days not focused on data-analysis and action planning, the focus will be on areas of growth for the whole school. This will include reflection on our overall school culture and areas where we need to improve, or how to increase the frequency and quality of family engagement.
- **Weekly Professional Development.** The staff will meet regularly to ensure a cohesive school culture and strong academic program. Teachers will participate in at least two hours of professional development each week, during which they will practice new strategies, review data, and work together to ensure that instruction is meeting student needs.
- **Ongoing Individual Observations, Feedback, and Coaching.** One strong element of our professional development program will be the ongoing instructional observation and feedback cycle. Observation feedback will be given to teachers by leaders on a weekly basis followed by a one-on-one meeting with the teacher's instructional coach. Teachers will be evaluated according to the Louisiana COMPASS

system, in which 50% of the evaluation is based on student academic achievement and 50% is based on teacher observation data.

Services

University Prep will use SIG funding to support the core strategies of our restart intervention model. Our plans are built around the identified needs of Glen Oaks Middle School and our fundamental intervention strategies:

- Developing leadership within an expanded grade model,
- A focus on literacy, and
- High expectations for academics and behavior.

Leadership Development and Expanded Grades

University Prep will use SIG funding to support our expanded grade restart model through development of the instructional and operational staff necessary for successful implementation and growth:

- Incubation of two academy leaders to head the academy expansions in year two
- Incubation of operations staff to ensure effective expansion
- Recruit high quality staff each year

Focus on Literacy

To support our literacy efforts, SIG funding will be used for additional staff, particularly for literacy. Funding will also be used to support literacy assessment training and implementation.

- Hiring of primary grade co-teachers to implement our early grade literacy model
- Hiring of a middle grade literacy teacher for literacy supports
- Purchase of assessment and training for STEP
- Training for STEP implementation and data analysis

High Expectations for Academics and Behavior

To create our high expectations and provide the intensive supports necessary to reach those high expectations, SIG funding will be used to fund our Director of Achievement, develop rigorous standards-aligned curriculum at all grades, provide interim assessments with training and implementation, and support the targeted professional development for teachers to uphold high expectations for academics and behavior. The funding will also be used for the staffing and efforts of the community outreach team, who will be responsible for engaging families and community in the school.

High Expectations for Academics

- School visits for all staff to high performing urban charter schools
- Internal teacher coaching program led by the Director of Achievement
- Curriculum development and refinement on an annual basis
- Purchase of assessment and training for STEP and ANet
- Training for ANet implementation and data analysis

High Expectations for Behavior

- Hiring and development of our community outreach team to support families
- Parent and family outreach to raise awareness
- Parent activities to increase involvement in the school
- Parent activities to increase attendance and reduce dropout risk

Timeline

We will implement our SIG-funded services on the following timeline, concurrent with our restart intervention model. Each element of our school model is designed to build the team and capacity necessary to create

sustainable change for the students and community of Glen Oaks.

Prior to receipt of the SIG grant, we will have staff on board and prepared to open University Prep with our inaugural cohort of 108 kindergarten students. Throughout the three years of the grant, we will use all available resources, including SIG funding, to provide a high quality instructional program for the students and community of Glen Oaks.

Year One (August 2014 - July 2015)

In Year One, our first full year of operation, our priorities will be to establish a strong school culture and instructional program with our inaugural cohort of students and to create the foundation of leadership for subsequent years.

Leadership Development and Expanded Grades

- University Prep will open with 108 kindergarten students at Glen Oaks Middle School
- Hire and onboard two additional academy leaders, trained by Building Excellent Schools, to incubate expanded grades and cohorts
- Hire and onboard one operations staff member to incubate expanded grade operations in preparation for Year Two

Focus on Literacy

- Implement two-teacher model, including co-teachers
- Administer STEP assessment at regular intervals and analyze data

High Expectations for Academics

- Staff visit to high performing high poverty urban charter school
- Train and coach inaugural staff with support from Director of Achievement
- Administer and analyze interim assessments in other subject areas
- Recruit, select, train, and coach staff for 2015-16 school year, including co-teachers and middle grade literacy teacher
- Academy incubation leaders, with assistance from teachers hired for 2015-16 school year, develop curriculum and assessments for grades 1, 5, and 6

High Expectations for Behavior

- Onboard the community outreach team members
- Implement monthly family engagement activities
- Establish and maintain community partnerships

Year Two (August 2015 - July 2016)

In Year Two, we will implement the following activities as we add additional elementary cohorts and our middle school cohort.

Leadership Development and Expanded Grades

- Implement expanded middle school with grades 5 and 6
- Add additional cohorts for grades K and 1

Focus on Literacy

- Recruit, hire, train, and coach teachers, including co-teachers and a middle grade literacy teacher
- Purchase STEP assessments
- Train all staff to effectively implement STEP assessment program

High Expectations for Academics

- Recruit, hire, train, and coach teaching staff for elementary and middle grades
- Bring staff to visit high-performing urban charter schools
- Develop curriculum for year two and begin curriculum development for year three
- Purchase ANet assessments

- Train all staff to effectively implement ANet assessment program

High Expectations for Behavior

- Continue with community outreach team to drive family outreach efforts (recruitment,
- Implement monthly family engagement activities through community outreach team
- Monitor community partnerships
- Develop additional community partnerships for 2016-17 school year

Year Three (August 2016 - July 2017)

In Year Three, we will continue to implement the following activities as we add additional grades to our elementary and middle school cohorts.

Leadership Development and Expanded Grades

- Implement expanded middle school with grades 5, 6, and 7
- Add grade 2 to elementary program

Focus on Literacy

- Recruit, hire, train, and coach teachers, including co-teachers and a middle grade literacy teacher
- Purchase STEP assessments
- Train all staff to effectively implement STEP assessment program

High Expectations for Academics

- Recruit, hire, train, and coach teaching staff for elementary and middle grades
- Bring staff to visit high-performing urban charter schools
- Develop curriculum for year two and begin curriculum development for year three
- Purchase ANet assessments
- Train all staff to effectively implement ANet assessment program

High Expectations for Behavior

- Continue with community outreach team to drive family outreach efforts
- Implement monthly family engagement activities through community outreach team
- Monitor community partnerships
- Develop additional community partnerships for 2017-18 school year

Practices and Policies

The University Prep restart school model is built specifically for Baton Rouge and the Glen Oaks community, based on our needs assessment, enabling us to implement our interventions fully and effectively at Glen Oaks Middle School. University Prep is a locally controlled, independent charter school with a local Board of Directors, which will ensure that all decisions are made by a leadership team close to the students we serve. As a charter school, we will have the autonomy over policies and practices around staffing, budgeting, and programming that are necessary to implement our model at a high level.

- **Leadership Development and Expanded Grades.** Our school model is designed to encompass the students currently attending Glen Oaks Middle School, while expanding to eliminate achievement gaps prior to middle grades and develop a strong pipeline to college and career success. This includes developing a robust leadership incubation and structure to provide quality education at both elementary and secondary grades of our program.
- **Focus on Literacy.** We will have the ability to provide students with an extended school day and year, with time built into our schedule for over three hours daily of literacy instruction throughout the school. We will also use SIG funds for additional staff specifically to support our literacy program in the early years of our slow growth model.
- **High Expectations with Intensive Supports.** Our hiring policies and practices will center around recruiting, selecting, training, and retaining the best teachers to uphold our high expectations.

Therefore, we will engage in comprehensive professional development, including annual visits to excellent schools and intensive coaching, that ensure the success of our teachers and students. We will establish a community outreach team that will engage families and community in the school through a variety of mechanisms, such as monthly parent meetings and community partnerships, further providing supports for students.

Stakeholders

University Prep has cultivated relationships with local and national partners to provide support for the Glen Oaks Middle School restart intervention model. Other resources, both human and financial, are necessary for the success and organizational well-being of a charter school.

- Building Excellent Schools (BES) is a national nonprofit that supports high capacity individuals in designing, founding, leading, and sustaining high-performing charter schools in the nation's most underserved communities. Executive Director Meghan Turner is a 2013 Building Excellent Schools Fellow. She and the founding team have been supported in the school design process by BES and will continue to receive support throughout the planning, startup, and first years of operation. BES will also provide training and support for the two academy leaders who will be incubated in Year One.
- Relationships with organizations like Teach For America will allow us to access a large pool of high quality teachers and staff members, both locally and nationally, to find the best staff.
- We will work with experienced back-office provider 4th Sector Solutions to ensure effective financial management and compliance to all fiscal and operational requirements, including management of SIG funding.

We have developed relationships with numerous businesses, organizations, and individuals in the community that will support student achievement and our school's success. Many students will come to us from homes impacted by poverty. Through our community outreach team, we will develop connections in the community to meet the needs evidenced at Glen Oaks Middle and as expressed by families in the Our Schools, Our Excellence Community Compact.

- Area social service providers such as Family Service of Greater Baton Rouge, HOPE Ministries, and Capital Area United Way will provide resources to our students and families outside of the school setting.
- Local universities and community organizations, including Junior League, Forum 35, Junior Achievement, Louisiana Youth Sports Network, Girls on the Run, YMCA, and ForwardArts, will provide enrichment opportunities such as tutoring, enrichment activities, arts programming, and college visits.
- Stand For Children, a parent advocacy group, will assist us with family outreach and will enroll interested parents in the Stand University for Parents (Stand UP), a program designed to help parents and families support and advocate for their child's education.

We will have a robust community outreach team that will serve in several areas to engage and educate families at University Prep. Families in North Baton Rouge will need to be made aware that they have a new option for students in grades K-12. Our community outreach team, including canvassers, will spread the word of the expansion of Glen Oaks Middle School beyond its original 6-8 model. The community outreach team will also work with families to increase student retention; in prior years, Glen Oaks Middle had an almost 40% student turnover rate. The team will be responsible for developing and maintaining relationships with community partners to expand our programs beyond core academics. All of these activities will work together to promote increased school attendance and prevent dropouts. Some examples of our parent and family activities include:

- Home visits and parent orientations for all students new to the school
- Monthly parent nights (Back to School Night, Family Literacy Night, Family Math Night, etc.)
- Family and community events (Community health fair, Family Fun Night, etc.)
- Report card conferences at each reporting interval
- Parent and community volunteer opportunities

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:	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Budget Summary

	School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Three-Year Total	
		Pre-Implementation	Year 1			
1	Baton Rouge University Preparatory School at Glen Oaks Middle School		482,725. 42	<u>499,182.</u> <u>41</u>	<u>518,092.</u> <u>17</u>	<u>1,500,000</u>
2						
3						
4						
5						
6						
7						
8						
9						
10						
	LEA Activities					
	TOTAL BUDGET		482,725. 42	<u>499,182.</u> <u>41</u>	<u>518,092.</u> <u>17</u>	<u>1,500,000</u>

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

Budget Overview

SIG Funding for Intervention Model: Leadership Development and Expanded Grade Model
 The school prioritizes funding support the Leadership Development and Expanded Grade Model. Through needs assessment we identified inconsistent and unprepared leadership as major challenge over the past seven years. We recognize that strong and consistent leadership is imperative to successfully restart the school and expand the grade capacity. To ensure a strong leadership pipeline, the LEA will incubate to school leaders charged with leading the grade

expansion in Year 2 and Year 3. Each incubated leader will train in the school and other high-quality charter schools across the country. Both leaders will be paid a consulting fee of \$100,000. In addition, in preparation for the grade expansion a Director of Operations consulting fee is assumed at \$1,000/month for 7 months.

As the school prepares to expand from 4 cohorts to 12 cohorts, resources to recruit high quality teachers and students for new entry grades are allocated in year 1 and assumed at \$7,500.

SIG Funding for Intervention Model: Increased Academic Outcomes

The school will utilize their co-teacher model to increase academic outcomes by employing co-teachers to support the small group instruction model in all 3 years of the grant. The school employs 2 co-teachers at \$45,000 plus benefits in year 1, 5 teachers in year 2 and 3.

The school will prioritize professional development to increase academic outcomes. In years 1,2, and 3 the school plans to bring every new teacher to a high quality charter school and assumes \$1000 per teacher for travel. In addition, the school plans to provide additional professional development training assumed at \$1000 per teacher in year 2 and \$805 per teacher in Year 3.

The school will monitor and drive academic outcomes through regular assessment and assessment training. In years 1,2, and 3 the school assumes \$7,500 for the STEP Assessment. In year 1, the school assumes \$27,000 for A-Net Assessment.

The school assumes fees for alternative certification and training through programs like Teach For America to support the teacher pipeline to drive higher academic outcomes. The fees are assumed for two teachers at \$5,500 each for all three years.

SIG Funding for Intervention Model: Increased Expectations for Academic and Behavior

The school plans to impact the expectations for academics and behavior by prioritizing structured professional development, data-assessment, and individualized teacher coaching through the Director of Achievement at \$57,200 plus benefits.

The school will build community and parent support to increase both behavior and academic expectations. The school will work with a community outreach consultant team beginning in year 1 and bring employ a full time position in year 2 and 3. The consultant community outreach team assumes a Community Outreach Coordinator at \$467 per month for 6 months, a Director of Families/Community Engagement \$5,933.33 per month for 6 months, and hourly canvassers at \$10 per hour. In year 2 and 3, the school assumes \$30,600 and \$31,212 respectively for have of the Director of Families/ Student Engagement to support increased behavior expectations.

In addition, Curriculum Specialist/Writer consultants assumed at \$1,000 per month for 6 months are utilized in year one to raise academic expectations for the expanding grades.

Benefits are assume as \$4,500 for medical, 6.2% for FICA, 1.45% Medicare, 2.01% for Unemployment, and 0.50% for Worker’s Compensation. All salaries increase by 1.5% inflation annually.

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	
<i>Sept. 2013 - April 2014</i>	<i>May 2014 - August 2014 (Pre-Implementation Period)</i>
<p>Leader attends leadership training through Building Schools Fellowship</p> <p>University Prep approved as Type 5 Charter School.</p> <p>Board hires school leader, conducts regular meetings and committee meetings.</p> <p>Leader tours over 35 high-quality charter schools in 10 cities across the U.S.</p> <p>Leader attends leadership residency at Vista College Prep.</p> <p>Leader selects Director of Achievement (DOA), Special Education Coordinator, teachers, co-teachers, back-office provider, assistant, and contractors.</p> <p>Design literacy program and small group instruction in co-teacher model</p> <p>Leadership plans 3-week teacher Summer Institute PD, assessment cycle, plans and selects curriculum, and finalizes planning documents.</p> <p>Tour facility, lays out room design and school wide norms; orders furniture.</p> <p>Conduct open enrollment process and registers students</p>	<p>Home visits and SIS build out</p> <p>Programming and training for software and assessment</p> <p>Conduct parent orientation</p> <p>Administer benchmark literacy assessments</p> <p>Conduct Teacher Summer Institute training</p> <p>Create and practice routines and procedures, taxonomies, and co-teaching models</p> <p>Prepare building and classrooms</p> <p>Set up classrooms and common spaces</p> <p>School opens for 108 kindergarten students.</p>

Year 1: 2014 - 2015 School Year		
Intervention Activities		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>AUGUST Lower Academy opens with 108 kindergarteners.</p> <p>STEP assessment conducted to establish benchmark for all students (SIG funded literacy assessment)</p> <p>Hire school leaders for apprenticeship year (SIG funded activity)</p> <p>AUGUST - DECEMBER STEP assessment given every 6 weeks; staff conducts 3 data days to review data, level small group literacy instruction group, and assess areas of needed intervention and gaps (SIG funded literacy assessment)</p> <p>Co-teachers work with homeroom teachers to deliver phonics, reading comprehension, and guided reading through small group instruction (SIG funded support position)</p> <p>Director of Achievement sets curriculum scope and sequence, reviews all lesson plans, assessments, and oversees data analysis and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leader regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>Parents receive regular written and verbal communication about students overall and daily progress</p> <p>Deliverables School leader apprentice will conduct all</p>	<p>JANUARY</p> <p>Hire Director of Families/Community Engagement to develop community relationships in support of the school activities (SIG funded activity)</p> <p>Hire Part-time Director of Operations to assist to startup operations and Community Outreach Coordinator to assist with the development of community relationships in support of the school activities (SIG funded activity)</p> <p>JANUARY - MAY STEP assessment given every 6 weeks; staff conducts 3 data days to review data, level small group literacy instruction group, and assess areas of needed intervention and gaps (SIG funded literacy assessment)</p> <p>Co-teachers work with homeroom teachers to deliver phonics, reading comprehension, and guided reading through small group instruction (SIG funded support position)</p> <p>Director of Achievement reviews all lesson plans, assessments, and oversees data analysis and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leader regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>Parents receive regular written and verbal communication about students overall and daily progress</p>	<p>JUNE</p> <p>Recruitment of new students (SIG funded activity)</p> <p>Family Orientations/Home visits for each new student</p> <p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Hiring and onboarding of new staff for 2015-16(SIG funded activity)</p> <p>Curriculum development by incoming School Director and/or experts (SIG funded activity)</p> <p>JULY</p> <p>Professional development for all staff members</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Full enrollment- home visits completed for each new student ● Full staff hired for new year ● Teacher Summer Institute ● Curriculum and assessments finalized with team ● Prepared for first weeks of school ● Rehearsal of first days / weeks

<p>startup activities for school (hiring, recruitment, curriculum/assessment development, etc.)</p>	<p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Recruitment, hiring and onboarding of new staff for 2015-16(SIG funded activity)</p> <p>Staff members visit high-performing charter schools (SIG funded activity)</p> <p>Curriculum development by incoming teaching staff and/or experts (SIG funded activity)</p> <p>Recruitment of new students (SIG funded activity)</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Community outreach activities monthly ● Enrollment targets met ● Full staff hired for 2015-16 ● Curriculum for K, 1st, 5th and 6th grade math, ELA, science, social studies 	
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<p>Year 2: 2015 - 2016 School Year</p> <p>Intervention Activities</p>		
<p><i>First Semester</i></p>	<p><i>Second Semester</i></p>	<p><i>Summer</i></p>
<p>AUGUST</p> <p>Lower academy adds six cohorts of kindergartens and two cohorts of first grade</p> <p>Upper academy adds two cohorts of fifth grade and two cohorts of sixth grade</p> <p>Purchase and train for STEP and ANet assessments (SIG funded activity)</p> <p>AUGUST - DECEMBER</p> <p>STEP assessment conducted to establish benchmark for all elementary students (SIG funded activity)</p> <p>STEP (elementary) and ANET (middle) assessments given every 6 weeks; staff conducts 3 data days to review data, level small group literacy instruction group, and assess areas of needed intervention and gaps (SIG funded assessment)</p> <p>Co-teachers work with homeroom teachers to deliver phonics, reading comprehension, and guided reading through small group instruction (SIG funded positions)</p> <p>Middle school literacy teacher delivers small group reading instruction (SIG funded positions)</p>	<p>JANUARY - MAY</p> <p>STEP (elementary) and ANET (middle) assessments given every 6 weeks; staff conducts 3 data days to review data, level small group literacy instruction group, and assess areas of needed intervention and gaps (SIG funded assessment)</p> <p>Co-teachers work with homeroom teachers to deliver phonics, reading comprehension, and guided reading through small group instruction (SIG funded positions)</p> <p>Middle school literacy teacher delivers small group reading instruction (SIG funded positions)</p> <p>Director of Achievement and academy leaders set curriculum scope and sequence, reviews all lesson plans, assessments, and oversees data analysis and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leaders regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>Parents receive regular written and verbal communication about students overall and daily progress</p> <p>Outreach to community and families in support of school activities by Director of Families</p>	<p>JUNE</p> <p>Recruitment of new students (SIG funded activity)</p> <p>Family Orientations/Home visits for each new student</p> <p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Hiring and onboarding of new staff for 2015-16(SIG funded activity)</p> <p>Teacher Professional Development</p> <p>Curriculum development and revisions by teachers and leadership (SIG funded activity)</p> <p>JULY</p> <p>Teacher Summer Institute</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Full enrollment- home visits completed for each new student ● Full staff hired for new year ● Teacher Summer Institute ● Curriculum revised for existing grades; created for added grades for upcoming year ● Curriculum and assessments finalized with team ● Prepared for first weeks of school ● Rehearsal of first days / weeks

<p>Director of Achievement and academy leaders set curriculum scope and sequence, reviews all lesson plans, assessments, and oversees data analysis and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leaders regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>School visits for all staff as part of job-embedded PD (SIG funded activity)</p> <p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Data training and implementation of ANet interim assessments and STEP assessments ● Daily small group reading intervention classes demonstrate student growth ● Weekly co-teacher observations, feedback, and one-on-one coaching sessions based on small group student achievement data ● Weekly professional development agendas and activities designed to have staff practicing high leverage techniques, using data ● School visits develop team norms for adult behaviors and student expectations ● Community and family outreach activities monthly 	<p>and Community Engagement (SIG funded activity)</p> <p>Recruitment, hiring and onboarding of new staff for 2016 - 17 (SIG funded activity)</p> <p>Staff members visit high-performing charter schools (SIG funded activity)</p> <p>Curriculum development by incoming teaching staff and/or experts (SIG funded activity)</p> <p>Recruitment of new students (SIG funded activity)</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Weekly professional development agendas and activities designed to have staff practicing high leverage techniques, using data ● Refinement of school model through school visits ● Community outreach activities monthly ● Daily small group reading intervention classes demonstrate student growth 	
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Year 3: 2016 - 2017 School Year		
Intervention Activities		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p>AUGUST</p> <p>Lower academy adds six cohorts of kindergartens and two cohorts of first grade</p> <p>Upper academy adds two cohorts of fifth grade and two cohorts of sixth grade</p> <p>Purchase and train for STEP and ANET assessments (SIG funded activity)</p> <p>AUGUST - DECEMBER</p> <p>STEP assessment conducted to establish benchmark for all elementary students (SIG funded activity)</p> <p>STEP (elementary) and ANET (middle) assessments given every 6 weeks; staff conducts 3 data days to review data, level small group literacy instruction group, and assess areas of needed intervention and gaps (SIG funded assessment)</p> <p>Co-teachers work with homeroom teachers to deliver phonics, reading comprehension, and guided reading through small group instruction (SIG funded positions)</p> <p>Middle school literacy teacher delivers small group reading instruction (SIG funded position)</p> <p>Director of Achievement and academy leaders set curriculum scope and sequence, reviews all lesson plans, assessments, and oversees data analysis and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leaders regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>Parents receive regular written and verbal communication about students overall and daily progress</p> <p>Middle school literacy teacher delivers small group reading instruction (SIG funded position)</p> <p>Director of Achievement and academy leaders set curriculum scope and sequence, reviews all lesson plans, assessments, and oversees data analysis</p>	<p>JANUARY - MAY</p> <p>STEP (elementary) and ANET (middle) assessments given every 6 weeks; staff conducts 3 data days to review data, level small group literacy instruction group, and assess areas of needed intervention and gaps (SIG funded assessment)</p> <p>Co-teachers work with homeroom teachers to deliver phonics, reading comprehension, and guided reading through small group instruction (SIG funded positions)</p> <p>Middle school literacy teacher delivers small group reading instruction (SIG funded position)</p> <p>Director of Achievement and academy leaders set curriculum scope and sequence, reviews all lesson plans, assessments, and oversees data analysis and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leaders regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>Parents receive regular written and verbal communication about students overall and daily progress</p> <p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Recruitment, hiring and onboarding of new staff for 2017 - 18 (SIG funded</p>	<p>JUNE</p> <p>Recruitment of new students (SIG funded activity)</p> <p>Family Orientations/Home visits for each new student</p> <p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Hiring and onboarding of new staff for 2015-16(SIG funded activity)</p> <p>Teacher Professional Development</p> <p>Curriculum development and revisions by teachers and leadership (SIG funded activity)</p> <p>JULY</p> <p>Teacher Summer Institute</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Full enrollment- home visits completed for each new student ● Full staff hired for new year ● Teacher Summer Institute ● Curriculum revised for existing grades; created for added grades for upcoming year ● Curriculum and assessments finalized with team ● Prepared for first weeks of school ● Rehearsal of first days / weeks

<p>and collection (SIG funded leadership position)</p> <p>Director of Achievement and school leaders regularly coach teachers in weekly observation and feedback cycle (SIG funded leadership position)</p> <p>School visits for all staff as part of job-embedded PD (SIG funded activity)</p> <p>Outreach to community and families in support of school activities by Director of Families and Community Engagement (SIG funded activity)</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Data training and implementation of ANet interim assessments ● Data training and implementation of STEP assessments ● Daily small group reading intervention classes demonstrate student growth ● Weekly co-teacher observations, feedback, and one-on-one coaching sessions based on small group student achievement data ● Weekly professional development agendas and activities designed to have staff practicing high leverage techniques, using data ● School visits develop team norms for adult behaviors and student expectations ● Community and family outreach activities monthly 	<p>activity)</p> <p>Staff members visit high-performing charter schools (SIG funded activity)</p> <p>Curriculum development by incoming teaching staff and/or experts (SIG funded activity)</p> <p>Recruitment of new students (SIG funded activity)</p> <p>Deliverables</p> <ul style="list-style-type: none"> ● Weekly professional development agendas and activities designed to have staff practicing high leverage techniques, using data ● Refinement of school model through school visits ● Community outreach activities monthly ● Daily small group reading intervention classes demonstrate student growth 	
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