

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

<b>Official Name of LEA (Agency/Organization)</b>	FUSE-LA
<b>Name of Superintendent/CEO</b>	Michael Sharpe
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<b>City, State</b>	Baton Rouge, LA
<b>ZIP Code</b>	70801
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<b>Phone Number</b>	860-216-9629
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<b>E-Mail Address</b>	Carol.beebe@fuse180.org

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

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

	SCHOOL NAME	SITE CODE (7 digits)	NCES ID (12 digits)	INTERVENTION MODEL				AMOUNT REQUESTED
				Turn-around	Restart	Closure	Transformation*	
1	FUSE at Dalton Academy	396298	2200054-00370		X			\$1,749,999.75
2								\$
3								\$
4								\$
5								\$
6								\$
7								\$
8								\$
9								\$
10								\$
<b>TOTAL</b>								<b>\$1,749,999.75</b>

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

**School Profiles**

	SCHOOL NAME	Rurality (Rural, Suburban, Urban)	% Free/ Reduced Lunch	SY13-14 Enrollment	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 Enrollment
1	FUSE at Dalton Academy	Urban	100%	318	426	492	558
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

Contact: Anette Hollis, 860-216-9628

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

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

N/A

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

**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 scholar 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 scholar 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; scholar participation rate on State assessments in reading/language arts and in mathematics, by scholar subgroup; dropout rate; scholar attendance rate; number and percentage of scholars 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).

Family Urban Schools of Excellence (FUSE), a charter management organization, is seeking a School Improvement Grant to support the conversion of Dalton to a charter school under the Restart model in Baton Rouge, Louisiana. Dalton Elementary is one of the lowest performing schools in East Baton Rouge Parish and the state, receiving an "F" school performance school for the last several years on the state's most recent report card. It sits in the most underserved communities in the state – the north part of Baton Rouge. Because of Dalton's chronic low performance, it began as an East Baton Rouge Parish School System school but was taken over by the Recovery School District – a state school district with the authority to take over chronically low performing schools that have been academically unsuccessful (receiving an "F" school performance score) for at least 4 consecutive years. As such, FUSE was selected as a high-performing charter school operator with a track record of success to implement the Restart model at Dalton. FUSE utilizes the Jumoke model, which is based on the word Jumoke, which originates from the Yoruba dialect and means, "the child is loved." The mission of FUSE is to prepare children to successfully compete in the global marketplace, overcoming any cultural, social, or economic challenges.

Dalton Elementary School's needs are clear based on its data alone, serving low-income, high-need scholars that are and have been performing well below the state averages as evidenced by the below chart:

**2012-13 SY Snapshot**

- Enrollment: 331
- Special Education: 8%
- Free & Reduced Lunch: >95%
- School Performance Score: F

LEVEL	DALTON	STATE
Advanced	<5%	6%
Mastery	<5%	17%
Basic	30%	45%
Approaching Basic	31%	20%
Unsatisfactory	34%	12%

*\*Scholars were evaluated on the state's LAA assessment for proficiency in ELA, Math, Science, and Social Studies.*

It is important to note that "Mastery" is the level at which "a scholar demonstrates competency of challenging subject matter and is well prepared for the next level of schooling."<sup>1</sup> This means that well below 10% of scholars at Dalton Elementary school in the 2012-2013 school year (the most recent year of testing data) were actually prepared to go onto the next grade based on Louisiana state standards. These results are compounded when you consider that Louisiana state standards are less rigorous than other states across this country, though scholars are competing for the same colleges or universities and jobs.

Beyond a deep dive into Dalton's demographic and academic data, FUSE leadership spent the last year and a half visiting Baton Rouge and Dalton to understand the specific needs of both the larger community, as scholars can attend the school from various neighborhoods, and the individual school community. In addition to analyzing school-wide data, the FUSE team spent this time conducting school and community based interviews, making classroom observations, and speaking with local stakeholders.

These actions revealed the stark divide between the north part of the city in which Dalton is located and the rest of the city. In the north region, a resident lives nearly a half a decade less, earns half as much, and is three times more likely to have dropped out of high school than the rest of the city. Less than 10% of individuals in the Dalton community receive a bachelor's degree. This results in a perpetual cycle of joblessness, poverty, and additional ills that are associated with poverty such as high crime rates – the Dalton community having one of the highest homicide rates in the city. The state's poverty is concentrated in this part of the parish and Dalton in many ways is a reflection of the societal ills that plague the area, including truancy, poverty and juvenile and adult crime. It is this that negatively impacts academic outcomes for scholars if they are not in a stimulating, supportive, and rigorous school environment with a strong school culture and highly effective educators. And while Louisiana continues to experience significant job growth, those jobs require a post-secondary degree and scholars at Dalton currently are not set on that track.

Through these activities, FUSE was able to better understand the school community and ensure that its intervention strategies are tailored as necessary to the needs of Dalton. FUSE has a track record of delivering a high-quality education to scholars and families using the Restart model in communities similar to that of the north part of Baton Rouge where Dalton is located. As such, the FUSE model reflects intervention strategies that are embedded in the school's staff and culture. As required by the Restart model, FUSE at Dalton Academy will serve any former scholar whose parent/guardian selects to re-enroll him/her.

Based on the main needs identified, FUSE will implement intervention strategies, set goals, and monitor progress towards those goals. The following tables outline three key needs, strategies, and goals

<sup>1</sup> <https://www.louisianabelieves.com/assessment/annual-assessments>

identified at Dalton that will be the cornerstone of FUSE's Restart model. FUSE's goals are set forth in accordance with the organization's theory of action, which builds on its beliefs about the ways in which children learn, the environment that best promotes learning, and the structures and culture that promotes optimal scholar and staff performance. Meeting its goals will ensure FUSE is providing a transformational education to scholars in the Dalton community of Baton Rouge. They have been informed by the needs assessment and intervention strategies FUSE identified related to academic achievement, school culture, and parent engagement.

**Academics:**

<p><b>NEEDS 1:</b></p>	<ul style="list-style-type: none"> <li>• Academic inconsistencies on district-wide ANet assessment, versus the statewide LEAP and iLEAP, with teachers utilizing district-implemented ANet to inform skills taught though it does not correlate to LEAP and iLEAP state assessments used to determine school success</li> <li>• Lack of curriculum to guide classroom instruction</li> <li>• Varying levels of teacher-preparedness and understanding of effective teaching strategies, with little or no training in new Common Core learning standards</li> <li>• Lack of sharing common effective teaching practices across grade levels and classrooms</li> </ul>
<p><b>STRATEGIES:</b></p>	<p><b>Significantly improve academic outcomes.</b></p> <ul style="list-style-type: none"> <li>• Implement an integrated curriculum that is aligned to national Common Core standards, and includes scholar-centered pedagogy that is readily accessible to academic staff and is based on developmentally appropriate strategies, including:             <ul style="list-style-type: none"> <li>○ Limitation on class sizes to 22 scholars</li> <li>○ Approach serving SPED scholars, working in close collaboration with special education staff</li> <li>○ Analyze scholar assessment using a consistent framework of measures developed in collaboration with teachers and school leadership</li> <li>○ Effectively use technology to support learning objectives</li> <li>○ Develop a common data reporting framework aligned with FUSE district measures</li> </ul> </li> <li>• Implement a comprehensive professional development approach that centers on effective, evidence-based implementation that includes on-site coaches, classroom observations, and daily teacher support that includes:             <ul style="list-style-type: none"> <li>○ Teacher empowerment through consistent evaluation on a range of skills, including scholar outcomes, and incentivizing performance</li> <li>○ Full training of staff, parents and scholars in the Jumokey model</li> <li>○ Implementation of a curriculum coaching model for the creation of learning communities</li> <li>○ Integrated data team concept</li> </ul> </li> <li>• Implement a structured teacher selection/retention process including:             <ul style="list-style-type: none"> <li>○ Curriculum coaches and leadership structures to empower teachers and provide consistent, constructive feedback</li> <li>○ Academic assistants bringing additional resources to the classroom for each teacher, allowing flexibility to monitor scholar progress toward academic goals</li> <li>○ Extended instructional time with embedded professional development</li> <li>○ Building management/operations strategy to enable academic staff (including principal) to focus on instruction</li> </ul> </li> </ul>
<p><b>GOALS:</b></p>	<p>FUSE will ultimately measure its success on scholar achievement rates, utilizing state standardized assessments that have been aligned with state standards. FUSE has established the following goals informed by where Dalton is today:</p>

	<table border="1" data-bbox="412 205 1325 373"> <thead> <tr> <th></th> <th>ELA – % mastery or higher<sup>2</sup></th> <th>MATH – % mastery or higher</th> </tr> </thead> <tbody> <tr> <td>2013<sup>3</sup></td> <td>4%</td> <td>2%</td> </tr> <tr> <td>2015</td> <td>10%</td> <td>8%</td> </tr> <tr> <td>2016</td> <td>20%</td> <td>19%</td> </tr> <tr> <td>2017</td> <td>40%</td> <td>31%</td> </tr> </tbody> </table> <p>More specifically, FUSE has set the following academic goals for the term of this grant:</p> <ul style="list-style-type: none"> <li>• 95% of teachers will be in attendance, measured per trimester</li> <li>• 85% of teachers are retained in the FUSE network each year</li> <li>• 100% of scholars will participate in required state assessments in both reading and math, measured annually</li> <li>• School Performance Score of “A” in five years</li> </ul>		ELA – % mastery or higher <sup>2</sup>	MATH – % mastery or higher	2013 <sup>3</sup>	4%	2%	2015	10%	8%	2016	20%	19%	2017	40%	31%
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2015	10%	8%														
2016	20%	19%														
2017	40%	31%														
<b>MONITORING:</b>	<ul style="list-style-type: none"> <li>• The employment of teacher-created formative assessments and summative assessments, and data that is disaggregated by classroom, subject area, gender and teacher</li> <li>• 100% participation in all professional development sessions</li> <li>• 80% of teachers will receive a performance score of proficient or above based on FUSE's evaluation system, as measured per trimester</li> <li>• Weekly meetings with curriculum coaches and teachers</li> <li>• Teacher teams – use of data collectively across classrooms and grade levels</li> <li>• Ensure scholars receive an extended school day and year to maximize learning opportunities</li> </ul>															
<b>School Culture:</b>																
<b>NEEDS 2:</b>	<ul style="list-style-type: none"> <li>• Inconsistencies in expectations by teachers for scholars and also by school leadership for teaching staff, with the common bar being set extremely low for what scholars and staff are expected to perform</li> <li>• Scholars and staff lack a sense of place at Dalton today, not feeling compelled by any school-wide vision</li> <li>• Scholars and staff have a low morale, evidenced by low enrollment numbers, attendance rates, and poor performance and do not feel supported by one another but rather feel isolated in their classrooms</li> </ul>															
<b>STRATEGIES:</b>	<p><b>Strengthen school culture and climate.</b></p> <ul style="list-style-type: none"> <li>• Foster a positive school environment that includes non-academic factors such as scholars' social, emotional, arts, cultural, recreational and health needs</li> <li>• Implement a comprehensive school culture strategy that includes, at a minimum: uniforms, a positive classroom environment, a “one voice” cultural approach throughout the school, attendance policies, diversity celebrations, home-school connections, blazer ceremonies, and community partnerships</li> <li>• Increase community knowledge and improved perception of Dalton</li> </ul>															
<b>GOALS:</b>	<ul style="list-style-type: none"> <li>• 100% of scholars will participate in enrichment activities by the end of year 3</li> <li>• Double the number of community partnerships in year 1, and increase this by at least one additional partnership each subsequent year of the grant</li> <li>• 80% of scholars and parents complete the school climate survey in year 1, and 90% in subsequent years that measure perceptions in safety and school environment             <ul style="list-style-type: none"> <li>◦ 85% of those completing the survey will rate FUSE in the top 2 categories on a 5 point scale by the end of year 3</li> </ul> </li> </ul>															

<sup>2</sup> Though proficiency in Louisiana can be measured at the “basic” level and above, “mastery” is the level at which “a scholar demonstrates competency of challenging subject matter and is well prepared for the next level of schooling.” As such, FUSE has set targets around mastery levels to ensure scholars are best prepared for the next grade.

<sup>3</sup> Most recent data year (2012-13 school year).

<b>MONITORING:</b>	<p>FUSE has established systems to continually understand progress against its school culture goals. In particular, FUSE monitors each aspect of its comprehensive school culture strategy, as well as scholar attendance and behavior, as those factors are indicative of scholar and family buy-in and assimilation into a culture of high-expectations, unity, and support.</p> <p>Specifically, FUSE will monitor and has set the following targets that it can measure on a more regular basis which will help gauge how FUSE will meet its larger goals, and enable FUSE to adjust course if necessary:</p> <ul style="list-style-type: none"> <li>• Classroom Environment – monitor scholar behavior daily and utilize incentives to encourage classroom behavior, targeting 90% of scholars without significant discipline issues (sent home, extended removal from classroom, etc.) weekly</li> <li>• Attendance – 95% of scholars attend school, measured per trimester</li> <li>• Uniforms – ensure all scholars are wearing school uniforms on a daily basis, targeting 90% without uniform infractions daily</li> <li>• Diversity celebrations – establish opportunities for scholars and families to come together to celebrate success and progress, targeting 100% of scholars and 70% of parents attend at least one event</li> <li>• Scholar discipline incidents are &lt;5% of scholars, measured per trimester</li> </ul>
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**Community Engagement:**

<b>NEEDS 3:</b>	<ul style="list-style-type: none"> <li>• Learning is not reinforced in all households, in part because parents are unaware of curriculum and how to best support their child</li> <li>• Families are only brought into the school when children are misbehaving</li> <li>• Parents' struggles impact scholars when they go home after the school day, which can affect scholar learning and performance</li> </ul>
<b>STRATEGIES:</b>	<p><b>Enhance parent engagement.</b></p> <ul style="list-style-type: none"> <li>○ Implement a comprehensive parental engagement strategy, with high expectations of parents and the community based on best practices, including, at a minimum: parent organization, parent academies, proactive communications/outreach program, ceremonies/celebrations, open door policy, and aligned support from community partners.</li> </ul>
<b>GOALS:</b>	<ul style="list-style-type: none"> <li>• 80% of parents or caregivers complete the school climate survey in year 1, and 90% in subsequent years that measure perceptions in safety, school environment, and accessibility to families             <ul style="list-style-type: none"> <li>○ 85% of those completing the survey will rate FUSE in the top 2 categories on a 5 point scale by the end of year 3</li> </ul> </li> <li>• 80% of parents attend some family or community event, including parent-teacher meetings, report card nights and other family celebrations</li> </ul>
<b>MONITORING:</b>	<p>FUSE will monitor progress against its parental engagement goals by tracking the following:</p> <ul style="list-style-type: none"> <li>• Number of calls to parents by teachers each marking period, targeting at least 3 direct interactions with each parent</li> <li>• Scholar homework completion rates are a reflection of family involvement outside of the school building, targeting 80% completion rates daily in year 1 and 90% in subsequent years</li> <li>• Frequency and diversity of engagement opportunities for families, providing at least 1 opportunity per month per classroom (or as a whole school) and ensuring that those opportunities range in times and days of week to accommodate more families</li> </ul>

Overall, FUSE's vision for Dalton Academy includes having clear and coherent plans to strengthen

culture and climate, enhance parent engagement, and ultimately improve academic outcomes. FUSE will utilize the highly successful model of its Jumoke schools to support Dalton in the implementation of these plans. FUSE will begin by serving pre-kindergarten through fifth grade scholars but plans to expand through grade eight to provide additional consistency and an exceptional education for scholars.

**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
Dalton Elementary School	44.6	TBD <sup>4</sup>	50.0	60.0	75.0	30.4

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<sup>4</sup> Scholars are currently completing the 2013-14 school year, so we have yet to receive any testing results or school performance scores.

**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.<sup>5</sup>

School Name	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
Dalton Elementary School - ELA	34%	TBD <sup>6</sup>	50%	60%	70%	36%
Dalton Elementary School - Mathematics	46%	TBD	55%	65%	75%	29%

**(1) 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 scholars. Describe how the LEA will coordinate or integrate programs and activities at each Priority School that the LEA commits to serve.

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

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

<sup>5</sup> Proficiency is determined in Louisiana as “Basic” or above on the state assessments. Scholars receiving a score of basic or above receive points that go towards school performance scores as rated by the state in determining proficiency.

<sup>6</sup> Scholars are currently completing the 2013-14 school year, so we have yet to receive any testing results or school performance scores.

**CAPACITY:**

FUSE currently has the capacity to implement the intervention strategies outlined above as soon as FUSE at Dalton launches this summer of 2014. As a Restart model, FUSE is an autonomous charter management organization that has complete control over its staffing structure, curriculum, funding, etc. Therefore, FUSE at Dalton will receive all required resources and support to fully and effectively provide the required activities of the intervention model and strategies.

FUSE has already, for more than the last year, been on the ground in Baton Rouge, LA to ensure it can meet the needs of the community. As FUSE began expanding beyond its initial schools, it began building a strong and extensive network of highly qualified educational leaders, with an established capacity to manage, operate and continuously recruit quality staff as needed. The national FUSE leadership team will directly support the local FUSE at Dalton leadership team, particularly in finances, providing curriculum development support, data tracking, etc. so that the school level staff can, by and large, focus on producing exceptional academic results, building a strong school culture, and meeting community engagement targets. The national team will work closely with the local team so that it can respond to any needs at the school level and provide additional supports as necessary. The FUSE leadership team at a national level is currently comprised of:

**Chief Executive Officer, Dr. Michael M. Sharpe:** Michael is a graduate of Columbia University, Norwich University and New York University. Before leading Jumoke Academy Charter Schools and launching Family Urban Schools of Excellence (FUSE), Dr. Sharpe had a long career in public service and community organizations in Connecticut. Sharpe began work at Jumoke Academy in 1998 and was appointed its CEO in 2003. Under his leadership, Jumoke Academy were cited three years consecutively as one of the top ten performing urban schools in the State of Connecticut.

**Chief Academic Officer, Leanne Masterjoseph, Ed.D:** Leanne has spent twenty-two years as an educator and advocate for young people. Her formal education includes a Bachelor's degree in Elementary Education from The George Washington University, two Master's degrees in Urban Education and School District Administration from Iona College, and a doctorate in Educational Leadership. Prior to joining the Jumoke Academy Schools, Leanne served as Superintendent of Schools in Stonington, CT, where she spent five years encouraging joyful teaching and learning for all and challenging assumptions about academic achievement and children in poverty.

**Chief Financial Officer, Carol Beebe-Mestel:** Carol joined the Jumoke family in 2001, bringing over 15 years of experience in the areas of finance and accounting. She graduated with honors from Southern Connecticut State University with a degree in accounting. Carol's work experience includes: supporting the tax department for Ernst & Young; a Big 4 accounting firm, finance controller for an international leasing company and leading a non-profit organization as their Chief Financial Officer. Carol's financial skills and innovative methodologies helped Jumoke plan and finance the school's dream of future expansion.

**Chief Development Officer, Andrea Comer:** Andrea oversees communications efforts, supports philanthropy and strategic planning, and spearheads community engagement. Previously, Andrea served as in director and project manager positions for the cities of Hartford and New Haven, CT, and as Director of Community Outreach for Achievement First . Andrea is a former elected member of the Hartford Board of Education, playing an instrumental role in the district's reform strategy. She currently serves on the Connecticut State Board of Education, as well as on the board of Capital Community College and Teach for America CT.

**Chief Operations Officer, Anette Hollis:** Anette joined Jumoke Academy in 2000. A native and resident of Greater Hartford, she received her Associate's Degree from University of Hartford. She has moved steadily up the ranks at Jumoke—starting off as the school's administrative assistant in 2007. In her role as Chief Operating Officer, Anette is responsible for managing the core

operations functions that support FUSE's mission, overseeing the Facilities and IT divisions, as well as the admissions process for all scholars across the FUSE network. She also interfaces with the district administration for our turnaround partnerships.

This team has a depth and breadth of educational experiences and has also worked in the FUSE network for many years, having a deep understanding of its culture and expectations.

Further, the school will be led by a School Principal, Operations Manager, and Executive Director Fellow, who will collaboratively oversee the day-to-day operations of the school and will be able to rely on the central leadership team for their experiences and expertise areas as well. These individuals have the experiences and background required to implement the Restart model and FUSE implementation strategies. They have been trained by the national team, traveling to Connecticut to understand the FUSE model.

More specifically, FUSE's central office provides the following supports, guided by the specific needs of Dalton and working alongside the Dalton leadership team and staff. As a charter management organization implementing the Restart model, FUSE has complete decision making authority and control over the following:

**Academics**

The Curriculum, Instruction, and Assessment Team (CIA) supports school leadership by doing "whatever it takes" to promote and provide excellence in all instructional components of the school setting. Beginning with a highly structured system of coaching for the school principal and administrators and filtering down to the facilitation of professional development of all teaching faculty and staff, the CIA serves as an on-the-ground implementation team. The CIA begins with the provision of all curriculum documents, assessment calendars, and instruction to teachers concerning the collection of data for standards-based methods of reporting scholar progress. The team then focuses attention of the implementation of FUSE's strategies for the effective planning of instruction. It simultaneously sets the foundational structures and supports for the ongoing review of scholar achievement data and the strategic deployment of scholar support services to level the playing field for struggling scholars.

**Finance**

FUSE recognizes that not every opportunity can be accommodated within even the most generous of annual budgets. Educating children for a complex, global future involved investing in the kind of academic and extracurricular enrichment that used to be only available to scholars in wealthier suburbs. FUSE will continue to cultivate its base of private individual support to fund curricular innovations and advancements, such as additional foreign language courses and increased investment in the integration of technology into everyday learning. Therefore, while yearly costs will be sustained through the state allocation, discretionary gifts from individual donors can enhance FUSE's ability to offer the most robust and well-rounded education possible.

Over the past several years, FUSE has ramped its fundraising efforts to prepare for its expansion. Significant private grant funding was secured from two leading sources – the Vance and the Buck Foundations, and a number of philanthropic organizations have expressed interest in successful scaling of FUSE, including the Walton and Broad Foundations.

**Strategy/Development**

The Development Office is charges with developing the FUSE strategic operations plan, securing the resources needed to effectively accomplish the following FUSE objectives:

- Launching the groundwork necessary to effectively implement new school start-up, such as Dalton, securing a charter and funding and developing a community engagement strategy.
- Providing direction for the design and implementation of strategic and operational plans for enhancing revenue.

- Expanding all facets of the donor base by creating development initiatives that further the organization’s mission and brand.
- Assisting board members, FUSE Executive team at the school, and other staff.
- Ensuring that all resource development data is current, appropriate to goals and outcomes, and supports organizational needs.
- Maintaining a comprehension and appreciation of documented metrics and performance indicators used to measure progress.
- Assisting with the development of FUSE messaging, media, and external partnerships.
- Ensuring timely and effective internal and external communication of all organizational events.
- Working with the local leadership team at Dalton to recognize internal and external communications opportunities and solutions.

**Operations**

The Operations Division is responsible for ensuring support services and efficiency in the areas of Admissions-Records, Facilities and Information Technology, as well as providing the necessary oversight to ensure FUSE’s facilities are clean, orderly and conducive to learning.

- *Admissions-Records*
  - Leading the development, implementation and evaluation of a comprehensive admissions plan
  - Managing all aspects of the enrollment process, including application processing, review and conversion
  - Supervising and training the Admissions-Records team, including the data manager
  - Collaborating with the chief development officer to develop marketing and communications plan, and participate in the recruitment of prospective scholars
  - Serving as point of contact with district transportation and food service entities
- *Facilities*
  - Ensuring routine and periodic inspections of school grounds and facilities through development of schedules and checklists for maintenance staff
  - Monitoring safety inspections and accidents investigations, develops safety training schedules as needed
  - Planning and directing the work activities of all maintenance personnel to maximize workforce efficiency and adherence to operational requirements
  - Ensuring compliance with OSHA, ADA, AHERA and other health and safety entities
- *Information Technology*
  - Assisting with the evaluation of the district plan for instructional technology
  - Providing leadership in implementing long-range plans for instructional use of technology
  - Ensuring distribution of acceptable use policy and serve as point of contact for concerns regarding technology
  - Assisting in the development and implementation of district procedure for the review, selection, acquisition and evaluation of software and hardware

**Talent Management**

FUSE has developed an educator and school leadership recruitment and hiring process for its network of schools and plans to adapt this model for Dalton. FUSE utilizes a rigorous selection checklist, which includes resume evaluation, interviews with the leadership team, and a sample lesson delivery (as appropriate). The selection metric allows FUSE to evaluate potential staff on the following core competencies:

- *Experience/Preparation:* Has the candidate had the proper educational training and experience to prepare them to be successful engaging and instructing scholars?
- *Rigor/Driving Success:* Has the candidate demonstrated success at driving scholar achievement, using data to inform instruction, familiarity with the Common Core, and an innate desire to “do whatever it takes”?

- *Contributions*: Does the candidate seek to have an impact outside the classroom through extracurricular activities, school-wide programming or events, peer coaching, family engagement, community outreach, or other such contributions?
- *"FUSE Fit"*: Does the candidate demonstrate an ability to connect with, engage and develop a working rapport with scholars, families and fellow educators to bring to bring all stakeholders – and their own professional experience – to the next level?

This support addresses all aspects of FUSE's intervention strategies under the Restart model – academics, school culture, and parental engagement. Further, this structure and leadership team has led FUSE to strong results thus far, demonstrating FUSE's high level of capacity to implement the Restart model at Dalton in the north part of Baton Rouge. FUSE currently serves upwards of 1,400 scholars in five schools at the elementary and middle school levels. FUSE serves a scholar population at high risk for academic failure:

- 98% of scholars served are African American or Hispanic,
- 81% qualify for free or reduced-price lunch,
- 9% have special needs, and
- 10% are designated as English Language Learners (ELL).

With this scholar population, similar to that of Baton Rouge, FUSE scholars consistently perform at or near 90% proficiency in Math and ELA, outcompeting local magnet schools or schools in affluent suburban communities.

#### **RESOURCES ALIGNED WITH INTERVENTIONS & EXTERNAL PROVIDERS:**

As a charter, FUSE receives all local, state, and national funding provided to any public school in the state of Louisiana. In part, this is based on the Minimum Foundation Program (MFP), which is the formula that determines the cost to educate scholars at public elementary and secondary schools, and defines state and local funding contributions to each district. FUSE will also secure the following funding available to Dalton:

- **Title I** – provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards
- **Title II** – provides financial assistance to schools in order to increase scholar academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools
- **IDEA B** – grants to state and local education agencies to offset part of the costs of the K-12 education needs of children with disabilities
- **IDEA B Pre-School** – grants to state and local education agencies to offset part of the costs of the pre-K education needs of children with disabilities
- **LA4 Pre-School** – state spending on Louisiana's major program for four-year-olds
- **Child Nutrition Program** – Administered by State agencies, each of these programs helps fight hunger and obesity by reimbursing schools for providing healthy meals to children

FUSE will also monitor the availability of dollars related to homelessness (Title X), Medicaid, 8g Scholar Enhancement, and other local and national funding opportunities.

In addition, the following resources and external providers have been identified related to Dalton's needs and FUSE's related intervention strategies. Most done internally through what was outlined above, but FUSE looks to other resources that can include, but are not limited to the organizations included below:

Intervention Strategy	Aligned Resources & External Providers
<p>1: Significantly improve academic outcomes</p>	<ul style="list-style-type: none"> <li>• Title I and II, IDEA B and IDEA B Pre-School, LA4 Pre-School</li> <li>• High-Quality Teacher Recruitment:                             <ul style="list-style-type: none"> <li>○ <i>Teach For America</i> – recruit, selects, and trains high-quality teachers</li> <li>○ <i>The New Teacher Project</i> – recruit, selects, and trains high-quality teachers</li> <li>○ <i>myEDmatch</i> – job matching site that doesn't just screen for resumes, but rather the criteria that can optimize likelihood of a successful match: beliefs and goals</li> <li>○ Higher Education partnerships to help scholars become accustomed to talking about college. Local schools include: Louisiana State University, Southern University, and Baton Rouge Community College.</li> </ul> </li> </ul>
<p>2: Strengthen school culture and climate</p>	<ul style="list-style-type: none"> <li>• Health and Physical Services:                             <ul style="list-style-type: none"> <li>○ <i>Child Nutrition Program</i> – providing healthy meals</li> <li>○ <i>Local hospitals and service agencies</i> – <i>Our Lady of the Lake, Baton Rouge General, Capital Area Human Services, etc.</i></li> <li>○ <i>Boys &amp; Girls Club</i> – provide out-of-school-time programs through afterschool, summer, youth legislature, and violence prevention programs</li> </ul> </li> <li>• Enrichment:                             <ul style="list-style-type: none"> <li>○ <i>Big Buddy Program</i> – provide access to positive role models and learning experiences to children who lack these valuable resources</li> <li>○ <i>Kids' Orchestra</i> – bring children of all cultures and backgrounds together using music education as a vehicle to foster teamwork, develop understanding, and emphasize excellence</li> <li>○ <i>BREC</i> – operates public park and recreation facilities and programs throughout East Baton Rouge Parish and provide scholars additional out of school activities</li> <li>○ <i>100 Black Men of Baton Rouge</i> – non-profit organization through which African-American males step forward and assume roles of community leadership, responsibility and guidance serving as mentors and providing additional academic and life skills support</li> </ul> </li> <li>• Facilities Enhancement                             <ul style="list-style-type: none"> <li>○ <i>The Walls Project</i> – organization that paints murals across the city, including schools</li> </ul> </li> </ul>
<p>3: Enhance parent engagement</p>	<ul style="list-style-type: none"> <li>• <i>BREC</i> – operates public park and recreation facilities and programs throughout East Baton Rouge Parish, including camps and activities for scholars and families</li> <li>• <i>Stand for Children</i> – is an education advocacy organization for teachers and parents devoted to improving public schools and closing the achievement gap</li> <li>• <i>Families Helping Families of Greater Baton Rouge</i> – family directed resource center for individuals with disabilities and their families</li> <li>• <i>Family Services of Greater Baton Rouge</i> – family service agency addressing issues of teen pregnancy, separation/divorce, school failure, child abuse/neglect, HIV/AIDS, depression, inadequate parenting skills, financial stress, and related family issues</li> </ul>

FUSE has already begun building relationships with area colleges and universities, as well as Teach for America, The New Teacher Project, and myEDmatch to develop a robust talent pipeline, in addition to local community groups such as Stand for Children, Better Baton Rouge, and the Big Buddy Program. FUSE recognizes the significance of organizations such as these and their history in the Baton Rouge

community. FUSE will be able to meet its intervention strategies through its internal capacity and resources because it is a charter management organization implementing the Restart model, and as such as complete control over its academic curriculum, funding, staffing, and any other programming. However, it will identify ways to enhance these efforts through these partnerships and integrating them into the school either through direct programs during the school day or after school, or through sharing information with scholars and families for services that would be useful to them. In particular, the services that parents would likely want to or need to know about can be incorporated through the parent universities that FUSE offers, in addition to regular communications home and in the front office of the school. All staff members will have some familiarity with these offerings so that they can make recommendations based on family needs as well. Both the FUSE executive leadership team identified above, in addition to the Dalton school level leaders will ensure the school leverages all available resources.

Any external provider will be vetted by the FUSE executive leadership team in accordance with a provider criterion reference previously established by FUSE. FUSE will ensure that any provider invited into the school community shares its philosophy on educating scholars and can promise to keep all interactions in line with our mission and vision. Only those providers who demonstrate the capacity to serve our scholars and their families aligned with our goals, will then be welcomed to join the school community. School level personnel will be charged with monitoring the effectiveness of the services provided. External providers are expected to provide monthly reports that outline their strengths and needs. Constant communication between all stakeholders will be crucial for determining success. These providers will provide transportation, food, facilities management, and special education services and will be closely evaluated and monitored.

#### **SUSTAINABILITY:**

FUSE has built a model that will make sure the intervention strategies are sustained by ensuring that the approach and school culture continue well beyond the initial first years of the schools launch, or the three years of this grant. This sustainability plan includes the following main components:

**Board of Directors.** The FUSE Board, through the work of its committees, will be responsible for establishing a long-range plan to ensure Dalton's sustainability, regulatory and legal compliance and overall fiscal health. Working collaboratively with the FUSE leadership team, the Board will adopt goals, objectives and measurable outcomes to ensure that scholars are progressing and achieving academic excellence. These will be informed by the strategies and goals included in this grant proposal. FUSE will also provide the data and information to facilitate the Board's ability to exercise its fiduciary duty and ensure sustainability.

**Human Capital.** FUSE understands that the sustainability of its model depends on the people involved and their continued commitment to working towards the mission. FUSE utilizes a model of promote from within, and build capacity of leadership. FUSE empowers staff members to take on leadership roles within the school context that give them a sense of pride and belonging. Ongoing professional development ensures a staff that is equipped to fearlessly take on the challenges of turnaround work. Leadership team continues to research best practices and is consistently adding to our toolkit of intervention strategies. Further, existing school staff has been vetted for retention to provide continuity for the school community.

**Community Involvement.** For over the last year, FUSE has conducted multiple visits to the school site and Baton Rouge generally to meet with community members and immerse itself in the school community at Dalton. By closely integrating families, parents, and community-members in the school, FUSE will build a base of advocates, widen its network to identify additional community resources that can enhance scholar learning or meet out of other non-academic needs. FUSE has already committed to meeting the expectations set by over 500 North Baton Rouge community members through a community compact, including how it will achieve scholar success; recruit, reward, and empower proven talent; involve parents; and support scholars. Even more, FUSE intends on growing the school community to

include 8<sup>th</sup> grade, keeping our cadre of parents and school supporters closely connected and involved in the school community.

**Finances.** FUSE receives all local, state, and national funding provided to any public school in the state of Louisiana, including the per pupil funding, Title I, Title II, IDEA B, IDEA B Pre-K, and LA4 Dalton receives based on its location and the scholar population it serves. FUSE at Dalton will begin by serving all grades currently served (PreK-5) and will add 6-8<sup>th</sup> grade through a slow growth model over the next three years. Its budget will be sustained through the per pupil support outlined above beyond the terms of this grant with additional philanthropic need only for activities to enhance the educational experience for scholars and provide additional opportunities outside of the scope of the intervention strategies outlined.

**(2) 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:**

FUSE is a charter management organization implementing the Restart model at Dalton in Baton Rouge. As a charter, FUSE has complete autonomy over its budget, staffing (recruitment, hiring, firing, and placement), curriculum, data tracking, community partnerships, school schedule, length of school year and day, and all other decisions that impact the school building. As such, it will ensure all scholars formerly attending the school are able to have a seat, in addition to increasing the enrollment number, enabling even more scholars from the area to be served by FUSE.

FUSE has a track record of providing an exceptional education to scholars in communities similar to the Dalton neighborhood in Baton Rouge through the implementation of the Restart model and intervention strategies outlined in this grant. Academic instruction at FUSE schools begins quickly and

teachers dedicate significant time to literacy and numeracy. Learning objectives are clearly posted so that scholars understand the goals and expectations for the day. Teachers and academic assistants work as a team to individualize instruction by taking time to study data and teach the content in a way that resonates with each scholar and both adults work with small groups and centers to assist with differentiation and create time for interventions.

When scholars struggle with concepts and do not meet skill acquisition objectives as expected, teachers bring concerns and data to intervention teams, where educators and specialists identify issues, set goals, schedule interventions and create a progress-monitoring schedule. The plan is shared with the scholar's parents, as they are critical members of the scholar's team.

Scholars performing below grade level will be supported through classroom differentiation and Response to Intervention structures constructed at the building level. FUSE uses universal assessments built into our assessment calendar to identify scholars in need of extra supports and bring scholar names forward to the Response to Intervention team. Individualized goals and plans of support will be created for the approximately 10% of scholars who may need more than Tier I supports. Teachers and Academic Assistants, as well as interventionists, will be called upon to provide classroom based Tier II interventions such as small group instruction, skill acquisition drills, etc. If needed, the small numbers of scholars who may require Tier III interventions are provided more frequent and intense interventions.

FUSE does not subscribe to specific commercially made instructional programs, but rather encourages teachers to pull from a vast array of print and media resources to build rigorous activities and lessons. In addition to state-required standardized assessments, FUSE schools utilize assessment calendars for each grade to scaffold data gathering from Pre-K through 8<sup>th</sup> grade. Young scholars are assessed based on basics such as letter-sound identifications and number sense, while older scholars participate in team-created common formative assessments built by departments and grade levels. Data teams meet regularly to discuss scholar trends and to band scholars into fluid learning groups so that interventions and extensions may be provided.

FUSE is determined to graduate scholars who understand that the world they will live and work in beyond college requires the ability to ask the right questions, rather than to simply provide the right answers. In this way, scholars will leave FUSE Schools prepared to further their studies and to function as collaborative members of the workplace of the future.

#### **SERVICES:**

Family Urban Schools of Excellence (FUSE) was selected by the Recovery School District and the Louisiana Board of Elementary and Secondary Education to enter into a charter contract to implement the Restart model at Dalton Elementary School in North Baton Rouge because of FUSE's track record of success with a similar scholar population. FUSE will implement the same intervention strategies that have proven successful elsewhere, guided by any unique needs of the Dalton school community. These specific needs, strategies, goals, monitoring process, and resources have been outlined above. Further, FUSE has given priority to scholars who currently attend Dalton and any siblings to re-enroll in FUSE at Dalton.

FUSE strongly believes that all scholars can learn at the highest levels. FUSE's philosophy is to ensure educational excellence of scholars by providing quality services that lead to enhanced levels of academic and behavioral success. FUSE will provide services that are designed to address the specific academic and behavioral needs of scholars. In addition to the intervention strategies and details offered earlier in this proposal, FUSE will offer the following services aligned to those strategies that will enable FUSE to meet its goals and monitor progress towards them:

#### **Strategy 1: Significantly improve academic outcomes.**

- For Teachers:
  - **Curriculum Coaches.** FUSE primarily drives high academic expectations in the classroom

through its rigorous curricula. Teachers are given the autonomy to create their own units, but they must be aligned to the rigorous Common Core standards. These coaches work closely with teachers to ensure this alignment and to support them in making adjustments as needed based on scholar results.

- **Academic Assistants.** These individuals are placed in every classroom and serve as a fluid extension of the classroom teacher. Academic assistants are viewed by scholars and parents as classroom teachers, but are typically members of the local community, as FUSE places a very high emphasis on building strong ties with the community. This creates a roughly 10:1 scholar to adult ratio in the classroom, creating opportunities for strong relationship building and personalization of instruction.
  - **Technology.** Teachers will have access to technology that will support instruction. This technology includes computers and smart boards for in-class support, as well as programs that allow for data management and tracking with ease and enable teachers to be responsive to scholars needs on a daily basis. Teachers will utilize assessments and checks for understanding regularly, both formally and informally, and will input that data into these tracking system in order to adjust instructional strategies immediately, as needed.
  - **Regular Professional Development Sessions.** School staff will participate in professional development, both formally and informally, on a daily basis – participating in classroom observations, meeting with curriculum coaches and colleagues to learn from one another's experiences, and receiving formal whole-group and tailored sessions based on scholar and teacher needs to strengthen scholar learning. Dalton staff currently only receives 5 professional development days. Under FUSE's model, teachers will have formal days across the year in addition to those less formal interactions regularly.
  - **Academic Interventionist.** These staff members will push into classrooms or pull scholars out based on their individual needs, working closely with the teacher and rest of the academic leadership team to provide additional learning opportunities for struggling scholars.
  - **Summer Institute.** All school staff will participate in a one week institute, or intensive professional development session, before the start of the school year. During this time they dive into scholar data from the previous school year, collaborate and plan for the upcoming school year, and receive PD sessions led by FUSE leadership to build teacher capacity.
- For Scholars:
    - **After School Programming.** FUSE at Dalton scholars will participate in after school programs that extend the school day to provide them with additional opportunities for their academic and social development. After school programs are offered for the full school year and include homework support, intensive intervention, and extracurricular activities. All scholars will participate in the after school program at Dalton because of the need to ensure scholars meet academic standards.
    - **Individual Learning Plans.** Scholars that are struggling most will each be designated their own learning plan, similar to an IEP created for scholars with special needs. These plans will be created for scholars of concern that do not seem to be progressing as expected using FUSE's intervention strategies. Individual Learning Plans are written utilizing feedback from the scholar's teacher, academic assistant, academic interventionist, and the school's academic leadership.
    - **Technology.** Scholars will have access to computers and programs that enhance their learning and allow scholars to received individualized assignments based on their very specific needs as tracked by the program. The use of technology also allows teachers and academic assistants to provide additional small group instruction and intervention. Further, it provides families with an assessment of scholar progress, needs or skill gaps, and assignments that families can use to support scholar learning outside of school.
    - **Tutoring Program.** Teachers will identify those scholars in need of additional support services outside of the classroom. This will be one of the programs offered during the after school session. In time, this can develop into partnerships with nearby schools whereby scholars in upper grades can support those in the lower grades, through the supervision of Dalton staff.

**Strategy 2: Strengthen school culture and climate.**

- **Uniforms.** All Dalton scholars will receive uniforms from FUSE, required to wear them everyday, except for special occasions or casual dress days. These uniforms are worn with pride and demonstrate unity among scholars and the entire FUSE organization.
- **Diversity Celebrations.** FUSE at Dalton will have monthly celebrations where scholars, families, and staff come together as a school community. These will have different themes and will celebrate different components of the school community.
- **Blazer Ceremony.** Scholars will earn badges based on academic and behavioral achievements and will be celebrated in front of the entire school community, including parents and community members to encourage unity.

**Strategy 3: Enhance parent engagement.**

- **Parent/Community Liaison.** This person will provide a bridge to the home for school staff by forming intimate relationships with parents and community members, developing trust between school and community, and supporting scholar enrollment. The liaison will also lead events to bring scholars into the school and help to make FUSE at Dalton a part of the community through tours, socials, and other events.
- **Home-School Community Connections.** Scholars, through the parent/community liaison, community events, blazer ceremonies, diversity celebrations, regular communications, and more, will explicitly see the connection between teachers and parents so scholars feel supported all around.
- **Open Door Policy.** FUSE at Dalton has an open-door policy, which means that parents and the community are always welcome to walk into the school building, sign in, and observe classrooms and scholars & teachers at work. It is important that the community, and parents in particular, always feel welcome into the school and classroom.

**TIMELINE:**

FUSE will generally implement the following proposals over the course of the three years of this grant. However, these strategies are not mutually exclusive, nor do they simply start and stop based on the years listed. They will be implemented much more fluidly and based on scholar, staff, and community needs once the school launches. That said, the following provides a description of the focus areas each year of the grant and specific tactics or activities that support FUSE's intervention strategies that will improve academic outcomes, strengthen school culture, and enhance parent engagement to drastically improve scholar academic results and provide scholars with a well-rounded education that serves all of their needs.

**YEAR 1: FUSE will spend much of this time providing intensive academic supports and programming to provide a stronger academic foundation for scholars. Year one will focus on the core academic needs of students, rather than additional enhancements or enrichment activities. It will also be important to build a strong school culture from day one that includes students, families, and staff.**

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**Pre-Implementation through Summer 2014**

- Finalize school recruitment and enrollment for grades kindergarten through fifth, encouraging current Dalton students to continue with FUSE at Dalton.
- Launch FUSE at Dalton Summer Institute with teachers to analyze prior school year data, and receive coaching and professional development on topics that include data-driven instruction, positive behavior strategies, and rigorous curriculum.

**Fall 2014 – Spring 2015**

- Provide meaningful, job-embedded, and site-based professional development opportunities that support teachers in understanding the newly-developed curriculum; aligning curriculum, state standards, and instruction; implementing best instructional practices; and utilizing both formative and summative interim assessments to gauge student progress.
- Implement FUSE's academic program, with a strong emphasis on providing scholars with foundational math and ELA skills and knowledge.
- Embed an academic assistant in every classroom, coaching both assistants and classroom teachers on how to effectively work with one another to meet the needs of students.
- Spend deliberate time making data apart of the school culture by engaging scholars, teachers, and parents in frequent conversations around data and scholar progress.
- Gather data on scholars on a weekly basis that is viewed by the leadership of the school to understand how scholars are progressing against interim benchmark targets in order to determine if they are on track to meeting overarching academic goals. School leadership will work with teachers to interpret data and make necessary instructional adjustments.
- Support teachers in understanding how to form intimate relationships with the families of their scholars by tracking teacher outreach and troubleshooting any challenging interactions.
- Begin holding celebrations throughout the school year to foster community engagement and strong school culture, immediately highlighting the importance of family to the success of scholars and the school.
- School leadership will observe teachers at least three times, formally, throughout the school year –

in the fall, winter, and spring – to evaluate staff on FUSE's teacher evaluation rubric. These observations will, at times, be shadowed by the national FUSE leadership team to ensure consistency in expectations.

**YEAR 2: FUSE will begin to fold in additional tools and resources to both enhance and accelerate scholar learning. This will include the use of technology to support scholars and teachers, hiring additional ancillary staff, and ensuring parents are an active part of their child's academic experience.**

**Summer 2015**

- Hire an Academic Interventionist to provide direct interventions to scholars by pushing into classes or pulling scholars out, as necessary, based on scholar needs. These interventionists will work closely with classroom teachers and academic assistants to understand scholar need and will be part of professional development sessions throughout the school year.
- Hold the second FUSE at Dalton Summer Institute with all teachers to analyze prior school year data, and receive coaching and professional development on topics that include a continuation of curriculum, lesson and unit planning; teaching higher order thinking (promoting comprehension rather than memorization); and utilizing technology to enhance scholar learning and support staff in data-monitoring.

**Fall 2015 – Spring 2016**

- Expand the use of technology, inclusive of Smartboards, laptops and expansion of the computer lab in order to maximize the ways in which scholars can learn, provide scholars with the skills necessary to compete in the 21<sup>st</sup> century, and offer teachers tools to more efficiently gather necessary data to inform instruction.
- Support and empower parents to promote the development of reading and math skills outside of school through parent university sessions held at least three times during the year, in addition to parent-teacher meetings, back to school night, and regular teacher-parent interactions.
- Implement FUSE's academic program, with a strong emphasis on providing scholars with foundational math and ELA skills and knowledge, in addition to a well-rounded science and social studies education.
- Gather data on scholars on a weekly basis that is viewed by teachers and instructional coaches to understand how scholars are progressing against interim benchmark targets in order to determine if they are on track to meeting overarching academic goals. Teachers and coaches will work together to interpret data and make necessary instructional adjustments.
- Continue holding celebrations throughout the school year to foster community engagement and strong school culture, having them more often and incorporating other community organizations or initiatives in the events as well.
- School leadership will observe teachers at least three times, formally, throughout the school year – in the fall, winter, and spring – to evaluate staff on FUSE's teacher evaluation rubric.

**YEAR 3: FUSE will begin building upon foundational knowledge for students, focusing increasingly on extension or extracurricular activities and opportunities that push students to move towards higher-order critical thinking, by continuing to utilize technology, building strong community partnerships for enrichment programs, and launching a tutoring program to ensure students do not fall behind.**

**Summer 2016**

- Hold the third FUSE at Dalton Summer Institute with all teachers to analyze prior school year data, and receive coaching and professional development on topics that include a continuation of curriculum, lesson and unit planning; teaching higher order thinking (promoting comprehension rather than memorization); and utilizing technology to enhance scholar learning and support staff in data-monitoring.

**Fall 2016 – Spring 2017**

- Launch a high-quality tutoring program leveraging interns, scholar teachers, and community

partners to provide scholars with additional intensive supports during the after school hours. Curriculum will become increasingly challenging and rigorous by year three of this grant, so scholars will likely need even more support in larger quantities that do not necessarily require an academic interventionist but additional reinforcement.

- Strengthen the enrichment program to provide additional opportunities to scholars outside of traditional academics as FUSE continues to build additional community partnerships and more scholars are academically on track.
- Continue holding celebrations throughout the school year to foster community engagement and strong school culture.
- Implement FUSE's academic program that builds atop foundational knowledge and emphasizes higher order skills and critical thinking.
- Gather data on scholars on a weekly basis that is viewed by teachers and instructional coaches to understand how scholars are progressing against interim benchmark targets in order to determine if they are on track to meeting overarching academic goals. Teachers and coaches will work together to interpret data and make necessary instructional adjustments.
- School leadership will observe teachers at least three times, formally, throughout the school year – in the fall, winter, and spring – to evaluate staff on FUSE's teacher evaluation rubric. Teacher expectations increase, particularly for instructors that have been part of FUSE since its launch year.

#### **PRACTICES AND POLICIES:**

The practices and policies outlined throughout this proposal will enable Dalton scholars to meet the goals FUSE has identified, and address its greatest needs. As an independent, autonomous charter school implementing the Restart model, FUSE at Dalton has made decisions in the following areas and is able to execute against those decisions, unrestricted by district policies that currently impact Dalton and only held accountable to scholar results.

**Curriculum.** Unlike current Dalton curriculum, all coursework in FUSE at Dalton is aligned to the rigorous Common Core standards. To help scholars meet these expectations, FUSE at Dalton, with flexibility in its school structure, will staff each classroom with a knowledgeable and motivated teacher, and an academic assistant that supports the teacher in meeting individual scholar needs.

**Budget.** FUSE at Dalton can control its complete budget, able to make decisions that prioritize scholars and eliminate extensive overhead costs often incurred with large district-wide budgets. FUSE will have a lean team to ensure it can meet all core academic needs on its operating budget of per-pupil dollars. FUSE will also be able to fundraise additionally to provide scholars with additional enrichment opportunities that scholars in more affluent communities are offered.

**Staffing.** FUSE has control over the process by which it identifies and recruits high-quality educators and makes the ultimate decisions on hiring and firing those staff members as well. FUSE leadership has interviewed every current Dalton teacher to evaluate educator quality and, when possible, to maintain some consistency for scholars and families in continuing with some effective teachers and school staff. FUSE has a strong track record in identifying high-quality talent and retaining them within the organization, with 93% of FUSE teachers feeling satisfied about their work and empowered to do their jobs well.

**School Boards.** FUSE at Dalton has an independent, locally formed school board composed of individuals with a wide-range of professional experiences in Baton Rouge. Unlike the current structure of Dalton where school board members are far removed, the FUSE board has intimate knowledge of Dalton and the Baton Rouge community and as such, can more effectively address school needs.

**Increased Learning Time.** FUSE at Dalton has the ability to extend the school day and school year, which will enable FUSE staff to both intervene more effectively and catch scholars up, while also providing

enrichment opportunities as well to ensure all scholars receive a rigorous education. It also allows FUSE to achieve its “whole child” approach, able to incorporate non-academic activities as well. It is clear that this experience has been embraced by FUSE scholars, families, and staff with over 80% of FUSE teachers being retained year to year and nearly 100% of scholars remaining with the school as well.

**Enrichment.** FUSE believes strongly that though it must provide an exceptional education to scholars in core, tested subjects, that scholars and families feel even more connected to school and passionate about their work with the inclusion of enrichment activities. FUSE staff work to ensure that scholars are well rounded and develop an appreciation for education beyond academics. It has, for instance, launched an arts-integrated middle school through a unique partnership with Hartford Conservatory. In addition to a rigorous academic program, FUSE scholars participate in extensive arts studies.

#### **STAKEHOLDERS:**

FUSE is of the belief that closing the achievement gap must involve championing a vision of high expectations. Research has offered compelling evidence that when children of color are given a challenging curriculum supported by high expectations, they achieve at high levels. Further, scholars – particularly scholars of color – who have heightened academic rigor perform better at higher learning institutions than scholars who take less challenging programs. Teachers, parents, stakeholders and scholars must know that all scholars are capable of achieving at high levels and are prepared to graduate with the tools needed to succeed in postsecondary education, employment and life.

Although only a small number of parents are actively involved in Dalton today under the Recovery School District, those involved on the Parent Advisory Council (PAC), Leadership Team and School Governance Council are strong and motivated. There are frustrations about the lack of parental involvement from many groups of stakeholders. There is little evidence of community support for the school and there was an expressed interest by groups interviewed that more connections be made. There is passion and drive from some parents and staff to force change and raise expectations for all community members.

As stated earlier, enhancing parent and community engagement is one of FUSE's key intervention strategies. To act on this belief, FUSE has created a number of structures that engage families and communities deeply in school affairs. For instance, FUSE holds formal Parent Academies three times per year to build parent capacity to support their children's learning. Additionally, all FUSE schools have an open door policy and parents attend a number of ceremonies and celebrations with their scholars. FUSE also mobilizes parents to support advocacy efforts, scholar recruitment, and to serve as liaisons between the school and other parents. Specifically, FUSE will utilize the following services or programs to enhance stakeholder engagement, especially around local community and parents:

- **Parent Meetings.** Parents and teaching staff have parent meetings at least once per trimester and teachers are committed to meeting with all parents – whether they have to go to the scholar's home or parents can come to school. The community liaison will attend all parent meetings on behalf of the staff at Dalton.
- **Back to School Night & Open Houses.** These events are important parts of the school year to set the tone for getting to know school staff and rolling out the welcome mat for parents and the community, establishing the importance of parent and community engagement at FUSE at Dalton.
- **Classroom Parents.** Parents are encouraged to work to coordinate other parents in an effort to provide supports around classroom field trips, special events, awards, etc.
- **Parent Academies.** Parent academies are held at least three times per year and will focus on topics determined by parents, such as “Understanding Common Core.”
- **Community Events.** These will be special times to invite community members to view scholar work, and experience scholar talents. These will be important opportunities to bring in other resources for scholars and families that FUSE has begun identifying to meet parent needs and provide scholars with a well-rounded education.
- **Local School Board.** The school board formed of local community members will assist FUSE

staff in building strong relationships with the rest of the Baton Rouge community, build additional inroads to individuals or organizations that enhance the educational experience FUSE offers scholars, and will provide consistency a, being a critical part of FUSE's sustainability plan.

- **One-on-One Meetings.** FUSE leadership team, and through the support of its board, have begun identifying individuals across the Baton Rouge community that have an interest in the work FUSE is doing at Dalton and are already willing to support enrichment activities, such as the art, which is critical to building a strong school culture.

This variety in stakeholder engagement will assure that FUSE is supported and has the resources necessary to implement its intervention strategies that ultimately improve scholar achievement and foster a strong positive school culture.

**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"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>
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**Budget Summary**

School Name		Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
		Pre-Implementation	Year 1			
1	FUSE at Dalton Academy	\$0	\$583,333.33	\$583,447.36	\$583,219.06	\$1,749,999.75
2						
3						
4						
5						
6						
7						
8						
9						
10						
	<b>LEA Activities</b>		\$583,333.33	\$583,447.36	\$583,219.06	\$1,749,999.75
	<b>TOTAL BUDGET</b>		\$583,333.33	\$583,447.36	\$583,219.06	\$1,749,999.75

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

The people and the resources are critical to effectively executing against our intervention strategy. As such, SIG funding will be used for the roles and resources described below, which will enable FUSE to 1) improve academic outcomes through stronger curriculum and rigor, 2) strengthen Dalton's school climate and culture, and 3) enhance parent and community engagement to support scholar learning. The following positions will be supported through the SIG grant:

- **Academic Assistants.** These individuals are placed in every classroom and serve as a fluid extension of the classroom teacher and will provide support to daily classroom instruction. Academic assistants are viewed by scholars and parents as classroom teachers, but are typically members of the local community, as FUSE places a very high emphasis on building strong ties with the community. This creates a roughly 10:1 scholar to adult ratio in the classroom, creating opportunities for strong relationship building and personalization of instruction. It also provides more opportunities for classroom teacher to conduct small group explicit instruction as well as conduct one-on-one assessments.
- **Family Outreach Coordinator.** This person will be responsible for working closely with families to serve as a bridge between school and home. This person is a Baton Rouge community member able to form intimate relationships with parents and community members, developing trust between school and community, and supporting scholar enrollment. This person will also lead events to bring scholars into the school and help to make FUSE at Dalton a part of the community through tours, socials, and other events. This role signifies the importance of parental and community engagement in FUSE at Dalton, one of FUSE key intervention strategies. This will show scholars a strong home-school community connection between teachers and parents so scholars feel supported all around.
- **Scholar Development Room Coordinator.** FUSE believes strongly that scholars should remain in school unless extenuating circumstances exist that put the safety of themselves or other scholars or staff at jeopardy. Still, scholars at times need an alternative environment to focus throughout the school day. This individual will provide that in-school alternative for those scholars, ensuring that the time spent with them is still a continuation of the scholar's classroom experience. This

role is critical to both supporting academic achievement and fostering a strong school culture by demonstrating alignment between all staff and demonstrating to scholars that they will remain part of the school community even when they are struggling.

- **Dean of Scholars.** The dean is a school-level leader who collaborates with the principal to ensure that the mission of FUSE is being fulfilled so that each scholar enrolled in FUSE schools may be provided with a complete, valuable, meaningful and personally rewarding education. The Dean models how to build strong, mutually respectful relationships with scholars and families and supports teachers to do the same. In addition to serving on the district's leadership team, s/he may assist in coaching teachers, plan and coordinate before- and after-school activities, and collaborate with the Principal to facilitate high-impact professional development for staff.
- **Instructional & Curriculum Specialist.** This specialist is critical to supporting staff to delivering an excellent academic experience to scholars. The Instructional & Curriculum Specialist works with instructional staff to support professional growth by providing coaching and mentoring as needed. This gives teaching staff a non-evaluative approach to instructional support. This role also informs professional development sessions through the close interactions with teachers and understanding of their needs. They also ensure alignment across classrooms and grades.

In addition to supporting these staff positions, SIG funds will provide critical resources to enhance scholar learning at Dalton, enabling FUSE to address critical needs thorough its intervention strategies. These resources include instructional supplies such as: class sets of literature, informational texts in various subjects, tablets, and software for utilization in computer lab, in addition to curriculum materials such as hands-on center materials to support small learning groups and Common Core coach books.

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

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

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

<b>Pre-Implementation Activities (Optional)</b>	
<b>Intervention Activities</b>	
<i>Sept. 2011 - April 2013</i>	<i>May 2013 - August 2013<sup>7</sup> (Pre-Implementation Period)</i>
	Provide teachers and school staff with data-driven convocation and introduction to FUSE curriculum and "Jumoke Way."
	Provide framework for school leaders in instructional leadership and supporting teachers with disciplinary matters.
	Secure community input for school planning around partnerships, recruitment and parent engagement.
	Identify areas of need and potential community partners to address them (i.e., Big Buddy, 100 Black Men, Kids Symphony).

<sup>7</sup> The dates for this period should read May 2014-August 2014.

<b>Year 1: 2014 - 2015 School Year Intervention Activities</b>		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>• Devise enrichment programming schedule</li> <li>• Solicit scholar input on fostering school climate</li> </ul>	<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>• Host town hall meetings and celebratory events to maintain face-to-face family-school connection</li> <li>• Link classroom management strategies to school environment principles</li> </ul>	<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>• Host community school end-of-year event to share celebrations and challenges with parents and stakeholders</li> <li>• Provide summer transition program for scholars moving on to middle school</li> <li>• Evaluate non-academic data to address behavioral challenges through PBIS and other mechanisms.</li> </ul>
<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Provide incoming staff with a convocation driven by data and designed to foster buy-in</li> <li>• Provide on-site, embedded, professional development for teachers and school leader</li> <li>• Implement a data-monitoring system to diagnose scholar academic challenges and instill accountability measures</li> </ul>	<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Implement differentiated instruction plans</li> <li>• Provide professional development for academic assistants based on scholar needs following first semester assessments.</li> <li>• Create personal learning environments</li> </ul>	<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Conduct post school year summer institute with school community</li> <li>• Evaluate assessment data to develop appropriate modifications, specialized</li> </ul>
<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Establish Protocol Committee and Parent Advisory Council to strengthen family-school relationship</li> </ul>	<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Provide community-focused and culturally competent professional development</li> </ul>	<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Host community school end-of-year event to share celebrations and challenges with parents and stakeholders</li> </ul>

<b>Year 2: 2015 - 2016 School Year</b>		
<b>Intervention Activities</b>		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>Solicit scholar input on fostering school climate</li> <li>Provide staff with data-driven convocation to outline school-wide objectives and ensure buy-in</li> </ul>	<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>Provide community-focused and culturally competent professional development</li> </ul>	<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>Provide summer transition program for scholars moving on to middle school</li> <li>Evaluate non-academic data to address behavioral challenges through PBIS and other mechanisms</li> </ul>
<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Establish tiered intervention teams to develop individual scholar support programs</li> <li>Evaluate data-monitoring system to diagnose scholar academic challenges and instill accountability measures</li> <li>Provide on-site, embedded, professional development for teachers and school leader</li> <li>Devise enrichment programming schedule</li> </ul>	<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Create personal learning environments</li> <li>Provide professional development for academic assistants based on scholar needs following first semester assessments</li> <li>Link classroom management strategies to school environment principles</li> <li>Develop differentiated instruction techniques</li> </ul>	<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Evaluate assessment data to develop appropriate modifications, specialize</li> <li>Conduct post school year summer institute with school community</li> </ul>
<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>Establish Protocol Committee and Parent Advisory Council to strengthen family-school relationship</li> </ul>	<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>Host town hall meetings and celebratory events to maintain face-to-face family-school connection</li> </ul>	<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>Host community school end-of-year event to share celebrations and challenges with parents and stakeholders</li> </ul>

<b>Year 3: 2016 - 2017 School Year</b> <b>Intervention Activities</b>		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>• Provide on-site, embedded, professional development for teachers and school leader</li> <li>• Provide staff with data-driven convocation to outline school-wide objectives and ensure buy-in</li> <li>• Devise enrichment programming schedule</li> <li>• Solicit scholar input on fostering school climate</li> </ul>	<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>• Link classroom management strategies to school environment principles</li> <li>• Provide community-focused and culturally competent professional development</li> </ul>	<p><b><u>Strengthening Culture &amp; Climate:</u></b></p> <ul style="list-style-type: none"> <li>• Conduct post school year summer institute with school community</li> <li>• Evaluate non-academic data to address behavioral challenges through PBIS and other mechanisms</li> </ul>
<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate data-monitoring system to diagnose scholar academic challenges and instill accountability measures</li> <li>• Establish tiered intervention teams to develop individual scholar support programs</li> <li>•</li> </ul>	<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Provide professional development for academic assistants based on scholar needs following first semester assessments</li> <li>• Create personal learning environments</li> <li>• Implement differentiated instruction techniques</li> </ul>	<p><b><u>Improving Academic Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate assessment data to develop appropriate modifications, specialized</li> <li>• Provide summer transition program for scholars moving on to middle school</li> </ul>
<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Establish Protocol Committee and Parent Advisory Council to strengthen family-school relationship</li> </ul>	<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Host town hall meetings and celebratory events to maintain face-to-face family-school connection</li> </ul>	<p><b><u>Enhancing Parent Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Host community school end-of-year event to share celebrations and challenges with parents and stakeholders</li> </ul>