

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

| | |
|---|---------------------------------------|
| Official Name of LEA (Agency/Organization) | Celerity Louisiana Group |
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A. SCHOOLS TO BE SERVED: Provide the following information about the school(s) to be served with a School Improvement Grant.

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

| | SCHOOL NAME | SITE CODE (7 digits) | NCES ID (12 digits) | INTERVENTION MODEL | | | | AMOUNT REQUESTED |
|--------------|------------------------------------|-------------------------|------------------------|--------------------|---------|---------|-----------------|--------------------|
| | | | | Turn-around | Restart | Closure | Transformation* | |
| 1 | Celerity Crestworth Charter School | 0396210 | 220014300369 | | x | | | \$1,300,000 |
| 2 | Celerity Lanier Charter School | 0396209 | 220013600391 | | x | | | \$1,300,000 |
| 3 | | | | | | | | \$ |
| 4 | | | | | | | | \$ |
| 5 | | | | | | | | \$ |
| 6 | | | | | | | | \$ |
| 7 | | | | | | | | \$ |
| 8 | | | | | | | | \$ |
| 9 | | | | | | | | \$ |
| 10 | | | | | | | | \$ |
| TOTAL | | | | | | | | \$2,600,000 |

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

School Profiles

| | SCHOOL NAME | Rurality (Rural, Suburban, Urban) | % Free/ Reduced Lunch | SY13-14 Enrollment | Anticipated SY14-15 Enrollment | Anticipated SY15-16 Enrollment | Anticipated SY16-17 Enrollment |
|----|------------------------------------|-----------------------------------|-----------------------|--------------------|--------------------------------|--------------------------------|--------------------------------|
| 1 | Celerity Crestworth Charter School | urban | 96 | 146 | 360 | 440 | 520 |
| 2 | Celerity Lanier Charter School | urban | 98 | 367 | 340 | 390 | 440 |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
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| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |

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

Under the Restart model, Crestworth and Lanier have become charter schools under Celerity Louisiana Group. As charter schools, Celerity has the autonomy to make decisions that change the structure of the current school, recruit students and families to enroll, and make staffing decisions that meet the needs of those structural changes. As such, Celerity is going to continue serving the same grades at Lanier (PreK-5), but will expand the grades served at Crestworth from a 6-8 to a K-8 school, in order to accommodate more students and provide a greater number of children and families in the neighborhood with a high quality education.

Recognizing the natural attrition that typically occurs year to year in schools, Celerity expects enrollment to be slightly smaller at Lanier during its launch year but will work diligently to quickly grow and serve more scholars. It expects that its academic results will also speak for themselves to bolster enrollment in the second and third years of this grant. That said, Celerity will never turn a student away that currently attends Lanier. Further, because Celerity is expanding the grades served at Crestworth, students who attended Lanier but live in the Crestworth neighborhood would now be able to attend their neighborhood school from Kindergarten through eighth grade. This grade expansion will result in a drastic increase in enrollment at Crestworth. In the end, Celerity is confident that all students will have a space at their respective school should they want to continue.

| 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.

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

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

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

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

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

Celerity Louisiana Group (CLG) is applying for SIG funds to implement the Restart model at Celerity Crestworth Charter School, formerly known as Crestworth Middle School and Celerity Lanier School, formerly known as Lanier Elementary School. Both schools are among East Baton Rouge Parish's and the state's chronically low-performing schools and continue to struggle with low test scores under the transformation model of the Recovery School District, most recently receiving an "F" school performance score. In order for a school to be taken over from the local district of East Baton Rouge Parish School System to the state's Recovery School District, it must be considered academically unsuccessful (receiving an "F" school performance score) for at least 4 consecutive years. Because of this lasting failure, Celerity Louisiana Group was invited to apply for the opportunity to run Crestworth Middle School and Lanier Elementary School under the Restart model, based on its strong track record of results with a student population similar to that of the north part of Baton Rouge where Crestworth and Lanier are located. Under Celerity Louisiana Group's leadership and instructional model, Celerity Crestworth Charter School and Celerity Lanier Charter School are expected to receive a School Performance Letter Grade of an "A" by year five of operation.

NEEDS ASSESSMENT, GOALS & MONITORING:

CLG administration conducted a thorough needs assessment by analyzing and disaggregating student achievement data, conducting school visits and classroom observations, interviewing school staff, and meeting with local community members and stakeholders across Baton Rouge. Findings from both schools were very similar given their proximity and the demographics of their populations.

Student Data

The Celerity leadership team found that as of Spring 2013, Crestworth was performing at an "F" status, according to the Louisiana School Performance Score calculator. Celerity also found that as of Quarter 3 in Spring 2014, both student and teacher attendance is at 95% and school culture data from Fall 2013 indicates that 28% of the student population was suspended in Quarter 1. At Lanier, the findings were as follows: Lanier was performing at an "F" status; as of Quarter 3 in Spring 2014, both the student and teacher attendance was at 90%; and school culture data from the Fall of 2013 indicates that 6% of the student population was suspended in Quarter 1. This data collection and analysis informed Celerity of the urgent need for rapid student growth, an increase in student teacher attendance and a need for improved school culture.

Further, as of the Spring 2013 LEAP/iLEAP testing, less than 1% of the Crestworth students performed at the mastery level or higher in English Language Arts, and 0% of the students scored mastery or advanced in mathematics. Lanier demonstrates equally as substandard results where less than 4% of Lanier students in Grades 3 through 5 performed at the mastery or advanced levels in English Language Arts and less than 3% in mathematics. Therefore, CLG's primary focus on proven strategies that result in increased student achievement will be two-fold:

- 1) Professional Development for teachers
- 2) Intensive academic support, instruction through the implementation of an after-school program that is and extension of and is aligned to the instructional day, and through integrated technology that enhances the learning and data collection.

CLG understands that the transition from the East Baton Rouge Parish School System to Mount Pilgrim Charter to the Recovery School District has lead to inconsistency in school goals, instructional programs, professional development and has interfered with projected student achievement. Similarly, Lanier Elementary began as a low-performing EBR school, transitioned to an Advanced Baton Rouge charter school, and because of its poor results, became a Recovery School District school. CLG will provide a transformational education to these students and provide consistency for years moving forward. CLG's goal is to implement a school model that has demonstrated exceptional student growth in other locations to meet the needs of Celerity Crestworth and Lanier. Student achievement scores have proven that CLG's model is effective, and with that, we will prevent future inconsistency for Celerity Crestworth and Lanier.

School Visits and Interviews

CLG executives and leadership teams visited CLG schools in Winter and Spring 2014. At Celerity Crestworth we observed a need for improved instructional strategies, especially in the area of differentiated instruction. At Celerity Lanier we observed a need for improvement in positive teacher-student relationships and student-to-student conflict resolution strategies. In addition, during our interview process, we learned that there was a need for support in knowledge of the Common Core State Standards and teaching strategies to support the transition. The school visits and interviews helped CFG to develop its professional development goals for both schools.

Based on Celerity's assessment, CLG will implement an intervention plan that addresses student achievement through better supporting teachers, using tools to enhance student learning, and extending the school day. These three overarching strategies are discussed further below. SIG funds will be part of this comprehensive approach, being used to develop teacher capacity and ensure that teachers maintain high expectations of all students, utilize technology and assessment on a weekly basis to monitor and track student learning, and extend the school day to provide intensive academic support and catch-up for students not demonstrating mastery of grade-level standards. Specifically, funds will provide the salaries for school-level positions critical to the success of Celerity's intervention model and strategies – Curriculum Specialist (CS), Site Coordinator, Director of After School Programs, Parent/Community Liaison, and After-School Tutor and staff. In addition, it will support teacher and CS professional development stipends, laptop computers, LCD projectors, Elmos, cell phones, and software licenses and fees to enrich professional development and student learning.

The following tables outline three key needs, strategies, and goals identified at both Celerity and Lanier that will be the foundation of CLG's Restart model. It also describes the leading indicators Celerity will track to monitor progress to inform daily instruction, staff professional development, after school program interventions and parent and community outreach strategies, in order to increase student achievement. In addition to ultimate academic outputs, the leading indicators below will demonstrate progress towards and success of Celerity's goals by demonstrating that students and teachers are present and engaged.

| | |
|--------------------------|---|
| <p>NEEDS 3</p> | <ul style="list-style-type: none"> • The school culture is one of low or inconsistent expectations for both teachers and students. • Instructional strategies are limited and teachers do not all utilize best practices, especially in the area of differentiated instruction. • Interactions between teachers and students and students to students are often negative, requiring a more positive approach and strong conflict resolution strategies, led by teachers modeling and teaching these strategies to students explicitly. • Teachers are unfamiliar with Common Core standards and teaching strategies to support that transition. |
| <p>STRATEGY 3</p> | <p>Establish High Expectations and a Rigorous Professional Development Program. CLG has high expectations for students, staff and all stakeholders. CLG's approach has demonstrated success with schools in Los Angeles for eight years and we are confident our model will be effective in Louisiana schools, as well. Los Angeles schools have been recognized by the state of California for exceptional student growth and are outperforming all local school districts. Many of the Los Angeles schools have earned California Distinguished School status. CLG's approach to education and ensuring successful student outcomes consists of 1) higher expectations of students, 2) including parents as an integral part of the day-to-day operations of the school, 3) providing a structured system of extra help and extra time to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic content, 4) using a variety of strategies for student assessment and program evaluation, 5) integrating technology into student learning, and 6) school leadership that is focused on increasing student achievement and success both inside and outside the classroom.</p> |
| <p>GOALS</p> | <ul style="list-style-type: none"> • 100% participation in the annual two-week program held prior to opening of school each year and at ongoing professional development programs during each year. • 80% of the teachers score proficient or above on the Celerity Classroom Instruction Observation Form by the end of each year. • 80% of the teachers score proficient or above on the Celerity Classroom Management Observation Form by mid-year. |
| <p>MONITORING</p> | <p>Monitoring the quality of teachers and their strengths and weaknesses on an ongoing basis will help Celerity leadership understand how it is tracking towards proficient teacher results at the end of the year. Further, regular attendance by teachers and minimal discipline incidents will demonstrate the building of a more positive school culture in which the school community feels respected and valued.</p> <ul style="list-style-type: none"> • 80% of teachers score proficient or above on CLG's teacher evaluation system in year 1 and that target increases to 90% for years 2 and 3, tracked per trimester • 95% teacher attendance rate, tracked per trimester • Discipline incidents, <5% tracked per trimester |

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|--------------------------|---|
| <p>NEEDS 2</p> | <ul style="list-style-type: none"> • There are few computers available for teacher and student use in the school building or those available do not work. • Teachers struggle to provide students with differentiated instruction based on their individual needs. • Teachers and parents do not communicate as regularly as one would like via phone, email, or text. • Teachers are inconsistently utilizing regular benchmark assessments to monitor student progress. |
| <p>STRATEGY 2</p> | <p>Enhance Student Learning with Technology. At CFG we are committed to bringing state-of-the-art technology into our classrooms. Supplying teachers with the most current equipment allows us the ability to create and execute engaging lessons and increase student achievement. By allowing students to apply hands-on application of various software and equipment, we serve to prepare them for higher education and their chosen careers. In our ever-changing world of innovation, CFG strives to provide communication between our co-workers, parents and community. We use a variety of forms of technology to meet the need for contact between stakeholder groups and facilitate prompt service to our families. The integration of technology-based assessment tools into our instructional model will allow us to closely monitor student progress and individualize instruction to meet student needs and gain success.</p> |
| <p>GOALS</p> | <ul style="list-style-type: none"> • 5% increase each trimester in students proficient on ELA curriculum-based assessments, weekly computerized assessments, and benchmark assessments by student, class, grade-level, and school-wide. • 5% increase each trimester in students proficient on Math curriculum-based assessments, weekly computerized assessments, and benchmark assessments by student, class, grade-level, and school-wide. |
| <p>MONITORING</p> | <p>Because the role of technology is to enhance student learning and data collection for teachers, Celerity will monitor those outcomes rather than the specific use of technology, as that will be tailored to individual student and classroom needs.</p> <ul style="list-style-type: none"> • student participation rate on state assessments as required by student subgroup for both math and ELA, 100% tracked annually • 100% of teachers participate in data days as part of professional development • coaches and school leadership regularly ask questions on student performance to monitor the use of it by teachers • teachers are required to post data on walls for students, other staff members, and community members to see |
| <p>NEEDS 3</p> | <ul style="list-style-type: none"> • Students are performing significantly behind as evidenced by proficiency data and school performance scores. • Students are several grade levels behind where they should be. • Lessons seem to be cut short because of the time required to cover all subjects and students are often not receiving the full scope of a proper lesson plan because of that. |
| <p>STRATEGY 3</p> | <p>Extend the School Day to Increase Learning Time. The current school day at Crestworth and Lanier is seven hours. With CLG's after school program, we will extend the instructional school day by two hours. This model will provide students with additional instruction and interventions needed to promote student success. And in time, provide additional enrichment or supplemental learning opportunities for students.</p> |
| <p>GOALS</p> | <ul style="list-style-type: none"> • 5% increase each trimester in students proficient on ELA curriculum-based assessments, weekly computerized assessments, and benchmark, and report |

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| | <p>card scores for all students participating in the after-school program.</p> <ul style="list-style-type: none"> • 5% increase each trimester in students proficient on Math curriculum-based assessments, weekly computerized assessments, and benchmark, and report card scores for all students participating in the after-school program. • 95% average daily attendance for students participating in the after-school program. |
| MONITORING | <p>CLG will ensure it is tracking towards these academic goals by monitoring student attendance rates, truancy rates, and ensuring the school day is longer than what is currently offered in order to assure students are present, engaged, and ready to learn each day.</p> <ul style="list-style-type: none"> • number of minutes within the school year – exceed 63,720 minutes per year, tracking against that annually • student attendance rate, 95% tracked per trimester • Truants, <5% tracked per trimester |

The goals outlined above are developed around proven strategies that result in increased student achievement through focused professional development, intensive academic support and technology-integrated instruction and the implementation of an after-school program. The after-school program will be an extension of and aligned to the instructional day.

Further, Celerity will utilize Powerschool as its student information system to track and monitor student demographic information, to take daily attendance, and to maintain student academic data. Powerschool will enable Celerity to generate reports for timely submittal of all state and federal reports so that the schools receive all funds to which the schools are entitled. In addition, Celerity will utilize MYLearningPlan as its teacher professional development and performance system to track and monitor teacher progress, growth, and performance.

STATE ASSESSMENT GOALS:

Ultimately, Celerity's success will be measured by its ability to drastically improve student achievement. Therefore, CLG and Crestworth and Lanier leadership teams will closely monitor student results on standardized state assessments. Using most recent standardized testing data, based on the LEAP or iLEAP assessments, less than 1% of the Crestworth students performed at the mastery or advanced levels in English Language Arts and 0% in mathematics. Similarly, less than 4% and 3% of Lanier third through fifth graders scored mastery or advanced levels on ELA and mathematics, respectively.

Though the state of Louisiana recognizes proficiency measured as "Basic" or above on the standardized tests, Celerity has set a more rigorous bar, tracking the percentage of students that score at a "Mastery" level or above. This is because "Mastery" is the level at which "a scholar demonstrates competency of challenging subject matter and is well prepared for the next level of schooling."¹ This means that we can feel confident that students who score at a "Mastery" level are prepared for the next grade.

Thus, Celerity has set the following goals for standardized tests for Crestworth and Lanier:

| CRESTWORTH | ELA – mastery or advanced | MATH – mastery or advanced |
|-------------------------|----------------------------------|-----------------------------------|
| 2013² | <1% | 0% |
| 2015 | 7% | 10% |
| 2016 | 19% | 20% |
| 2017 | 35% | 39% |

| LANIER | ELA – mastery or advanced | MATH – mastery or advanced |
|-------------------------|----------------------------------|-----------------------------------|
| 2013³ | <4% | <3% |

¹ <https://www.louisianabelieves.com/assessment/annual-assessments>
² 2012-2013 proficiency data is the most recent available. This serves as base level data.

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|-------------|-----|-----|
| 2015 | 13% | 12% |
| 2016 | 19% | 19% |
| 2017 | 27% | 27% |

Celerity Lanier's goals represent a slower rate of growth than Celerity Crestworth. When creating school state assessment goals, we used the Louisiana School Performance Score Calculator. Therefore, with setting both school goals to achieve "A" status by the end of Year 5, Lanier's percentage of mastery and advanced will be at a slower growth rate than Celerity Crestworth. Ultimately, Celerity Crestworth must grow at a faster pace than Celerity Lanier in order to meet the "A" grade at the end of Year 5.

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 ⁴ | 2014-15 SPS | 2015-16 SPS | 2016-17 SPS | Overall Growth ⁵ |
|------------------------------------|-------------------------------|-------------------------------|-------------|-------------|-------------|-----------------------------|
| Celerity Crestworth Charter School | 50.1 <i>*old scale</i> | 33.4 <i>*new scale</i> | 48.4 | 63.4 | 78.4 | 45 |
| Celerity Lanier Charter School | 48.5 (F) <i>*old scale</i> | 27.8 (F) <i>*new scale</i> | 42.8 | 57.8 | 72.8 | 45 |
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³ 2012-2013 proficiency data is the most recent available. This serves as base level data.
⁴ Celerity is including the School Performance Score for the 2012-2013 school year in order to demonstrate the new scaling determined by the Louisiana Department of Education. Data for the 2013-2014 school year is not yet available.
⁵ Celerity has measured its overall growth utilizing the new scale scores beginning in the second column with data because all subsequent score projections are based on the new SPS scale.

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

| School Name | 2011-12 % Proficient ⁶ | 2013-14 7% Proficient | 2014-15 % Proficient | 2015-16 % Proficient | 2016-17 % Proficient | Overall Growth |
|--|---|-----------------------------|----------------------------|----------------------------|----------------------------|-------------------|
| Celerity Crestworth Charter School – Reading/Language Arts | 33 | 25.67 | 62.67 | 82 | 97 | 64 |
| Celerity Crestworth Charter School – Math | 38.33 | 23.33 | 60.67 | 81.67 | 96.67 | 58.34 |
| Celerity Lanier Charter School – Reading/Language Arts | 27 | 23.33 | 46.67 | 64.83 | 92 | 65 |
| Celerity Lanier Charter School – Math | 25.67 | 37.33 | 57 | 75.3 | 93.67 | 68 |
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(2) Does the LEA have the capacity to support the Priority School(s) it commits to serve?

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

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

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

⁶ Percent proficiency is determined based on student performance at a "Basic" level or above on the Louisiana state assessments because this is how it is defined by the state. Students who score "Basic" or above are considered proficient and receive corresponding points that are factored into the school performance score.

⁷ Celerity is including the proficiency data for the 2012-2013 school year because data for the 2013-2014 school year is not yet available.

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

CAPACITY:

Celerity currently has the capacity to implement the strategies outlined above at Crestworth and Lanier under the Restart model. Celerity is an autonomous charter school with control over its staffing, organizational structure, curriculum, and finances, and as such will be able to make all decisions that impact students and families and ensure the successful implementation of the model it has outlined.

The Celerity leadership team has spent significant time over the last year in Baton Rouge to ensure it has or builds the capacity to meet the needs of the Crestworth and Lanier communities. In order to support the schools locally, the Celerity Louisiana Group embarked in significant expansion of its Management Office beginning in the 2010-2011 school year. The organization has improved its systems infrastructure gaining functionality and efficiencies to manage a larger network of schools and thus becoming more transparent in its practices. Below is a timeline of what Celerity has already done on the ground in Louisiana over the past two years:

Fall 2012

- Met with community stakeholders in the Crestworth/Lanier School Community to hear and understand their needs and as well as what has been attempted in the way of school reform.

Spring 2013

- Applied for Type 5 charter with the Board of Secondary and Elementary Education (BESE)

Fall 2013

- Received approval from (BESE) to operate Crestworth Middle School/Lanier Elementary School as a Type 5 Charter School.
- Community Meetings at school site in conjunction with Recovery School District (RSD) to inform/communicate with both the student's families as well as staff regarding the transition from a RSD
- Celerity offered the opportunity for existing staff at Crestworth Middle School/Lanier Elementary School to interview for positions at Celerity Crestworth/Lanier Charter School.

Winter 2014

- Opened up hiring/staffing to nationwide search for qualified candidates. Extensive search for Community Liaison and Office Manager resulted in candidates hired locally and sent for training in California.
- Establishment of Local Board to Govern School as well as continuation of community meetings with local stakeholders.

Spring 2014

- Community Meetings and Individual Meetings continue with current students of Crestworth Middle/Lanier Elementary School.
- Finalization of hiring/staffing for Certificated and Classified staff

Today, Celerity has the expertise, human resources/staffing, and financial stability necessary to deliver and sustain the intervention strategies identified and dramatically improve Crestworth and Lanier.

1) Expertise:

Since 2005 Celerity has been working with other districts in providing transformational practices based on its strong intervention strategies. In addition to directly running schools in California, it worked with other school operators to improve their practices, multiplying its impact in the

educational communities in key states by assisting other charter schools in their creation, growth and efficacy. In order to help other charter leaders create change in the districts within which they operate, Celerity has and will continue to share best practices, technical assistance, its policies, procedures, curriculum, and other information. Our hope is that this support will promote change in all the underperforming districts. This work demonstrates that Celerity has the ability to yield exceptional academic results for its students, while also creating a strong community through the sharing of its experiences and best practices.

Using the Restart model and key intervention strategies, Celerity consistently outperformed the local districts, producing the following results in California:

| School Name | Location | Year Found ed | 2012-2013 | | 2011-2012 | | 2010-2011 | |
|---------------------------|----------------------|---------------|---------------------------|-----------------------------------|---------------------------|-----------------------------------|---------------------------|-----------------------------------|
| | | | School Performan ce (API) | Local District Performan ce (API) | School Performan ce (API) | Local District Performan ce (API) | School Performan ce (API) | Local District Performan ce (API) |
| Celerity Nascent Charter | Los Angeles, CA | 2005 | 910 | 750 | 891 | 746 | 866 | 729 |
| Celerity Dyad Charter | Los Angeles, CA | 2007 | 871 | 750 | 888 | 746 | 883 | 729 |
| Celerity Troika Charter | Los Angeles, CA | 2007 | 947 | 750 | 966 | 746 | 970 | 729 |
| Celerity Octavia Charter | Glassell Park, CA | 2010 | 903 | 750 | 895 | 746 | 935 | 729 |
| Celerity Palmati Charter | North Hollywood , CA | 2011 | 895 | 750 | 866 | 746 | n/a | 729 |
| Celerity Cardinal Charter | Sun Valley, CA | 2011 | 893 | 750 | 863 | 746 | n/a | 729 |
| Celerity Sirius Charter | Compton, CA | 2011 | 789 | 698 | 779 | 697 | n/a | 686 |
| Celerity Exa Charter | Pasadena, CA | 2012 | 810 | 751 | n/a | 762 | n/a | 758 |

2) Leadership and Structure:

Local school principals and staff will be supported by and will benefit from years of central office experience and leadership. The CMO leadership positions are Chief Executive Officer, Regional Vice President, and National Vice President of Pupil Services. Local leadership positions are Director of School Services, Special Education Coordinator, and the Director of After School Programs. These positions cover school-related needs from finance to back office support to academic leadership at both a CMO and school level. Celerity's executive team will support leadership staff at Celerity Crestworth and Celerity Lanier to focus on delivering academic results by providing the following supports ongoing:

- **Provide Operations Support.** Celerity provides operations guidance supporting

documentation and any systems required to ensure compliance with all regulations including but not limited to emergency procedures, the school lunch program, E-Rate and authorizing district specified requirements for charter schools.

- **Provide Facilities Support.** Manage landlord relations and negotiate lease renewals for all leased facilities.
- **Provide Hands-On Support to Principals.** Provide technical assistance and hands-on support for all aspects of charter operation and coach principals on management, instructional, and leadership issues.
- **Provide Human Resources Compliance Assistance.** Provide oversight and technical assistance with employee hiring, legal compliance and certification of required credentials.
- **Provide Special Education Support.** Manage and support all aspects of Special Education compliance and policies.
- **Provide Business Management Operations Assistance.** Provide ongoing oversight and hands-on support through vendor outsourcing for school business management services including finance accountability systems, annual budget and cash flow planning, account management, funding reports, and applications for public funding.
- **External Communications.** Develop marketing strategies; manage public relations, community relationship building and political advocacy.
- **Provide Legal and Insurance Services.** Obtain the appropriate legal counsel as well as liability, property, and director's insurance suitable for schools.
- **Identify Reliable Vendors for Contracting Services.** Identify specific high quality vendors to provide beneficial services to the schools. These vendors are subject to specific service level agreements. The purpose is to generate economies of scale in purchasing certain products and services.
- **Develop Technology Deployment Standards.** Define standards for appropriate technology systems and how they are purchased. All schools use approved and coordinated school management systems including accountability, finance, and student information.
- **Collect and Disseminate Effective Small School Practices.** Identify specific best practices in both administrative and instruction dimensions to be documented and disseminated by the central office to schools. Provide collaboration opportunities for principals and teachers to share their best practices.
- **Provide Funding and Grant Opportunities.** Pursue and secure grants to support schools.

Finances:

Celerity never compromises on student achievement and teacher supports. Being fiscally sound for so many years has provided Celerity the ability for continued growth. They have been able to develop each new site on a very conservative budget. Doing this allowed Celerity to capitalize despite the economic recession while remaining focused on smaller class sizes to make it easier for the instructor to focus on the progress of their students. Celerity will never compromise learning and results based on finances, but has also proven that it can deliver those results working primarily off of the dollars it receives from local, state, and national per pupil sources. When necessary, Celerity secures additional philanthropic dollars to provide students with additional opportunities that only enhance or enrich their learning, rather than provide the foundation of that learning.

RESOURCES ALIGNED WITH INTERVENTIONS & EXTERNAL PROVIDERS:

As a charter school, Celerity Crestworth and Celerity Lanier will both receive all national, state, and local funds for which it is eligible. It will receive the same dollars that any other public school in East Baton Rouge Parish will receive based on its student population. In Louisiana, this is based, in part, on the Minimum Foundation Program (MFP), which is the formula that determines the cost to educate students at public elementary and secondary schools, and defines state and local funding contributions to each district. In addition to these funds, Celerity will secure the following funding streams available to

Crestworth and Lanier:

- **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

Celerity 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 Crestworth and Lanier’s needs and Celerity’s related intervention strategies. Most will be done internally through what was outlined above, but Celerity looks to other resources that can include, but are not limited to the organizations described below:

| Intervention Strategy | Aligned Resources & External Providers |
|--|--|
| <p>1: Establish High Expectations and a Rigorous Professional Development Program</p> | <ul style="list-style-type: none"> • Title I and II, IDEA B and IDEA B Pre-School, LA4 Pre-School • Title I funds will be used to support the Information Technology network which will provide internet access to web-based assessments, Powerschool, and instructional resources. This will be further supported by the Summer Professional Development Institute where teachers will receive 20 days of professional development on topics such as: data analysis, data-driven instruction, standards-based instruction, culturally relevant and responsive education, project-based learning, and the principles of learning. In addition, teachers will also have time during these professional development days to collaborate and create grade-level pacing plans aligned to the common core standards, to share best practices, and to design lessons. • High-Quality Teacher Recruitment: <ul style="list-style-type: none"> ○ <i>Teach For America</i> – recruit, selects, and trains high-quality teachers ○ <i>The New Teacher Project (TeachNOLA)</i> – recruit, selects, and trains high-quality teachers ○ <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 ○ Higher Education partnerships to help scholars become accustomed to talking about college. Local schools include: Louisiana State University, Southern University, Baton Rouge Community College, Xavier University, McNeese State University, LSU Shreveport, and Nicholls University. • To support the instructional program and to develop Baton Rouge talent, Principals, Curriculum Specialists, Office Managers, Special Education Coordinators, and Parent/Community Liaisons were trained in Los Angeles to receive professional development and hands-on training on the |

| | |
|--|---|
| | <p>following aspects of Celerity's curriculum: Celerity's Vision and Mission; Celerity's Instructional Model; Responsibilities and Duties; Expectations; and Recruitment and Enrollment Processes and Procedures. In addition, the Los Angeles based training will include internships at Celerity Schools located in California.</p> |
| <p>2: Enhance Student Learning with Technology</p> | <ul style="list-style-type: none"> • Title I and II, IDEA B and IDEA B Pre-School, LA4 Pre-School • Title II funds will be used to purchase materials used during teacher trainings. Students and teachers will have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. The school will integrate electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Parents will have access to their child's grades, attendance information, and meal participation through PowerSchool via the internet. Parents will also have access to technology resources such as Study Island and ST Math which they can use from home to assist their child with learning grade-level content standards. • Celerity has applied for Erate funding to subsidize the cost associated with telecommunications and internet access. |
| <p>3: Extend the School Day to Increase Learning Time</p> | <ul style="list-style-type: none"> • Title I and II, IDEA B and IDEA B Pre-School, LA4 Pre-School • Organizations to support enrichment: <ul style="list-style-type: none"> ○ <i>Big Buddy Program</i> – provide access to positive role models and learning experiences to children who lack these valuable resources ○ <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 ○ <i>BREC</i> – operates public park and recreation facilities and programs throughout East Baton Rouge Parish and provide scholars additional out of school activities ○ <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 • Building Strong Community to Embrace Transition: <ul style="list-style-type: none"> ○ Celerity has and continues to focus on building relationships with stakeholders – individuals, foundations, businesses, and community based organizations that may be able to offer support in the future as Celerity identifies additional needs. Each Celerity School will hire a full-time Parent/Community Liaison to assist in developing trust within the community as well as to coordinate student enrollment. Also, in order to increase communication and ensure understanding of our high expectations we will host several events that allows for a successful transition of families from their previous school to their new Celerity School. The Parent/Community Liaison will engage parents and community members in these events, which include: orientations, school tours, one-on-one meetings with the school Principal, and social events such as picnics in the park. |

Celerity will recruit, screen, and select external providers (such as transportation, food services, etc.) to ensure quality by obtaining multiple quotes, conducting comparative analyses, and checking references. Selection of vendors will be completely impartial and based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, maximum value for all expenditures, etc.

Celerity selects agency or independent service providers based on reputation in the community, information obtained through consumer affairs, and appropriate licensure of providers. Celerity will only hire those contractors who hold a valid license, authorization or permit to serve/practice in the area for which they are licensed. A signed affidavit of DOJ clearance is obtained from each agency/contractor upon execution of the contract. Service providers at the school sites must sign-in and out at the front office each time they are on-site including the purpose of their visit and time spent there. Special education service providers are required to submit student services logs to the school on a quarterly basis, which verifies provision of services. Contractors who are not providing services as indicated on the students' IEPs and consistent with their contracts are counseled and if needed, their contract and services are discontinued.

SUSTAINABILITY:

As an independent charter organization implementing the Restart model at Crestworth and Lanier, Celerity controls its use of resources and as such, will ensure its sustainability beyond the terms of this grant emphasizing the following components of its sustainability plan:

Staffing. The schools will continue to increase and grow student enrollment every year while building internal capacity at the school level, which includes building a pipeline to leadership positions. High performing teachers will be trained and groomed for Curriculum Specialist positions. Curriculum Specialists will be trained and groomed for school Principal positions. School Principals will be trained and groomed for Directorships with the support of the CMO. This structure will ensure consistency in the model, that intervention strategies are implemented with fidelity and adjusted as needed, and that staff feel satisfied in opportunities with the charter school. Celerity schools have demonstrated their ability to retain staff, which supports long-term sustainability, as evidenced by its 93% teacher retention rate.

Professional Development & the Celerity Model. The three intervention strategies around professional development, technology integration, and the implementation of the after school program are integral parts of Celerity's instructional model and must be sustained. Professional development ensures that teachers continue to increase their ability to provide quality instruction and improve student achievement. The technology integration ensures that teachers and students have the learning tools necessary to master content standards and to gain the technological skills necessary to compete in the technology-driven world around them. The after school program will support the academic program from the school day. In addition, the after school program will develop the whole child through its enrichment program which will teach students critical thinking skills while engaging and motivating students.

Finances. After the first three years, both Celerity Crestworth and Celerity Lanier will be sustainable primarily off of the per pupil funding, as outlined in an earlier section. This includes national funding and state & local funds through the minimum formula program (MFP) in Louisiana. Celerity has built a budget that projects far beyond this SIG grant and is financially sound with those per pupil dollars and minimal philanthropic support. In addition to increasing student enrollment, which increases the funding available to the schools, as well as increases to funding streams like ADA, potential cost savers include increasing the number of priority schools Celerity supports in the community and therefore being able to share resources across those buildings through economies of scale. Even more, the increased number of charter schools in the Baton Rouge market would yield the potential for the sharing of resources.

Board of Directors. The Celerity Louisiana Group board is composed of local business and community leaders and stakeholders that work with Celerity leadership to establish the long-range plan to ensure Crestworth and Lanier's sustainability, compliance, and overall fiscal health. This board monitors progress, sets goals, and holds Celerity leadership accountable to results. This will all be guided by the model and intervention strategies outlined in this grant proposal. Board members' backgrounds cover critical aspects of the organization including education reform, school management, leadership development, teaching, community/parent engagement, at-risk students, finance, operations, legal

and fund raising.

Community Involvement. Celerity believes strongly in the role of community and parents in particular in student learning. Without these additional supports, students will be limited in what they can achieve. As such, Celerity teams at both Crestworth and Lanier will make a concerted effort to build relationships with community members. This will build a base of advocates, increase Celerity's network of resources, and help Celerity become engrained in the community for years to come. Celerity has already committed to the North Baton Rouge community, where Crestworth and Lanier are located, that it will meet the expectations set forth by over 500 community members through a community compact that outlines their expectations for talent, parental involvement, scholar support, and academic achievement.

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

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

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

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

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

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

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

INTERVENTIONS:

Celerity Louisiana Group is a charter management organization implementing the restart intervention model. As charter schools, Celerity Crestworth and Lanier leadership teams will have complete autonomy, or decision-making control, over its budget, staffing (recruiting, hiring, firing, etc.), curriculum, community partnerships, school schedule, resource use, data tracking, length of school year, and all other decisions that impact the school. Because of this, Celerity Crestworth and Lanier will utilize all resources available to them, staff each classroom with effective teachers and other staff members, and make structural decisions about the school so that staff receive stronger professional development, technology is better integrated into the school to help teachers utilize and interpret data, and the school day is extended – all to enhance the academic achievement and development of students.

Celerity will serve two school populations and will offer space to all students currently attending the school. Celerity has been designing and implementing its intervention model since 2005. Celerity currently operates 8 exceptionally high performing public charter schools within the Los Angeles metropolitan area, Compton, and Pasadena. The key aspects of the intervention model are professional development of teachers on topics such as data analysis, increasing rigor, and high expectations and intensive academic support in the form of the After-School Program and technology integration. As mentioned, CLG designed these interventions after an extensive needs assessment over nearly two years. It will continue to be refined even after standardized test results are offered this spring. Based on the parallels between both schools and the need for increased consistency for the community, both schools will serve grades pre-kindergarten through eight.

SERVICES:

Celerity Louisiana Group was selected by the Louisiana Board of Elementary and Secondary Education and the Recovery School District to enter into a charter contract to implement the Restart model at Crestworth and Lanier schools in the most under-served community in the state of Louisiana. As a charter school with the autonomy to make decisions that impact students, Celerity will offer its full array of services that have produced exceptional results in communities similar to that of Crestworth and Lanier's surrounding neighborhoods. Through a needs assessment, Celerity is confident that its model will result in a dramatic improvement in student achievement. Specific services, policies, and programs have been outlined throughout this grant proposal, but the following are some key services that will be offered to students, staff, and families at Celerity Crestworth and Lanier that correspond with the strategies Celerity will implement:

Strategy 1: Establish High Expectations and a Rigorous Professional Development Program.

- **Teachers** – Teachers will receive 20 days of professional development for each year of the grant. 15 of the 20 days will be held prior to the start of school. The remaining 5 pupil free professional development days will be held throughout the school year. In addition, teachers will receive weekly professional development twice a week: once a week for grade-level meetings and collaboration and during weekly staff meetings. Professional development will include time for teacher collaboration and curriculum development. Teachers will observe and share expertise with each other. To address the low percentage of Crestworth and Lanier students performing at the mastery level or higher, professional development topics will include: Curriculum Specialists will deliver professional development on the common core standards, differentiating instruction, unpacking standards, and how to integrate higher-level thinking strategies into daily instruction. In addition, teachers will be given the opportunity to create grade-level pacing guides aligned to common core standards, disaggregate the previous year's LEAP/iLEAP data, and create action plans and lessons based on the data disaggregation. Teachers will receive a per diem stipend for 14 out of 20 days of PD. The other 6 days are part of their work year and included in their salaries.
- **Curriculum Specialist** – Celerity Crestworth and Lanier will have two Curriculum Specialists, one to support the K-4 teachers and the other will support the 5-8 teachers. The Curriculum Specialists will report for duty 5 days prior to teachers. During this week, the curriculum specialists will review, analyze, and disaggregate Spring LEAP/iLEAP data school-wide, by grade-level, and then by teacher. They will also have any opportunity to plan the professional development for the teacher summer PD institute. Curriculum Specialists will receive a per diem stipend each of these PD days.

Strategy 2: Enhance Student Learning with Technology.

Increasing access to technology will increase student achievement. Learning will be more individualized and technology-integrated learning has proven successful in bridging achievement gaps and offering a strong foundation for accelerated courses in the future. In addition, these tools allow teachers to streamline data and make instructional goals more digestible, while providing them with immediate information or data to respond to and adjust. These are both important given how far

behind the students are and the need to move urgently.

- **Student laptops** – Students will have adequate access to technology so that it can be used effectively in student learning for research and ST Math instruction and to allow for student assessments on Study Island, SchoolNet, and the PARCC assessments. The student to laptop ratio will be 2:1.
- **Staff laptops** – Teachers and after school staff have adequate access to technology so that it can be used effectively in classroom instruction, data management, and communication. The teacher and after school laptops will also allow teachers to provide immediate access to student progress data for students as well as their parents. The Parent/Community Liaison will use the laptop to prepare for parent trainings, parent orientation meetings, and to communicate with parents and staff.
- **PowerSchool** – PowerSchool is a student information system which will also serve as another tool for communication with parents regarding their child's academic progress. Through PowerSchool, parents have 24-7 access to their child's grade-book via the internet.
- **SchoolNet** – SchoolNet is an online data and assessment management system which allows the Curriculum Specialist to create benchmark assessments that are aligned to the common core standards. SchoolNet also allows for immediate feedback to teachers on their students' achievement levels.
- **My Learning Plan (MLP)** – MLP is a web-based program which allows Celerity to create professional development portfolios for each teacher to track and monitor professional development, classroom observations, and teacher evaluations.
- **Study Island (SI)** – SI is a web-based program which will allow Celerity Crestworth and Lanier teachers to assess their students on the common core standards in ELA, Math, Science, and Social Studies on a weekly basis.
- **ST Math** – ST Math is a web-based math program which teachers student beginning in Kindergarten abstract pre-algebra skills in a visual, concrete format.
- **LCD projectors** – Each teacher will be equipped with an LCD projector to use in the classroom to enhance learning and to integrate technology into daily instruction.
- **Document reader/Elmo** - Each teacher will be equipped with a document reader/Elmo to use in the classroom to enhance learning and to integrate technology into daily instruction.
- **Parent Center Laptops** – The laptops in the parent center will allow access to students' academic progress for parents who may not have access to a laptop and/or internet at their homes.
- **Teacher and Staff Cell Phones** – The school integrates technology assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students, and their parents. This will be accomplished by providing teachers, after school staff, and the Parent/Community Liaison with a cell phone with unlimited minutes, unlimited texting, and data services to be able to communicate with parents via phone, email, and/or text.
- **Parent/Community Liaison** – The Parent-Community Liaison assists in developing trust within the community and increases the communication between the school and home to ensure understanding of our high expectations.

Strategy 3: Extend the School Day to Increase Learning Time.

- Students receive daily homework help in small and whole groups. Students also participate in fun academic enrichment activities that are aligned to their grade level-pacing guides. Daily Social Enrichment activities include chess, character building, song, dance, and computer lab. All students receive physical and health promotion in the form of informative seminars centered on healthy behaviors and preventative measures as well as physical enrichment in the form of a variety of games and activities designed to stimulate physical activity. On Friday's, all students have the opportunity to participate in Futuristic Friday After School Clubs such as Future Doctor, Photography, Future Scientist, Environmental, Spoken Word, School Reporter, Future Astronomer, Glee & Drama, and future Architect. The Clubs are designed to give students an insight into potential career options as adults, students participate in hands on exploratory

activities such as model bridge construction, animal organ dissection, galaxy creation, and volcano creation.

- **Full-time Site Coordinator** – The Site Coordinator will supervise the after school tutors, implement curriculum for the afterschool program that is aligned to the instruction occurring in the classrooms during the day, will analyze student assessment data, and will collaborate with teachers to ensure that each student enrolled in the after-school program is receiving the intensive academic support needed to achieve and demonstrate mastery of grade-level standards as quickly as possible.
- **Youth Services** – Youth Services is the SIS for afterschool program which allows the Site Coordinator and Tutors to take attendance, manage student demographic information, and track and monitor assessment data.
- **10:1 student to tutor ratio** – Due to low percentage of students performing at mastery or higher on the Spring 2013 LEAP/iLEAP tests, the after school program will have a 10:1 student to tutor ratio to allow tutors to provide the intensive academic support/catch-up that is needed.
- **Director of After Schools Program** – The Director of After Schools Program oversee the after school program for Celerity Crestworth Charter School and Celerity Lanier Charter School. The Director is responsible for staffing and for providing leadership support and training for the after school site coordinators and program leaders. Besides being responsible for the after school program's quality assurance, the director is also responsible for ensuring the complete and accurate business data for all the after school program sites, which includes but is not limited to program evaluations, student attendance, and student progress reports. The responsibility of the director is to develop professional development that is specific to the after school program/staff. The content of the professional development is determined through site coordinator observations (i.e. the site coordinator notices that her staff needs extra assistance in classroom management), trainings that the director may have attended, and after school specific information that needs to be passed onto other after school frontline staff. The Director also will design weekly grade level afterschool program guides aligned to day school pacing plans.
- **Celerity Chess Education** – The Chess Education program is designed to develop students' minds and prepare them to cope with the growing complexities and demands of the world. Chess is one of the most powerful educational activities schools can offer children because it directly contributes to academic performance and social development. Chess teaches students how to solve an ever-changing and diverse array of difficult problems. With millions of possibilities in each game, players must continually face new positions and new problems. They cannot solve these using a simple formula or relying on memorized answers. Instead, they must analyze and calculate, relying on general principles and patterns along with a dose of creativity and originality – a skill that increasingly mirrors what students must confront in their everyday schoolwork.

TIMELINE:

Celerity Crestworth and Lanier will generally follow the same timeline across each of the years for this grant, while modifying the specific content of those practices to align with student needs. For example, teachers will participate in summer institute every summer, but the content will change based on the needs identified from the previous academic year. All intervention strategies described in this proposal will be implemented from the start of the first school year because Celerity believes strongly that all are necessary to catch students up and help them excel and exceed expectations because they are starting so far behind.

Pre-Opening Implementation: Conduct needs assessment. Receive charter contract. Secure highly qualified staff members and recruit and enroll students.

Fall 2012 – Met with community stakeholders in the Crestworth/Lanier School Community to hear and understand their needs and as well as what has been attempted in the way of school reform.

Spring 2013 – Applied for Type 5 charter with the Board of Secondary and Elementary Education

(BESE)

Fall 2013 – Received approval from (BESE) to operate Crestworth Middle School/Lanier Elementary School as a Type 5 Charter School, help Community Meetings at school site in conjunction with Recovery School District (RSD) to inform/communicate with both the student's families as well as staff regarding the transition from a RSD, and Celerity offered the opportunity for existing staff at Crestworth Middle School/Lanier Elementary School to interview for positions at Celerity Crestworth/Lanier Charter School.

Winter 2014 – Opened up hiring/staffing to nationwide search for qualified candidates. Extensive search for Community Liaison and Office Manager resulted in candidates hired locally and sent for training in California and established Local Board to Govern School as well as continuation of community meetings with local stakeholders.

Spring 2014 – Continued Community Meetings and Individual Meetings with current students of Crestworth Middle/Lanier Elementary School and finalized hiring/staffing for Certificated and Classified staff.

Year 1: Focus intensely on building foundational knowledge teachers through development around data use and best-practice instruction and students through core ELA and Math basis knowledge. Shift school culture and climate to one of rigor, high expectations, and camaraderie.

Summer 2014 – Purchase laptops, cell phones, curriculum and assessment licenses, conduct summer professional development on topics such as classroom management and high & clear expectations for teachers and curriculum specialists. Continue hiring of after-school staff.

Fall 2014 – After-school program commences. Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts first of three formal teacher observations.

Winter 2014 – Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts second of three formal teacher observations.

Spring 2015 – Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts third of three formal teacher observations.

Year 2: Continue reinforcing foundational knowledge and begin layering more complex skills that require higher order thinking for both students and staff – students through core subjects and staff through additional instructional strategies and curriculum development tools.

Summer 2015 – Conduct summer professional development, with a focus at Crestworth on Common Core and Unpacking Standards & Skills-Based Small Group Instruction, and at Lanier on Common Core, Total Participation Techniques, Culturally Responsive & Relevant Education, and the Peace Tree Model. Using technology-integrated curriculum, instruction and assessment programs, teacher and curriculum specialist professional development will focus on reviewing student data from Year 1 and modifying instructional plans for Year 2.

Fall 2015 – After school professional development will focus on reviewing student data from Year 1 and modifying after-school instructional plans for Year 2. Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts first of three formal teacher observations.

Winter 2016 – Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal

conducts second of three formal teacher observations.

Spring 2016 – Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts third of three formal teacher observations.

Year 3: Provide additional enrichment opportunities through both in-school and after-school programming and curriculum to push students further more urgently, building on what they have learned.

Summer 2016 – Conduct summer professional development, with a focus on Common Core, Higher Order Thinking and Differentiated Instruction for teachers and curriculum specialists. Using technology-integrated curriculum, instruction and assessment programs, Teacher and curriculum professional development will focus on reviewing student data from Year 2 and modifying instructional plans for Year 3.

Fall 2016 – After school professional development will focus on reviewing student data from Year 2 and modifying after-school instructional plans for Year 3. Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts first of three formal teacher observations.

Winter 2017– Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts second of three formal teacher observations.

Spring 2017 – Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts third of three formal teacher observations.

PRACTICES AND POLICIES:

Celerity has implemented the intervention strategies it describes for Crestworth and Lanier in similar communities where students are starting significantly behind where they should be. Therefore, the strategies, policies, practices, and systems outlined throughout this proposal will need the goals Celerity has identified and address the needs of the Crestworth and Lanier school communities. As an autonomous charter school implementing the Restart model at each school, Celerity will be able to make decisions on practices and policies in the following key areas:

Budget and Resource Use. Celerity Crestworth and Celerity Lanier each have unique budgets based on the specific needs of those school populations. Because it is controlled by the charter management organization, rather than a large district, as Crestworth Middle and Lanier Elementary are today, school leadership can make more immediate changes in the use of resources as needed to accommodate students and families, while of course never compromising the fiscal stability of Celerity. They are also able to fundraise as needed to provide enrichment opportunities that students in nearby wealthy communities might experience.

Curriculum. Celerity ensures high academic expectations in the classrooms through its systems for curriculum development, strong instructional delivery, and regular assessment and analysis of student data. For curricula, Celerity uses a variety of products that are aligned to the rigorous Common Core standards, which are not being implemented at Crestworth or Lanier today. The school also places an emphasis on culturally relevant pedagogy to increase student engagement. For instructional delivery, Celerity expects its teachers to hold discussions and build assignments that encourage students to fully justify their thinking. All teachers are trained in “non-lecture Socratic group discovery,” which pushes teachers to serve as facilitators for their students, and the “Principles of Learning,” which helps teachers improve instruction through a deep understanding of how effective learning works. These strategies will be taught to staff

through rigorous professional development sessions.

Data-Use. Celerity uses data heavily to understand whether all of the efforts outlined in this proposal are working. On a weekly basis, Celerity teachers meet in grade-level teams with principals and curriculum specialists to analyze data from student assessments, share successful strategies, identify areas of weakness, and develop plans for extension or improvement. Principals also meet with their directors and regional vice presidents weekly to review school-wide growth targets. Celerity has an emphasis on project-based learning, something not offered at Crestworth or Lanier today, so teachers collaborate throughout the year to develop extended standards-based projects. The use of technology and the school day extension will be important to fully carrying this standard through.

Celerity has made the following specific changes to current practices or policies that exist at Crestworth and Lanier:

After-school Ratio. At Crestworth, Celerity will modify the existing after school student to teacher ratio from 20:1 to 15:1 in order to implement the extended instructional day model fully and effectively.

After School Curriculum. Celerity's current after-school model consists of both an academic support component as well as an enrichment component. The purpose of the CEG After School programs is to provide a safe and supportive environment that fosters academic and social enrichment. Students receive daily homework help in small and whole groups. Students also participate in fun academic enrichment activities that are aligned to their grade level pacing guides. Daily Social Enrichment activities include chess, character building, song, dance, and computer lab. All students receive physical and health promotion in the form of informative seminars centered on healthy behaviors and preventative measures as well as physical enrichment in the form of a variety of games and activities designed to stimulate physical activity. On Friday's, all students have the opportunity to participate in Futuristic Friday After School Clubs such as Future Doctor, Photography, Future Scientist, Environmental, Spoken Word, School Reporter, Future Astronomer, Glee & Drama, and future Architect. The Clubs are designed to give students an insight into potential career options as adults, students participate in hands on exploratory activities such as model bridge construction, animal organ dissection, galaxy creation, and volcano creation.

For Crestworth, Celertiy will modify its existing after school model from a 4-week LEAP preparation program to a full-year of intensive academic support. Celerity Crestworth Charter School's after school program will not contain an enrichment component. Currently, Lanier provides an after school program which only contains an enrichment component. Celerity will add an intensive academic support component to Lanier's after school program.

Professional Development. Celerity will increase the professional development days from 6 days to 20 days. The additional 14 days PD will begin mid-July and will provide an opportunity for teachers to create grade-level pacing guides aligned to common core standards, disaggregate the previous year's LEAP/iLEAP data, and create action plans and re-teach lessons based on the data disaggregation. Curriculum Specialists will deliver professional development on the common core standards, differentiating instruction, unpacking standards, and how to integrate higher-level thinking strategies into daily instruction. Teachers will receive a per diem stipend for each of the additional 14 days of PD.

Curriculum Specialist Ratio. Existing Celerity practice is to staff schools the size of Celerity Lanier and Celerity Crestworth with one Curriculum Specialist per school. However, to address the urgent and dire academic needs of Lanier and Crestworth, Celerity will hire two Curriculum Specialists per school. One Curriculum Specialist will support K-4 teachers and the other Curriculum Specialist will support grade 5-8 teachers.

STAKEHOLDERS:

Parents and community members play a critical role in student achievement, especially with students performing below grade-level standards. School staff is directly involved with and employs a variety of strategies to encourage parental and community involvement. Parents are encouraged to volunteer in a variety of capacities in and around the school at least three hours per month. Parents are given information on how to participate and assist students in working on instructional and assessment programs. Community events to share student success and build relationships with community members are an imperative part of our instructional model.

Celerity has built systems that enlist parental and community support in its high academic expectations in the classroom. Monthly parent meetings are held where parents are trained on using technology; each child has an individualized plan for the school year that is discussed with parents; and parents are active in the school's Parent Teacher Organization (PTO) where they work alongside school staff to set policy, raise funds, administer programs, organize events, and volunteer.

Specific examples of stakeholder engagement are included below:

- **Monthly Parent Meetings** – Monthly parent meetings will be held where parents are trained on using technology to support their child's academic success, understanding their child's assessment data, and advancing their parenting skills.
- **Back to School Night** – Held in the Fall of each year, parents and guardians will have an opportunity to visit their child's new teacher and learn about the new curriculum, rules, and procedures.
- **Open House Night** – Held in the Spring of each year, parents and guardians will have the opportunity to visit their child's classroom, meet with teachers, and hear updates about the learning process.
- **Parent Center** – Celerity will create a parent center containing laptops for parents to use to check their child's grades, check assessment scores, email teachers, and conduct research on how to support their child academically at home.
- **Parent/Community Liaison** – Celerity has hired a Parent-Community Liaison for each school. The Parent-Community Liaison assists in developing trust within the community as well as coordinate student enrollment. In order to increase communication and ensure understanding of our high expectations we will host several events that allow for a successful transition of families. These events include Orientations, school tours, one-on-one meetings with the school Principal, and social events such as Picnics in the Park.
- **School Board Meetings** – The Celerity Schools Louisiana board will hold public meetings on the first Saturday of every even month. Parents and Community members are welcome to attend the meetings and will have time to address the board on agenda items as well as non-agenda items.
- **One-on-One Community Member Meetings** – Celerity recognizes that it can be more effective and deliver strong results as quickly as possible by leveraging community members and their resources. As such, it has built and will continue to build relationships with individuals in the community that have an interest in specific aspects of the Celerity model, such as art, to bring to bear additional resources to provide more for students.

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

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

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

LEA Application Budget Form included with this application:

| | |
|--|------------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|--|------------------------------------|

Budget Summary

| School Name | | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
|-----------------------|------------------------------------|--------------------|-----------|---------------|---------------|------------------|
| | | Pre-Implementation | Year 1 | | | |
| 1 | Celerity Crestworth Charter School | \$0 | \$478,724 | \$417,490 | \$440,095.50 | \$1,336,309.50 |
| 2 | Celerity Lanier Charter School | \$0 | \$478,724 | \$417,490 | \$440,095.50 | \$1,336,309.50 |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| LEA Activities | | \$957,448 | \$834,980 | \$880,191 | \$2,672,619 | |
| TOTAL BUDGET | | \$957,448 | \$834,980 | \$880,191 | \$2,672,619 | |

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

SIG funds will be used by Celerity Lanier Charter School and Celerity Crestworth Charter School to 1) provide professional development for teachers and curriculum specialists, 2) enhance student learning through purchasing web-based instructional programs, integrating technology, and encouraging parent engagement, and 3) implement extended learning time.

- **Professional Development**

SIG funds will be used to pay two Curriculum Specialist(CS) salaries per school. One CS will be responsible for support K-4 teachers while the other CS will be responsible for supporting teachers of grades 5-8. The Curriculum Specialists will report for duty 5 days prior to teachers. During this

week, the curriculum specialists will review, analyze, and disaggregate Spring LEAP/iLEAP data school-wide, by grade-level, and then by teacher. They will also have any opportunity to plan the professional development for the teacher summer PD institute. Curriculum Specialists will receive a per diem stipend each of these PD days.

In addition SIG funds will be used to pay the summer CS Professional Development stipends and the additional Teacher Professional Development stipends which will begin in the summer. Furthermore, to support the professional development of the teachers, SIG funds will be use to purchase My Learning Plan licenses which tracks and monitors professional development, classroom observations, and formal evaluations.

- **Enhance Student Learning**

Instructional Programs and Assessment – SIG funds will be used to purchase School net, Study Island, ST Math. SchoolNet is a web-based program which allows Celerity to create benchmarks every 6-8 weeks that are aligned to the common core standards, allows teachers to share lesson plan designs, and will house an e-library of resources teachers will be able to share and access via the internet. Study Island is a web-based program which will allow teachers to assess students weekly on common core aligned standards. ST Math is a web-based math program which teaches students pre-algebra beginning in Kindergarten.

Technology – SIG funds will be used to purchase student laptops at a 2:1 student to laptop ration for use daily during the instructional program, during the after school program, and for assessment. SIG fund will also be used to purchase staff laptops which will allow teachers and staff to communicate with parents, develop lessons, and use technology during instruction. LCD projectors and Elmos will be purchased for Celerity Crestworth and Lanier to be used during daily instruction.

Parent Engagement – Celerity believes that one of the most important systems to put into place is working collaboratively with the families in the communities that we serve. SGI funds will be used to pay for the salaries of a Parent/Community Liaison at each school. The Parent/Community Liaison will assist in developing trust within the community as well as to coordinate student enrollment. Also, in order to increase communication and ensure understanding of our high expectations we will host several events that allows for a successful transition of families from their previous school to their new Celerity School. The Parent/Community Liaison will engage parents and community members in these events, which include: orientations, school tours, one-on-one meetings with the school Principal, and social events such as picnics in the park. Staff cell phones will be purchased to ensure that teachers and staff maintain open lines of communication with parents, sharing both students' strengths as well as growth opportunities with parents and guardians. SIG funds will also be used to purchase PowerSchool, a web-based student information system which allows parents 24-7 access to their child's gradebook via the internet.

- **Extended Learning Time**

SIG funds will be used to implement AfterSchool Programs designed to provide the intensive academic catch-up students need to demonstrate mastery of grade-level standards. Therefore, the fund will be used to pay for the Director of After Schools' salary (who is to be shared between the two sites), one After School Site Coordinator per school (who will be site-based and will monitor program implementation), and the After-School Tutors who will provide small group tutoring in a 15:1 student to tutor ratio at Celerity Crestworth Charter School and a 20:1 student to tutor ratio at Celerity Lanier Charter School.

Director of After Schools Program – The Director of After Schools Program oversee the after school program for Celerity Crestworth Charter School and Celerity Lanier Charter School. The Director is responsible for staffing and for providing leadership support and training for the after

school site coordinators and program leaders. Besides being responsible for the after school program's quality assurance, the director is also responsible for ensuring the complete and accurate business data for all the after school program sites, which includes but is not limited to program evaluations, student attendance, and student progress reports. The responsibility of the director is to develop professional development that is specific to the after school program/staff. The content of the professional development is determined through site coordinator observations (i.e. the site coordinator notices that her staff needs extra assistance in classroom management), trainings that the director may have attended, and after school specific information that needs to be passed onto other after school frontline staff. The Director also will design weekly grade level afterschool program guides aligned to day school pacing plans.

Site Coordinator – The Site Coordinator will supervise the after school tutors, implement curriculum for the afterschool program that is aligned to the instruction occurring in the classrooms during the day, will analyze student assessment data, and will collaborate with teachers to ensure that each student enrolled in the after-school program is receiving the intensive academic support needed to achieve and demonstrate mastery of grade-level standards as quickly as possible.

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

The LEA must assure that it will:

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

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

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

| Pre-Implementation Activities (Optional) Intervention Activities | |
|--|--|
| <i>Sept. 2011 - April 2013⁸</i> | <i>May 2013 - August 2013⁹</i> <i>(Pre-Implementation Period)</i> |
| <p><u>Application Submission and Approval to the State</u> Applied for Type 5 charter with the Board of Secondary and Elementary Education (BESE) Received approval from (BESE) to operate Crestworth Middle School/Lanier Elementary School as a Type 5 Charter School.</p> <p><u>Getting to Know Community and City</u> Met with community stakeholders in the Crestworth/Lanier School Community to hear and understand their needs and as well as what has been attempted in the way of school reform.</p> <p>Community Meetings at school site in conjunction with Recovery School District (RSD) to inform/communicate with both the student's families as well as staff regarding the transition from a RSD.</p> <p><u>Hiring and Staffing</u> Celerity offered the opportunity for existing staff at Crestworth Middle School, Prescott Middle School, Glen Oaks Middle School, and Lanier Elementary School to interview for positions at Celerity Crestworth Charter School and Celerity Lanier Charter School.</p> | <p><u>Hiring and Staffing continued</u> Opened up hiring/staffing to nationwide search for qualified candidates. Extensive search for Community Liaison and Office Manager resulted in candidates hired locally and sent for training on the Celerity instructional model in California.</p> <p><u>School Board Development</u> Establishment of Local Board, Celerity Schools Louisiana, to govern the schools.</p> <p><u>Getting to Know Community continued</u> Community Meetings and Individual Meetings continue with current students of Crestworth Middle, Glen Oaks, Prescott, and Lanier Elementary School. Community meetings with local stakeholders. Finalization of hiring/staffing for Certificated and Classified staff.</p> <p><u>Supplies for Technology-Based Instructional Materials</u> Purchase laptops, cell phones, and curriculum and assessment licenses.</p> <p><u>Intensive Summer Professional Development</u> Conduct summer professional development for teachers and curriculum specialists. Celerity Crestworth Charter School summer professional development will focus on topics such as common core, data analysis, and data-driven instruction. Celerity Lanier Charter School summer professional development will focus on topics such as culturally relevant and responsive education, common core standards, and using the backwards design model to create grade-level pacing guides.</p> |

⁸ These dates should read Sept. 2012-April 2014.

⁹ These dates should read May 2014-August 2014.

Year 1: 2014 - 2015 School Year

Intervention Activities

| <i>First Semester</i> | <i>Second Semester</i> | <i>Summer</i> |
|---|---|--|
| <p><u>After-School Program</u> Program commences. Celerity Crestworth Charter School's After School program will focus on intensive academic support for students at a 15:1 student to tutor ratio.</p> <p>Celerity Lanier Charter School's After School program will add into the existing after school enrichment program an intensive academic support component for students at a 20:1 student to tutor ratio.</p> <p><u>Academic Support</u> Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts first of three formal teacher observations.</p> <p>Curriculum Specialists (CS) focus on supporting teachers with the following instructional strategies:</p> <ul style="list-style-type: none"> • Understanding Standards • Behavior management • Positive teacher-student relationship • Building classroom culture • Using weekly data analysis to modify instruction for individual student needs | <p><u>After-School Program</u> Program continues. Celerity Crestworth Charter School's After School program will focus on intensive academic support for students at a 15:1 student to tutor ratio.</p> <p>Celerity Lanier Charter School's After School program will add into the existing after school enrichment program an intensive academic support component for students at a 20:1 student to tutor ratio.</p> <p><u>Academic Support</u> Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts second of three and third of three formal teacher observations.</p> <p>CS focus on supporting teachers with the following instructional strategies:</p> <ul style="list-style-type: none"> • Self-management of learning • Goal setting • Building classroom environments that promote learning • Using weekly data analysis to modify instruction for individual student needs | <p>Conduct summer professional development for teachers and curriculum specialists. Celerity Crestworth Charter School summer professional development will focus on topics such as Unpacking Standards, Culturally relevant and responsive education, and Skills-based Small Group Instruction using technology integrated curriculum instruction and assessment programs.</p> <p>Celerity Lanier Charter School summer professional development will focus on topics such as Peace Tree Model, common core standards, and using the technology-integrated curriculum, instruction, and assessment programs to increase learning.</p> |

Year 2: 2015 - 2016 School Year

Intervention Activities

| <i>First Semester</i> | <i>Second Semester</i> | <i>Summer</i> |
|---|--|---|
| <p><u>After-School Program</u> Program commences. Celerity Crestworth Charter School's After School program will focus on intensive academic support for students at a 15:1 student to tutor ratio and will incorporate standards-based enrichment learning activities every Friday.</p> <p>Celerity Lanier Charter School's After School program will add into the existing after school enrichment program an intensive academic support component for students at a 20:1 student to tutor ratio and will integrate technology-based intervention.</p> <p><u>Academic Support</u> Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts first of three formal teacher observations.</p> <p>CS focus on supporting teachers with the following instructional strategies:</p> <ul style="list-style-type: none"> • Student-student conflict resolution • Engaging all learners at all | <p><u>After-School Program</u> Program continues. Celerity Crestworth Charter School's After School program will focus on intensive academic support for students at a 15:1 student to tutor ratio and will incorporate standards-based enrichment learning activities every Friday.</p> <p>Celerity Lanier Charter School's After School program will add into the existing after school enrichment program an intensive academic support component for students at a 20:1 student to tutor ratio and will integrate technology-based intervention.</p> <p><u>Academic Support</u> Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts second of three and third of three formal teacher observations.</p> <p>CS focus on supporting teachers with the following instructional strategies:</p> <ul style="list-style-type: none"> • Rigor • High Expectations | <p>Conduct summer professional development for teachers and curriculum specialists. Celerity Crestworth Charter School summer professional development will focus on topics such as Common Core, Higher Order Thinking, and Differentiated Instruction.</p> <p>Celerity Lanier Charter School summer professional development will focus on topics such as Common Core, Differentiated Instruction, and Project-based Learning.</p> |

Year 2: 2015 - 2016 School Year

Intervention Activities

| <i>First Semester</i> | <i>Second Semester</i> | <i>Summer</i> |
|--|---|---------------|
| times • Goal-setting • Using weekly data analysis to modify instruction for individual student needs | • Integrating writing across content areas • Using weekly data analysis to modify instruction for individual student needs | |

Year 3: 2016 - 2017 School Year

Intervention Activities

| <i>First Semester</i> | <i>Second Semester</i> | <i>Summer</i> |
|---|--|--|
| <p><u>After-School Program</u> Program commences. Celerity Crestworth Charter School's After School program will focus on intensive academic support for students at a 15:1 student to tutor ratio and will incorporate an enrichment component.</p> <p>Celerity Lanier Charter School's After School program will add into the existing after school enrichment program an intensive academic support component for students at a 20:1 student to tutor ratio and will reflect differentiated instructional approach tailored to student academic needs.</p> <p><u>Academic Support</u> Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts first of three formal teacher observations.</p> <p>CS focus on supporting teachers with the following instructional strategies:</p> <ul style="list-style-type: none"> • Total participation techniques • Collaborative learning • Incorporating accountable talk | <p><u>After-School Program</u> Program continues. Celerity Crestworth Charter School's After School program will focus on intensive academic support for students at a 15:1 student to tutor ratio and will incorporate an enrichment component.</p> <p>Celerity Lanier Charter School's After School program will add into the existing after school enrichment program an intensive academic support component for students at a 20:1 student to tutor ratio and will reflect differentiated instructional approach tailored to student academic needs.</p> <p><u>Academic Support</u> Weekly professional development of teachers and after school staff continues in the form of grade-level team meetings, weekly staff meetings, and pupil-free days. Principal conducts second of three and third of three formal teacher observations.</p> <p>CS focus on supporting teachers with the following instructional strategies:</p> <ul style="list-style-type: none"> • Critical thinking strategies • PBL integrated with technology and multimedia • Meeting various learning | <p>Conduct summer professional development for teachers and curriculum specialists. Celerity Crestworth Charter School summer professional development will focus on topics such as Common Core, Project-based learning across content areas, and integrating literacy across content areas.</p> <p>Celerity Lanier Charter School summer professional development will focus on topics such as Common Core, integrating rigor into daily instruction, and blended learning strategies and technologies.</p> |

| | | |
|---|--|--|
| <ul style="list-style-type: none">• Using weekly data analysis to modify instruction for individual student needs | <p>styles.</p> <ul style="list-style-type: none">• Using weekly data analysis to modify instruction for individual student needs | |
|---|--|--|