

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

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

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

	SCHOOL NAME	SITE CODE (7 digits)	NCES ID (12 digits)	INTERVENTION MODEL				AMOUNT REQUESTED
				Turn-around	Restart	Closure	Transformation *	
1	Sophie B, Wright Charter High School	397001	2200044				✓	\$1,729,680
2	Sophie B, Wright Charter Middle School	397001	2200044				✓	
3								\$
4								\$
5								\$
6								\$
7								\$
TOTAL 2								\$

* 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	Reality (Rural, Suburban, Urban)	% Free/ Reduced Lunch	SY13-14 Enrollment	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 Enrollment
1	Sophie B. Wright Charter High School	Urban	98	297	350	500	500
2	Sophie B. Wright Charter Middle School	Urban	99	160	160	160	160
3							
4							
5							
6							
7							
8							
9							
10							

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

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

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

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

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

The Institute for Academic Excellence, governing entity and LEA for the Sophie B. Wright Charter Middle School and Sophie B. Wright Charter High School, in partnership with Tulane University's For the Children Organization, Touro Synagogue, and Tulane University's Center for Public Service, is seeking School Improvement Grant (SIG) funding to carry out comprehensive and systemic school reform measures designed to ensure that all students acquire the knowledge and master the skills needed to meet or exceed state and NCLB performance standards.

We envision that our participation in SIG will result in the improved academic performance of our students and the improved effectiveness of school leaders and teachers by building our capacity to effectively implement comprehensive research-based school reform interventions. To help facilitate these outcomes we will extend the learning time for students, provide additional job-embedded professional development and collaborative planning time for teachers and school leaders, and more effectively engage our parents and community stakeholders in leadership and quality activities which will promote improved student performance.

Unfortunately, in spite of previous efforts to close identified achievement gaps, too many of our students are still scoring below the state's required achievement levels; especially our high-need students. Over the years of our operating these schools, we have learned that improvement will only occur by focusing on systemic change. We are therefore using as a primary resource for this initiative the "High Performing High Poverty School's Readiness Model," published by the Mass Insight and Education Research Institute in its 2007 report *The Turnaround Challenge*. Academic growth requires that our schools undergo dramatic, transformative change, which addresses not only what we are expected to teach, but also our students' readiness to learn, our teachers' readiness to teach, and our schools' readiness as well to implement these changes. The additional resources provided by our participation in SIG will definitely facilitate our efforts to build the capacity needed to implement comprehensive school reforms that will result in improved outcomes for our students.

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.

We operate identified Title I schools and as such we are required to engage all stakeholders in the **annual school improvement planning process**, which includes an **annual needs assessment**. The School Improvement Team (SIT) is charged with developing a School Improvement Plan that encompasses the tenets of NCLB and *Louisiana Believes*. For the purpose of this grant, stakeholders participated in the analysis of data from multiple leading indicators including: state assessments, diagnostic tests, AYP trends, Benchmark test data, student report cards, student/teacher attendance, school discipline reports, and staff evaluations. The staff also completed the ASCD needs assessment survey which includes indicators across the ASCD Whole Child Tenets; indicators of sustainability; the school improvement components, school climate and culture, curriculum and instruction, school leadership, family and community engagement, professional development, and the indicators of staff capacity.

Wright's overall academic assessment data revealed that although our students have demonstrated growth over the past seven years of charter operation, in 2013, 48% of the middle school students did not meet mandated proficiency levels on iLEAP and LEAP. At the high school level, we are averaging a passing rate of only 48% on the End of Course Test (EOC). Additionally, we experienced a decline in the number of subgroup categories where we met or exceeded performance goals. In 2013, only 50% of our African American students scored proficient in ELA; 49% in math. In math and ELA, only 32% of our students with disabilities scored at the proficient level.

Our students also face another major barrier to college enrollment, the American College Test (ACT). ACT scores are used to determine student eligibility for the Taylor Opportunity Program for Students (TOPS) awards. Four-year scholarships are available at three different levels, but the minimum requirement is at least a 2.5 GPA, completion of the core curriculum, and an ACT composite score of at least 20, based on the prior year's state average. In 2012 our ACT average score was 17 and in 2013 it was 18.2. Improving, but still below the state's average. Our students need additional opportunities to remediate deficient skills and more practice using test prep strategies in order improve their scores on this test.

In conjunction with the data review and the ASCD needs assessment survey, we have identified in varying degrees and combinations the following **primary factors as contributing causes for low student achievement**:

1. **Professional development is not closely enough aligned with the identified needs of the teachers.** As a result, our professional development needs to be more customized to the needs of the learners. Teachers need more coaching and monitoring and have to be held accountable for implementation.
2. **Implementation of the CCSS must be improved.** Transitioning to CCSS has not been systemic or comprehensive. As a result, there are pockets of successful implementation of standards based education within the schools, but there is a lack of coherency in curriculum and instruction.
3. **The schools' Assessment System needs to be updated.** Although multiple assessments are administered, curriculum and instruction and school improvements are not sufficiently driven by data. There is also a need for a mechanism to provide for ongoing collection and management and analysis of school data.
4. **There is a definite need to refine processes for providing targeted support for students.** There is limited school-wide implementation of differentiated instruction and intervention strategies; instruction needs to be more student-centered, using data more effectively to identify students' needs and plan instruction that targets specific deficiencies.
5. **Parent/community partnerships lack consistent academic focus.** Parent/Community participation at a variety of school activities is high, but involvement is not substantive in regards to empowering our parents to be involved in decision-making and developing their skills to support their children's academic growth.

After careful study of the available intervention models and the results of our needs assessments we are selecting the **Transformation Model**. We believe that the required activities included in this model are most closely aligned to our needs and challenges, and it is also the best match for the current capacity of our schools.

Our process oriented **theory of change** will have as its foundation research literature on student learning, assessment, and school change to address our identified needs and challenges. We will implement a change process which develops the capacity of our school leadership teams to use data to identify student learning gaps and to deliver targeted interventions which will result in increased student success. Our process for change will address key challenges revealed through our needs assessment including the incoherence between administrators' and teachers' conceptions of data for evidence-based practice, difficulty translating knowledge of student learning gaps into instructional

interventions, the fragmented professional leadership in our schools, and a teaching cultures that maintain the status quo.

In summary, **our SIG funds will be used** to support the implementation of the following Transformation Model school improvement activities:

1. School Leadership/Transformation Team

We will establish and train our **School Leadership/Transformation Team** comprised of parents, students, community members and school staff. The Leadership Team will gain the capacity and knowledge needed to design and implement a reform plan with the support of SIG resources. SIG funds will be used to provide ongoing training for The Leadership Team which will guide the school community in the annual comprehensive process of assessment and planning so that reforms are tailored to the specific needs of our schools. The Leadership Team will also be responsible for putting structures/personnel/technology into place to monitor project implementation, the instructional delivery program, and student progress toward meeting achievement goals.

2. Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance. Identify and Reward school leaders, teachers and other staff who improve student achievement outcomes and remove those who do not

Continue our participation in the New Schools New Orleans **NOLA Teacher Incentive Fund**, (NOLA TIF) project which aligns performance pay with **rigorous and meaningful evaluations** (COMPASS), highly effective professional development, and teacher career advancement. Teachers and leaders are measured using several criteria, including student value-added growth and school and classroom observations. Using SIG funds we will be able to enhance and sustain monetary incentives to **reward school leaders, teachers, and other staff who have increased student achievement and graduation rates** through bonuses and reimbursement of tuition for pursuing advanced degrees and credentials. NOLA TIF will also provide evidenced based data to be used in decisions regarding staff retention.

3. Replace Current Principals; Recruit and retain qualified school leaders and teachers

In accordance with the Transformational model guidelines regarding the **removal of the principal** and under the policies of Type 5 Charter School law, both the high school and middle school principals will be removed. The board will undertake the process of employing two new principals who possess the additional leadership competencies that we expect to find in high performing school leaders. SIG funds will be used recruit and provide ongoing training for our new school leaders. We will use research based strategies for recruiting/retaining highly qualified teachers and school leaders. With SIG funding we will also provide a Mentor Program for new/struggling teachers and a more comprehensive New Teacher Orientation Program.

4. Provide staff ongoing, high quality, job-embedded professional development

Teachers and school leaders will participate in **high quality, intensive job-embedded, professional development** that is directly linked to their identified needs and will build capacity to allow us to continue the reform process beyond the life of this grant. We will utilize SIG funds to contract with external consultants from ASCD and SEDL to provide online courses, webinars, seminars, institutes and onsite workshops directly aligned to our identified needs and challenges; engaging our teachers and engaging our school leaders in aligned Professional Learning Community, (PLC) training. SIG funds will also be used to pay stipends for teachers attending professional development activities.

5. Use data to identify and implement comprehensive, research based, vertically aligned instructional programs and promote the continuous use of individualized data

We will use student data to refine our implementation of specific **research based intervention** strategies to identify and close the achievement gaps among students/subgroups including: Differentiated Instruction, RTI, Accelerated Instruction and the Integration of Technology through **professional development, classroom monitoring and data analysis**.

We will also identify and put **systems in place which will facilitate the use of data** to continuously monitor student and teacher progress, and to drive differentiated instruction. We will use SIG funds to update our curriculum and assessment systems so that we are able to provide real time data and aligned curriculum and instructional resources to support teacher effectiveness. We will purchase and/or develop valid and reliable curriculum materials and assessments (diagnostic, formative and summative) that are aligned with the CCSS and the state's grade level expectations and use these results to further inform instruction.

To **more effectively monitor** SIG implementation school leaders will also be trained to use the SEDL endorsed **Concerns-Based Adoption Model (CBAM)**, which provides tools and techniques for assessing and facilitating school reform. The three diagnostic dimensions of CBAM will be used to examine the components of SIG grant, to track the progress of implementation, to report the findings objectively to all stakeholders, and to design interventions or strategies that will move the process forward.

6. Increase rigor by offering opportunities for students to enroll in advanced coursework

We will use SIG funds to enhance our offerings of multiple pathways to earning a high school diploma by providing students with a range of options for meeting **rigorous college and career ready standards** including: Advanced Placement Classes, Dual College Enrollment, and the STEM Academy. We will also use grant funds to enhance our **Summer Connections**

program for 9th graders which is designed to smooth their transition to high school while addressing specific academic deficiencies. Summer Connections also assists students in acquiring the coping, study, relationship and time management skills necessary for success in high school.

7. Extended Learning Time and creating community oriented schools

Our current **operational flexibility** enables us to be able to use SIG funds to support the following structural interventions:

- a) **removal of the middle and high school principals** and require all teachers to re-apply for their positions;
- b) adding 60 minutes to the school day to increase time spent teaching complex core subject content; **schedule common planning time** for teachers; and to expand our after school and summer program to include offerings in the areas of enrichment, intervention, exercise, and nutrition;
- c) **Build professional development days into the school calendar** to support collaborative planning and participation in Professional Learning Community (PLC) activities.
- d) Operate programs which offer activities designed to address the academic, social, physical and emotional needs of our students on Saturday, after school and during the summer.

8. Provide ongoing mechanisms for family and community support

Using **Title I Funds**, we will employ a **Parent Educator Resource Coordinator** who would be responsible for designing ongoing mechanisms to foster quality family and community engagement. This individual will lead us in the design and implementation of **family and community engagement partnerships** that focus on communication and engagement linked to student learning. We will offer our parents additional opportunities to engage in quality school involvement through activities including: additional Parent Leaders, Classroom Volunteers/Tutors, Family Math and Literacy Nights, Technology and Resume Writing Classes for Parents, Parent College Application Seminars, Parent Book Clubs, Curriculum Nights, and Parent Trainings targeting their specific needs and holding various community organization meetings at the schools. SIG funds will also be used to provide and promote continuing education and professional development opportunities for parent educators offered by LAPEN and/other organizations.

- 9. Using SIG funds we will employ the following personnel** who will be charged with providing technical services to each school including, the leadership, assistance, guidance, monitoring and support, needed to ensure successful grant implementation
- School Improvement Specialist (SIS)
 - Academic Coaches (2)
 - Data Manager
-

- STEM Project Director

SIG funds will be used to contract with **consultants to provide college coaching services** to seniors and to **provide technical services** and support to help us to improve and enhance our **community partnerships**.

10. SIG funds will be used to **purchase instructional resources/materials** to support and enhance our curriculum offerings and staff training:

- a) (30) laptop computers and software for use by students to take online CCSS assessments developed by PARCC, diagnostic tests, Benchmark tests, EOC Tests and LEAP and ILEAP; and for use by teachers to help integrate technology and differentiate instruction
- b) Science equipment and supplies, and research-based curriculum materials required to provide Differentiated Instruction including: Reading 180, RTI, STEM, PBL, PLTW, CCSS, Study Island License, and materials needed support the teacher training required to effectively use these resources in the delivery of quality instruction.
- c) (10) Smart boards Student Response Systems to enable teachers to instantly assess student learning through formative and summative assessments – increasing student participation and improving learning outcomes.

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

Educational research discusses the fact that accountability must be shared among teachers, students, parents, school leaders and community partners in order to be effective and reflect student learning. So, in seeking to accomplish comprehensive school reform we must not only build capacity, but we must also hold all individuals, at every level, accountable for the quality of actions performed in the effort to improve student achievement. At every level, individuals must have high and clear expectations, and school leaders must provide: opportunities for professional growth, support and feedback, and ongoing monitoring of performance.

Therefore, all teachers and School Leaders will be evaluated annually using Compass, which is recognized by the state as a rigorous, transparent, and fair evaluation system that differentiates levels of effectiveness using multiple rating categories which **take into account data on student growth as a significant factor**, as well as classroom observation.

A component of the evaluation process **requires** that School leaders and teachers **set two rigorous student learning targets (SLTs)** that are aligned to Louisiana's accountability system. These goals will serve as 50% of their annual Compass evaluation and must be focused on the states key measure of student learning. The goals should address student performance on state assessments, growth of non-proficient students on state assessments, student ACT and AP scores, and high school graduation.

Data on student growth is **50 percent of the teacher's evaluation**, in tested grades and subjects. School Leaders are also evaluated based on school-wide value-added growth each year as well as observations and self-evaluations. The overall evaluation score of a teacher or leader will determine the percentage of the incentive for which he or she is eligible. The Compass End-of-Year Conversation Reflection Guide will be used by teachers and school leaders with their evaluators to prepare for and guide a productive **end-of-year conversation as it relates to the progress made towards accomplishing SLT's**. The evaluation system provides a real measure of teacher and principal effectiveness and will be instrumental in informing **key personnel decisions**.

The Leadership/Transformation Team operating within the framework of the PLC's, and through capacity building professional development with ASCD, will also develop and/or refine processes that will facilitate our **systematically collecting and analyzing data to make informed choices and use this information to guide decisions and actions for continuous improvement in the following areas:**

High Standards for Student Learning

- Use data to guide actions for improving student learning.
- Evaluate progress toward meeting student learning standards.
- Use data from multiple sources to monitor student learning.
- Monitor student learning against high standards of achievement.
- Use data from student assessments to guide improvement efforts.
- Use data to evaluate students' behavior.
- Monitor disaggregated test results.

Rigorous Curriculum

- Evaluate the extent to which all students complete a rigorous curricular program.
- Monitor the degree to which classroom work focuses on rigorous academic content.
- Use disaggregated student achievement data to monitor the rigor of all curriculum programs.
- Monitor student work products to assess the rigor of the curriculum

Quality of Instruction

- Observe each teacher's instructional practices routinely to provide feedback
 - Analyze student achievement data to determine the quality of instruction
 - Evaluate how instructional time is used.
 - Use data to monitor the quality of instruction
-

- Evaluate teachers' instructional practices
- Monitor the instruction of students with special needs to ensure high quality
- Monitor the instruction of students at risk of failure to ensure high quality

Culture of Learning and Professional Behavior

- Evaluate teachers' behaviors when monitoring the culture of learning
- Evaluate students' behaviors when monitoring the learning environment
- Monitor disciplinary data to make determinations about school culture
- Monitor the school culture
- Monitor the participation of every student in social and academic activities
- Assess the culture of the school from students' perspectives
- Analyze data regarding a safe and orderly school environment

Connections to External Community

- Analyze data about parental involvement
- Use data to make decisions about community engagement
- Monitor the effectiveness of community-school connections
- Evaluate the effectiveness of partnerships with the community in advancing academic and social learning
- Collect information about the needs and interests of parents
- Collect information to learn about resources and assets in the community

Performance Accountability

- Monitor the accuracy and appropriateness of data used for faculty accountability
- Monitor the accuracy and appropriateness of data used for student accountability
- Monitor the impact of faculty evaluations on instructional practices
- Analyze the influence of faculty evaluations on the rigor of the curriculum
- Use student achievement data to determine faculty accountability for student learning
- Monitor teachers' procedures for keeping track of student learning
- Assess the effectiveness of our procedures for gathering data on student performance
- Use data on student progress to recognize faculty
- Use data to recognize students who meet achievement goals

As part of the PLC activities, each staff member will be required to identify specific individual measurable action steps. The teacher will commit to completing the identified tasks as part of the overall strategies to achieve the school's summative and growth goals. The completion of these individual action steps will be monitored every three weeks by the school administrators in collaboration with the SIS, Curriculum Coordinators and the Academic Coaches.

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).

The School Improvement Teams (SIT) lead each school through the **goal-setting process** in which data collected on student achievement, including subgroups, program status, and other leading indicators is analyzed. The teams use this data to set a baseline, and identify priority needs. Improvement areas are then identified and research-based interventions or actions for change are initiated. This process involves working collaboratively with staff and our school community to identify deficiencies between current performance and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Our goals result directly from the data analysis and are directly aligned with the SEA's strategic plan. Goal statements are student-centered, clear, measurable, and time bound. The School Improvement Team also ensures that staff development and other program needs are identified and are in alignment with school improvement priorities.

Our overall project goal is to transform the teaching and learning process in our school in a manner that is systematic and sustainable, and results in improved achievement for all students. The success of our School Leadership/Transformation Team and School Leaders will be measured by our schools' performance on the following LDE leading indicators:

- Baseline SPS increases annually
- Improved student performance on state assessments
- Improving our graduation rate
- Increased annual minutes of instructional time
- Reduced teacher absences
- Increasing the number of students successfully completing advanced courses
- Decline in truancy, number of dropouts and disciplinary incidents
- improved student attendance rate

Our school community has established the following **annual performance goals** for student

achievement on state assessments and leading indicators which impact student achievement:

Sophie B. Wright Charter High School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Make AYP?	No	Yes	Yes	Yes	Yes	Yes	--
Graduation Rate	100%	86%	95%	100%	100%	100%	5.2%

Sophie B. Wright Charter Middle School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Make AYP?	Yes	No	Yes	Yes	Yes	Yes	--

Sophie B. Wright Charter High School

English - Subgroups % Proficient	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
African American	54%	48%	55%	65%	75%	80%	45.5%
Hispanic	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	
Asian Pacific Islander	-	-	-	-	-	-	
Economically Disadvantaged	54%	48%	55%	65%	75%	80%	45.5%
Students with Disabilities	23%	24%	30%	40%	50%	55%	83%
Male	53%	47%	55%	65%	75%	80%	45.5%
Female	61%	56%	60%	65%	75%	80%	33.3%

Sophie B. Wright Charter Middle School

English - Subgroups % Proficient	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
African American	61.5%	52.6%	55%	65%	75%	80%	52.1%
Hispanic	-		-	-	-		
White	-		-	-	-		
Native American	-		-	-	-		
Asian Pacific Islander	-		-	-	-		
Economically Disadvantaged	58.5%	50.4%	55%	65%	75%	80%	45.5%
Students with Disabilities	47.4%	48.2%	50%	60%	70%	75%	50%
Male	60%	52.4%	55%	65%	75%	80%	45.5%
Female	62%	52.7%	55%	65%	75%	80%	45.5%

Sophie B. Wright Charter High School

Math Subgroups % Proficient	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
African American	25%	47%	55%	65%	75%	80%	45.5%
Hispanic	-		-	-	-		
White	-		-	-	-		
Native American	-		-	-	-		
Asian Pacific Islander	-		-	-	-		
Economically Disadvantaged	25%	46%	55%	65%	75%	80%	45.5%
Students with Disabilities	30%	32%	35%	40%	50%	55%	57.1%
Male	51%		55%	65%	75%	80%	45.5%
Female	61%		60%	65%	75%	80%	33.3%

Sophie B. Wright Charter Middle School

Sophie B. Wright Charter High School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Suspensions	17.4%	16%	15%	14%	12%	10%	-33.3%
Expulsions-Number	3	3	3	2	1	0	-100%
Dropouts	0	0	0	0	0	0	

Sophie B. Wright Charter Middle School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Suspensions	22.9%	20%	19%	18%	14%	10%	-47.4%
Expulsions-Number	2	4	4	3	3	3	-25%
Dropouts	0	0	0	0	0	0	

Sophie B. Wright Charter High School

Students participating in more rigorous curriculum	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Dual Enrollment/ Early College	-	23	22	25	35	40	
AP Courses	-	62	54	65	70	80	
Percent Enrolled		18.2%	25%	27%	31.8%	36.3%	44%

Students' Average Daily Attendance - Percent

School Name	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Sophie B. Wright Charter High School	97%	90%	97%	98%	99%	10%
Sophie B. Wright Charter Middle School	96%	96 %	97%	98%	99%	3%

Teachers' Average Daily Attendance - Percent

School Name	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Sophie B. Wright Charter High School	93%	93%	94%	98%	98%	5.4%
Sophie B. Wright Charter Middle School	95%	95%	96%	97%	98%	3%

2013-14 Teaching Staff Qualifications		
	Number of Teachers	Percent
Highly Qualified		
Certified to Teach assigned subject(s)	18	40.9%
Bachelor's Degree	16	36.3%
Master's Degree	9	20.4%
Master's +		
Doctorate	1	2.2%

Sophie B. Wright Charter Middle and High School

Distribution of Teachers by Performance Levels on SEA's Evaluation System					
PERFORMANCE LEVELS	2012-13	2013-14	2014-15	2015-16	2016-17
4.1-5.0-Exemplary	22	20	30	40	50
3.1-4.0	48	50	70	60	50
2.1-3.0	18	13	-	-	-
101-2.0	9	9	-	-	-
Below 1.0	3	8	-	-	-

Sophie B. Wright Charter High School

Number of Teachers participating in Advanced Placement Course Training						
COURSES	2010-11	2012-13	2013-14	2014-15	2015-16	2016-17
AP US History	-	1	1	1	1	1
AP World History	-	1	1	1	1	1
AP English Literature	-	1	1	1	1	1
AP English Language	-	0	0	1	1	1
AP Biology	-	1	0	1	1	1
AP Physics B	-	0	1	1	1	1
AP Environmental Science	-	0	0	1	1	1
AP Calculus AB	-	1	1	1	1	1
AP Music Theory	-	1	0	0	1	1

*Due to our small enrollment, only one teacher for each course is needed.

Monitoring progress on identified leading indicators will be an continuous process, led by the School Leadership/Transformation Team including the School Improvement Specialist (SIS), Curriculum Coordinators, Academic Coaches and Data Manager. Both schools will create and use data systems that include formative and summative assessments to provide staff, students, and parents, and community/business partners continuous feedback, to identify program processing and

practices that are resulting in improved teaching and learning and to identify and make adjustments where needed. SIG staff and school leaders will document the monitoring of the schools' implementation progress on a quarterly basis. Annual project evaluations will be conducted and summative reports will be sent to the state.

In order to **more effectively monitor** SIG implementation school leaders will also be trained to use the SEDL endorsed **Concerns-Based Adoption Model (CBAM)**, which provides tools and techniques for assessing and facilitating school reform. The three diagnostic dimensions of CBAM will be used to examine the components of SIG grant, to track the progress of implementation, to report the findings objectively to all stakeholders, and to design interventions or strategies that will move the process forward. The three CBAM tools we will use are:

- **Innovation Configurations:** this Map provides a clear picture of what constitutes high-quality implementation. It will serve as an exemplar to guide and focus staff efforts.
- **Stages of Concern:** This process, which includes a questionnaire, interview, and open-ended statements, will help our school leaders to identify staff members' attitudes and beliefs toward a new program or initiative. With this knowledge, we will be able to take actions to address individuals' specific concerns.
- **Levels of Use:** The Levels of Use interview tool will help our school leaders determine how well staff is using a program. When combined with the Innovation Configuration and first-hand observations, this information will help our staff to more effectively implement grant activities.

Used at regular intervals, the CBAM components will help us to more closely monitor and pinpoint the issues that our staff members are having as we strive to implement the new reform initiatives. Status and progress of staff members on CBAMs will be utilized to determine job embedded professional development that is needed to fully integrate each selected CBAM area into common practice thereby positively impacting student achievement. Data from CBAM, formative, and summative assessments will be utilized to guide the type and degree of support and technical assistance that SIG personnel will provide to our schools.

Of most importance is that data analysis results will be incorporated into each school's Professional Learning Community (PLC) work. PLC's will focus on identified areas of reform including: CCSS implementation, student assessment results, curriculum content and delivery, Differentiated Instruction, RTI, CBAM results, school structures supporting reform, advanced course options, school climate, job imbedded professional development and student retention and graduation. PLC members will continually monitor student progress through diagnostic and formative assessment results such as those gained from classroom assessments, Benchmark Test, ACT Prep, and state assessments. This information will then be used to inform instruction.

Our schools will also continue benchmarking and conducting PLC collaborative meetings as well as Student Assistance Team (SAT) meetings where data is will be continuously monitored, and individual student progress reviewed. SIG and Title I funds will be allocated provide release time/substitutes for teachers to participate in SAT meetings. Response to Intervention (RTI) will be a key focus of these meetings with the Title I and special education teachers participating and documenting RTI strategies and interventions as they relate to student achievement. The outcomes of these focused interventions will also become an integral component of PLC and SAT meetings.

Using the COMPASS evaluation process all teachers and School Leaders will be evaluated annually. Compass differentiates levels of effectiveness using multiple rating categories which take into account data on student growth as a significant factor, as well as classroom observation. The evaluation process uses measures of student achievement growth obtained from the state's SAS EVAAS data system that tracks longitudinal student data.

Participants in the evaluation process are required to set two rigorous **Student Learning Targets (SLTs)** which will serve as 50% of their annual Compass evaluation. The goals must address student performance on state assessments, growth of non-proficient students on state assessments, student ACT and AP scores, and high school graduation.

The Leadership/Transformation Team operating within the framework of the PLC's will also develop and/or refine processes that will facilitate our **systematically collecting and analyzing data** to make informed choices and use this information to guide our decisions and actions for continuous improvement.

In addition to our participation in SEA ongoing monitoring and evaluations, we will contract with and **external evaluator** to conduct annual program evaluations to measure both the effectiveness of SIG implementation and related outcomes. The primary goal of the project is its ability to increase student achievement in multiple subject areas, as measured by state assessments. The secondary goal of the project is to enhance teacher's and administrator's ability to manage and deliver comprehensive classroom instruction and assessments. Thus, the evaluation questions to be answered will include the following:

1. Do students demonstrate significant learning gains in the targeted subjects?
 2. How does the subject area skill attainment of participating students compare to their previous performance and that of students in similar, neighboring schools? and
 3. How well do teachers and administrators implement the school improvement program components in their classrooms and school?
-

A formative evaluation will be conducted to collect baseline information, monitor progress toward the goals, identify possible problems and identify opportunities for improvement. In order to obtain high quality implementation data, ongoing teacher and administrator data will be collected via interviews, surveys, and classroom observations.

In order to gather appropriate performance feedback on student achievement, the project evaluation will employ a quasi-experimental design (QED) using the state's assessment as the outcome measure. According to the What Works Clearinghouse (WWC), in a QED, the intervention group includes participants who were selected for participation (in this case, the entire school), along with a comparison group of non-participants (in this case, neighboring, similar schools). In terms of its outcome measure for student achievement, the state's iLEAP and LEAP exams were approved by the U.S. Department of Education as meeting validity and reliability measures. Additional periodic assessment data will be obtained from the project's planned benchmark assessments.

The evaluation data will supply both qualitative (interviews) and quantitative data (student test scores, staff survey results), and the data will be collected on an on-going basis. Quarterly, formative evaluation reports or feedback will be provided to the School Improvement Specialist (SIS) as well as a year-end report. The formative evaluations data will be used to improve the program design as well as their delivery (e.g., adjust contents and pace, emphasize critical content areas). The final, summative evaluation will address the issues of impact/outcomes, feasibility/replication, benefits, and obstacles from the perspectives of students, teachers, administrators, and other project stakeholders.

The external evaluator will play a key role in coordinating the overall project evaluation including data collection, analysis, and writing the evaluation reports. The SIS will ensure that surveys are completed and other data measures are provided to the evaluator. External, trained coaches will also be available to conduct the classroom observations and interviews using a standardized protocol.

Timeline – Monitoring: How will LEA monitor each Priority School that receives a school improvement grant				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	Employ skilled SIG personnel to provide the technical assistance needed to guide continuous project monitoring: School Improvement Specialist (SIS)	Governing Board, Charter Director, Leadership/ Transformation Team	July 2014-July 2017	SIG Personnel Years 1 -3 100 -\$180,000 200 -\$ 27,810
	Academic Coaches (2) High School/ Middle School			Years 1-3 100 - \$300,000 200 - \$ 54,540
	Curriculum Coordinators (2) High School/ Middle School			MFP Funded
	STEM Guidance Counselor			MFP Funded
	STEM Project Director			Years 1-3 100 – \$150,000 200 – \$ 27,225
	Data Manager			Years 1-3 100 - \$90,000 200 - \$16,335
	Parent Educator Resource Coordinator			Title One Funded
1-3	Contract with external evaluator to conduct annual program evaluations	Governing Board, Charter Director and SIS	By January 2014	External Consultant Fees Years 1 -3 300 - \$45,000
1-3	A formative evaluation will be conducted (annual needs assessment) to collect baseline information, monitor progress toward the goals, identify possible problems and identify opportunities for improvement.	Governing Board, Charter Director and SIS, external evaluator, ASCD	By July of each year	
1-3	In PLC , Leadership/Transformation Team meetings and ASCD trainings faculty will analyze formative data to answer the following questions: (1) Are students demonstrating significant learning gains in the targeted subjects? (2) How does the subject area skill attainment of participating students compare to their previous performance and that of students in similar, neighboring schools? (3) How well are teachers and administrators implementing the school improvement program components in their classrooms and school	Leadership/ Transformation Team, PLC Teams, PAC, Partners	Ongoing	

Timeline – Monitoring: How will LEA monitor each Priority School that receives a school improvement grant, continued				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1 - 3	Analyze teacher observation data, instructional plans, PLC minutes, to determine the level of implementation of Best practices	School Principals, Academic Coaches, Curriculum Coordinators, Charter Director, Teachers	Ongoing	
1 - 3	Using surveys, interviews collect ongoing feedback from teachers, parents and partners regarding quality of school improvement efforts-CBAM Tools	SIS, Charter Director, PAC	Ongoing	Years 1-3 600 – \$4,500
1 - 3	Conduct SIG Status meetings for all stakeholders	SIS, Charter Director, PAC	Quarterly each year	
1 - 3	Use CBAM Tools and/or refine processes that will facilitate our systematically collecting, analyzing data, monitoring, and using data to make informed choices and use this information to guide decisions and actions for continuous improvement in the following areas: High Standards for Learning, Rigorous Curriculum, Quality Curriculum, Culture of Learning and Professional Behavior, Connections to External Community, Performance Accountability (List is included in narrative)	PLC Team Leaders, Leadership/Transformation Team, Data Manager, ASCD & SEDL external consultants	Ongoing year 1 and 2-with phased in implementation. By the end of year three-full implementation	Previously Budgeted Item

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	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
Sophie B. Wright Charter High School	86.1	88.5	90	92	94	96	10%
S. B. Wright Charter Middle School	86.1	88.5	90	92	94	96	10%

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.

Sophie B. Wright Charter High School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
ELA Proficiency	38%	48.3%	55%	65%	75%	80%	66%
Math Proficiency	25%	47.2%	55%	65%	75%	80%	69.4%

Sophie B. Wright Charter Middle School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Overall Growth
ELA Proficiency	63%	52.6%	55%	65%	75%	80%	52%
Math Proficiency	58.5%	50.2%	55%	65%	75%	80%	59%

(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.

The governing board and LEA for Sophie B. Wright Middle and High School is made up of committed individuals who are skilled in education, community relations and economic development. They were recruited for their professional expertise and belief in and support of the vision for the Wright Charter Schools. Our Charter Director is an experienced leader who has secured and overseen the management of multiple grants from a variety of sources. She is extremely astute at making decisions relative to governance, finance and strategic planning. Our Annual audit findings consistently report that our schools are in compliance in all significant respects, with applicable state laws, regulations, contracts, grant requirements and administrative procedures.

To help **build the capacity needed** and to ensure that adequate technical assistance and support is provided to our schools we will use grant funds to employ the following skilled personnel to provide schools the technical assistance required to facilitate successful grant implementation:

School Improvement Specialist (SIS) will serve as liaison to the SEA and will be expected to support and work collaboratively with the school's Leadership/Transformation Team on all critical grant activities; facilitate the development, implementation; monitoring and evaluation of the schools comprehensive reform efforts; monitoring grant budget expenditures; and helping to ensure that SIG requirements are being met. The SIS will promote building a positive school climate that supports student success; and should possess the skills sets necessary to assist the new school leaders with leveraging research and data to support school reform interventions.

The SIS will also be expected to coordinate the completion of program evaluations and appropriately communicate results to all stakeholders, to organize and facilitate professional development activities with all external contractors; and to work with other program and school site personnel to plan and implement PLC activities. The SIS will coordinate and facilitate annual school wide capacity and needs assessments to determine causes for identified problems, and assist in the development of a plan/process to address these challenges. The SIS will assist school personnel in assessments, data collection, and analysis of formal and informal data for use in targeting and monitoring the effectiveness of academic interventions and work closely with staff to organize Leadership Team meetings. The SIS must possess the ability to

build capacity; to analyze student achievement data for instructional decision making; the ability to establish and maintain effective working relationships; the ability to communicate effectively, both orally and in writing; and the ability to help manage fiscal, physical, and human resources to successfully carry out the functions and activities required for school improvement.

Academic Coaches(2-high school and middle school) - These individuals will be responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. They will also be responsible for coaching teachers in the areas of: data collection, data analysis, interpretation and usage; research based instructional strategies; and helping teachers to build a shared knowledge base for effective teaching. The coaches must keep current in subject matter knowledge and learning theory and share this knowledge for the continual improvement of school curriculum.

In collaboration with Curriculum facilitators the Academic Coaches will help design/deliver model lessons, serve as PLC facilitators, and serve as mentors to new teachers. The Academic Coaches will assist in the monitoring of student progress data, and help teachers to make appropriate adjustments in the instructional program based on assessed results.

Using MFP funding we will employ two Curriculum Coordinators (high school and middle school) – They will be required to plan, organize, and promote the activities necessary for the implementation of the state curriculum frameworks; to develop, facilitate, and provide related training; to serve on the Leadership Team and other appropriate committees; and to serve as leaders for curriculum implementation, selection of instructional resources, and alignment with state frameworks. These individuals will also assist school leaders with the development and/or selection of reliable and valid student assessments that are aligned to CCSS; assist in analyzing student performance data, and act as advocates for appropriate curricular changes or modifications. Curriculum Coordinators will help to analyze school-wide student data as the basis for improving student achievement and assist in development of the School Improvement Plan including school goals and performance targets. Curriculum coordinators must possess extensive knowledge of the principles and practices of current educational trends in curriculum and instruction, and possess comprehensive knowledge of the methods, materials, procedures, and practices regarding school improvement. They should have the ability to establish and maintain effective working relationships; ability to communicate effectively, both orally and in writing; the ability to help manage fiscal, physical, and human resources, and to successfully carry out the functions and activities required for school improvement.

Data Manager - will help to ensure the smooth and efficient handling of large amounts of student data by assisting school personnel in the collection, organization, and analysis of student achievement data through data mining and the drill-down of data, including subgroups.

The Data Manager will also collect and help analyze other impact data such as discipline, attendance, parental and community involvement rates, etc. This individual will be required to use computer skills to enter key information into computers using a variety of software programs and use the appropriate software to generate a variety of correspondence and reports; create and manipulate complex data tables; and combine and rearrange material from different sources. The Data Manager must be able to work well with others, be detail oriented, and have the ability to stay focused, alert, and attentive while performing repetitive tasks.

Parent Educator Resource Coordinator -who would be responsible for designing ongoing mechanisms to foster quality family and community engagement, especially the **family and community engagement partnerships** that focus on communication and engagement linked to student learning.

STEM Project Director - responsible for leading high school personnel in the development and planning of all aspects of the STEM Academy program. The Project Director will play a key role in finalizing plans leading up to the academy's opening, fully developing the curriculum; selecting and training the faculty, furthering partnerships, and doing everything necessary ensure that we have the capacity needed to replicate required components of successful STEM programs.

STEM-Career and Technical Education Counselor - will assume responsibility for developing personal learning and career plans for STEM Academy which, will then be used by school personnel to drive scheduling, curriculum and delivery models.

These individuals will serve as our **state SIG Liaisons** and will participate in all state SIG trainings: workshops, webinars, presentations, meetings, and visits to individual classrooms and with teachers and school leaders. They will then be required to effectively disseminate all information to school personnel.

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.

As Type 5 Charters, we serve as our own LEA, and as such all allocated state funding flows directly to our schools. Our participation in the SIG would not result in any loss of state funding. SIG funds will be used to support the implementation of the required school improvement interventions aligned to the Transformation Model, including: employing SIG skilled personnel to serve as liaison to the SEA and to work collaboratively with the school's Leadership Team on the effective implementation of all grant activities.

We will strategically **align all other financial resources** to help support SIG implementation as follows:

Title I Funds

- School Leadership/Transformation Team- SIG funds will be used to provide ongoing training for The Leadership Team which will guide the school community in the annual comprehensive process of assessment and planning. The Leadership Team will also be responsible for putting structures/personnel/technology into place to monitor project implementation, the instructional program, and student progress toward meeting achievement goals.

NOLA TIF Grant and Title I Funds

- NOLA Teacher Incentive Fund, (NOLA TIF) project which aligns performance pay with rigorous and meaningful evaluations (COMPASS), highly effective professional development, and teacher career advancement.
- Identify and put systems in place which will facilitate the use of data to continuously monitor student and teacher progress, and to drive differentiated instruction.

Title I and II Funds

- Teachers and school leaders will participate in high quality, intensive job-embedded, professional development
 - Parent Resource Educator
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Title I and II Funds

Recruiting and retain highly qualified teachers and school leaders; providing tuition assistance to help teachers earn additional certifications.

MFP Funds

- Curriculum Coordinators (2)
- STEM Guidance Counselor

Title I and II and IDEA Funds

Using student data and **research based intervention** strategies to identify and close the achievement gaps among students/subgroups including: Differentiated Instruction, RTI, Accelerated Instruction and the Integration of Technology through **professional development, classroom monitoring and data analysis.**

Young Leadership Conference Grant-College Admissions Project

Mentor program which provides college admissions guidance for potential first generation college students

Supplemental Course Allocation (SCA), Title I Funds, Carl Perkins Funds

Providing students with a range of options for meeting rigorous college and career ready standards including: Advanced Placement Classes, Dual College Enrollment, and STEM

USDOE AP Test Fee Program

Fee reimbursements for AP low income and new exams; AP Teacher's Summer Institute registration fee and training costs reimbursement

Title I and 21st CCLC Funds

Summer Connections and After School Program
Support for family and community engagement partnerships

Community Engagements- helping us to provide wrap around services

Our schools are engaged in invaluable partnerships with community organizations who work diligently with us to help meet the academic, social, physical and emotional needs of our students. Services provided by the following organizations are directly aligned to those included in our SIG proposal. We seek to partner with organizations who are vested in the community, support public education, and whose resources match or needs.

The following organizations have committed to actively participate and provide/contribute the services listed for the SIG project:

- **Tulane University's For the Children Organization**-we will contract with this partner to provide 15 trained tutors for 2.5 hours each day for in school/after school/summer academic support or enrichments activities for students. FTC program administrators and school leaders continuously monitor program implementation and track the

program results using state assessments, classroom assessments, progress reports, report card grades, benchmark tests, Success for All Reading Assessments, and the Scholastic Reading Inventory.

- **Touro Synagogue**- will provide 10 trained tutors 2.5 hours each week for twenty-four weeks to support intervention/enrichment activities in the after school program
- **Tulane's Center for Public Service**- will provide 5000 hours of trained volunteer service for after school and summer program

Our trained tutors and volunteers will provide individual academic tutoring in core subjects, helping to provide quality Tier 1 & 2 interventions required in the Response to Intervention (RTI) system. Tutors also provide services to students in many other areas including: assistance with completing class projects, help researching and writing reports and term papers, Technology Development, Advanced Placement (AP) study groups, assistance in writing College Essays, Robotics, sponsoring the Debate and Chess Club, supervising and coaching recreational activities, and providing mentors for boys and girls.

Additional services to be provided by our partners in support of SIG include:

Tulane University and Touro Hospital - the Guidance Counselors organize sessions for 11th and 12th graders with Tulane and Touro volunteers who assist students in completing their applications and provide college informational sessions for students and parents on the college application process, logistics, finances and the emotional issues confronting students and parents.

Project ACCESS – Project ACCESS a federally funded Educational Talent Search program which provides services to assist our 504 students graduating from high school, while preparing for and gaining entry into an appropriate college or post-secondary program. Services provided include: academic advising, study and test-taking skills, personal, educational and motivational counseling, transition from middle to high school and high school to college, referral to community resources, career exploration, parent involvement activities, academic, social and cultural fieldtrips, disability awareness and advocacy, and financial aid awareness and scholarship information.

Southern University and Delgado Junior College – Dual College Enrollment program for our high school students

Tulane University's English Department – assisting Wright High School faculty in the development of an Advanced Placement English Curriculum

Alpha Phi Alpha Mentoring Program

The Alpha Club is sponsored through Alpha Phi Alpha at **SUNO** and **Xavier University**. Members works with our young men to provide a variety of invaluable life lessons and academic and cultural experiences, focusing on forging strong relationships between young black men in an effort to work together in unity to support one another in the areas of life pursuits, academics and extracurricular/leisure activities.

Alpha Club membership **requires community service hours** that are performed during each home game, both pre- and regular season, for the New Orleans Saints and regularly for the New Orleans Hornets. Alpha Club members attend Saturday tutoring sessions from 8:30- 10:00 with the Alphas at Xavier University. Alpha Club members travelled to Washington DC to visit the Martin Luther King Monument. The young men also attended and performed at the Regional Alpha Convention in Texas.

ACE (Architect, Construction, and Engineering) Mentoring Program (STEM) – ACE’s program mission is to engage, excite and enlighten high school students to pursue careers in architecture, engineering and construction through mentoring and to support their continued advancement in the industry. Students join a team led by adult mentors, who are practicing industry professionals. Teams engage in a variety of challenging building projects. During the process, students visit professional offices, job sites and other relevant locations. Students get a practical “hands-on” view of how abstract concepts get transformed into the buildings that make up our everyday reality.

Tulane University Service Learning - Debate Team

Organized by Tulane University’s Service Learning students the team is committed to empowering our students as participants in democratic processes. Students benefit psychologically and socially from exposure to speech and debate while acquiring skills in research competence, media and argument literacy, reading comprehension, evidence evaluation, public speaking and civility skills. Prior to the development of Wright’s team, there were no middle school debate teams in the city’s public schools.

Young Leadership Conference - College Admissions Project

The College Admissions Project (CAP), a project of the YLC, is a volunteer mentoring program providing individualized college admissions guidance to low-income or first-generation college students. CAP is committed to increasing college enrollment and improving educational outcomes for high school students. In their senior year, students are matched with YLC members as their volunteer “guides.” Guides meet with their students regularly to draft a college wish list, discuss application deadlines, provide ACT prep, edit essays, file for FASFA, and

search for and apply to scholarships. Guides are trained on the college admissions process and are supported by a volunteer administrative team.

Sacred Heart Academy

Students participate in community service activities in partnership with Sacred Heart Academy such as the City Park Cleanup Community Service Initiative. Students are required to complete 12 hours of community service each year.

Superior Grill Seafood Restaurant-provides student incentives and academic awards; donates refreshments for our guests at parent and community meetings/events.

Relationships with our partner organizations are collaborative, and productive; focused on improving academic and youth development services for our children. We have a dedicated group of like-minded partners who have been working with us together toward a common goal, and we have a shared vision for addressing the challenges we face. All partners have agreed to participate in the SIG project and together with the Leadership/Transformation Team will formalize this agreement in a Memoranda of Understanding (MOU) pending grant approval. We will use SIG funds to expand available remediation and enrichment course offerings to be included in our extended day program.

<p>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.</p>
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External consultants from the **ASCD** and **SEDL** will be contracted to provide extensive research based professional development to help us build professional capacity in the following areas:

- The development of an effective Professional Learning Community
- Building capacity around instructional Best Practices for Teaching and Learning
- Maintaining our focus on Closing the Achievement Gap.
- Effective SIG project monitoring and implementation using the Concerns-Based Adoption Model (CBAM)

ASCD is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. ASCD provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead. We've had several opportunities to have ASCD conduct professional developments at our school site. But due to limited funds, we have not been able to provide the comprehensive and systemic training required to bring about needed change. We will use SIG funds to support our ASCD professional development activities.

SEDL is a nonprofit education research, development, and dissemination organization. Improving teaching and learning has been at the heart of SEDL's work for almost 50 years. SEDL works with states and regions throughout the United States and has long had projects with a national scope. SEDL also helps schools bridge the gap between research and practice with professional development, technical assistance, and information services tailored to meet their needs and results in acquiring strategies and resources to improve teaching and learning.

We have worked extensively with these providers over the years and based on these experiences we are confident that they are capable of delivering the quality services needed to help us meet SIG expectations.

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

As an established charter, we have already addressed some of the barriers to sustainability that other schools or districts have yet to face. As Type 5 state charters school, we do not participate in local union activities and we have autonomy and more flexibility when it comes to our budget, staffing, curriculum, operations, length of school day/year, etc. To help sustain this initiative we will align all of our resources-human, financial and technological- with our SIG strategic plan to sustain long term restructuring practices.

Recruitment and retention of outstanding, committed educators who are organized around a common effort to improve both teaching and learning will be a staffing priority. Through SIG implementation, our faculty and school leaders, parents and community members will develop a shared vision of what an effective school is. We are willing to do whatever it takes to bring that vision to reality. We are seeking strong, dynamic leaders who are able to produce school environments which practice shared leadership and decision making, and establishes operational structures to ensure that everyone's input is valued and considered when making important decisions.

Our school community is committed to this project because we believe it will allow us to enhance our professional capacity to better meet the needs of our students. The foundation for implementation is in place. With ASCD's expertise in professional development, support, coaching, strategic planning in conjunction with the school's and ongoing assessment, monitoring, and evaluation, sustainability will be a reality. In addition to improving our professional capacity, we believe that through effective implementation of the Transformation Model we will **build a stronger infrastructure for sustainability** by incorporating the following tenets of research based school reform in our ongoing work processes. We will be able to sustain this grant through the accomplishment following activities:

1. Creating a professional learning community with a collective focus on improving
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instruction. ENI will deliver well-defined and focused school wide professional development, and training for a cadre of teacher leaders who will work with teachers to further assist in their development of a clear understanding of the best practices. Our goal is to have all teachers master instruction, assessment and analysis techniques, engage in collaboration with peers around how to better serve our students, and conduct self-assessments through reflective practices.

2. School leadership will develop a long term vision of the project and a clear strategic plan with measurable goals, to build the capacity that our school will need to sustain the project's activities.
 3. School leadership will put in place all structures needed to help institutionalize this reform initiative and support capacity building efforts: additional professional development, providing needed resources: (allocate time for teacher collaboration and planning by grades or subjects levels, and job embedded professional development, teacher coaching activities, personnel to guide and support implementation, materials and equipment), communication and performance strategies, processes for goal setting and self-assessment, and activities to recognize and celebrate the accomplishments of teachers and students.
 4. Collect data needed to conduct ongoing assessments of all aspects of the program implementation and student achievement, and using formative and summative data assessment to improve and sustain implementation. Data will provide feedback and will be used to hold us accountable to reform goals.
 5. All other school improvement initiatives currently underway at our schools will be aligned to the SIG project. The SIG will serve as our core school improvement effort. We will not have to stop implementation to focus on preparing for state tests because SIG will be *the* comprehensive reform being implemented to better prepare us to improve student performance on the state exams and other leading indicators.
 6. Regularly share project implementation status, performance measures and targets with all stakeholders to help sustain accountability for results and to keep parents informed about progress towards school's goals.
 7. Continue partnerships with Touro Synagogue, Tulane's Service Learning Program and Tulane's For the Children beyond the grant's funding period. They will continue provide long term, quality individual tutoring and small group instruction for students experiencing academic difficulties. This program is fully integrated structure within our overall academic program.
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The Institute for Academic Excellence will continue support for grant activities by providing Title I, Title II, IDEA, and Carl Perkins funds to sustain teacher tuition assistance, purchase instructional materials, and absorb employee costs for the two curriculum facilitators. We will continue to sustain training for our volunteers and provide and Recognition Events for volunteers and partner organizations. We will also use Title I and Title II funds to continue job embedded professional development, though on a much smaller scale, and Title I funds will be used support parental involvement activities. We will continue to seek 21st CCLC funding for our afterschool and summer program. We will also continue to pursue funding from grants and other sources



(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

To bring about systemic changes which will result in improved academic performance of our students our school community is committed to implementing the following **interventions** consistent with the **Transformation Model** requirements:

Intervention 1- Training of our School Leadership/Transformation Team

As a Title I school, Wright Charter maintains a School Improvement Team which is responsible for engaging all stakeholders in the annual school improvement planning process. The SIT is composed of school leaders, teacher leaders, governing board members, and parent leaders, representatives from our partner organizations, community members and student representatives. The School Improvement Team (SIT) is charged with identifying how to improve our current practices and policies that stand in the way of student learning.

Upon awarding of this grant, our current School Improvement Team structure will evolve into the School Leadership/Transformation Team and will include all SIG employees. The School Improvement Specialist (SIS) will provide the objective and expert guidance to ensure that SLT members and other school personnel to carry out the process of school reform included in our School Improvement Grant.

Throughout grant implementation, members of the School Improvement/Transformation will be involved in the school improvement process which includes:

- Assessing the current status of school initiatives as compared with best practices
- Designing strategies to build on our strengths and target our identified deficiencies
- Effective plan implementation
- Monitoring the impact of strategies and tracking our progress towards achieving goals
- Making needed changes to our plan based on current information

To further develop the professional capacity of our school’s Leadership/Transformation Team to more effectively engage in the School Improvement Process, we will participate four days each month ASCD in job embedded workshops and coaching to build leadership capacity and provide ongoing support for school leaders in learning what the teachers will learning and the instructional leadership practices and policies that support implementation of reform initiatives. Team members will also participate in SEDL’s Concerns-Based Adoption Model (CBAM) trainings, which provides tools and strategies for monitoring, assessing, and facilitating school reform.

Intervention 1 Timeline - Training of our School Leadership/Transformation Team				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	Conduct Job embedded coaching for charter director, principals and Leadership/Transformation Team to investigate, develop, refine the following Transformation model intervention strategies: *Developing Effective Professional Learning Communities *Building Capacity around instructional Best Practices for Teaching and Learning *Action plan to recruit/hire new teachers *Transitioning to CCSS *CBAM-SEDL *Project Based Learning (PBL) *STEM PLTW Courses *Quality orientation and mentoring program for new teachers *Read 180-reading intervention strategy *Closing the Achievement Gap-Staying focused on Results, Analyzing Data *NOLA TIF Evaluation Program *Extended School Day/Year *Flexible School operational conditions *Accessing and developing parent and community partnerships *Effectively integrating technology into instruction and assessment *Differentiating instruction to better meet students’ needs (RTI) *Common Core State Standards * Advanced Placement Summer Institute *21 st CCLC	Leadership/Transformation Team,(including SIS, Curriculum Coordinator, Academic Coaches) and ASCD and SEDL external Consultants, STEM Project Director	July 2014-June 2015, (4) days per month onsite; including telephone support	External Consultants Fees Year 1 300 - \$15,000 Year 2 300 - \$12,000 Year 3 300 - \$12,000

Intervention 1 Timeline - Training of our School Leadership/Transformation Team, continued				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
	Designated School leaders/Teachers will attend state, local and national conferences including: ASCD, NCTM, NTSA LA Association of Public Charter Schools. Participants will share information learned in PLC meetings and/or whole faculty PD sessions	Designated school leaders and teachers-rotating to allow different individuals/ those with identified needs to attend	Various dates depending on when conference is held – July 2014-June 2017	Conference fees, transportation, meals and lodging Years 1-3 500 - \$60,000
	Employ skilled SIG personnel to provide the technical assistance needed for successful grant implementation School Improvement Specialist (SIS) Academic Coaches (2) Curriculum Coordinators (2) Data Manager STEM Project Director Parent Educator Resource Coordinator	Governing Board, Charter Director , Leadership/ Transformation Team	July 2014-July 2017	Previously Budgeted Item
	Purchase materials and supplies needed to support PD activities	Governing Board, Charter Director , Leadership/ Transformation Team	July 2014-January 2017	Years 1-3 600 - \$17,500

Intervention 2 -Use an evaluation system that is based in significant measures on student growth to improve teachers’ and school leaders’ performance and rewarding school leaders, teachers and other staff who have increased student achievement.

We are in our second year of participation in the, New Schools for New Orleans NOLA Teacher Incentive Fund program, which aligns performance pay with meaningful evaluations, highly effective professional development, and teacher career advancement. NOLA TIF aligns with LA’s legislation, HB 1033 which mandates statewide efforts to increase teacher effectiveness by requiring annual evaluations. Fifty percent 50% of all teachers’ and administrators’ evaluations are based on evidence of growth in student achievement. Teachers and leaders are measured using several criteria, including student value-added growth and school and classroom observations. Teachers and school leaders are also required to set personal rigorous student learning targets (SLTs) that are aligned to Louisiana’s accountability system.

Teachers who have demonstrated significant student achievement growth can be promoted to leadership roles and receive supplemental compensation. NOLA TIF uses a Performance Based Compensation System (PCBS) which is integrated and uses multiple valid measures. Educator data will inform retention decisions. HB 1033 requires dismissal for educators who, despite intensive support are still not evaluated as being effective after three years.

The NOLA TIF program’s overarching goal is to dramatically increase student achievement by ensuring that an effective teacher teaches every child, and that an effective leader supports every teacher. Through regular observation, teachers and administrators receive detailed evaluations along with

professional development aligned to their needs. These evaluations, combined with student achievement results, determine which teachers and leaders are eligible for monetary awards at the end of each school year.

Evaluators use a five-point scale (at half-point intervals), where a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator. All teachers are trained annually in the details of the rubric and know the standards to which they will be held accountable before they are evaluated. They receive extensive feedback on their performance through conferences following the evaluation.

The evaluation system uses a value-added scale to measure and score teacher classroom and school site performance in order to identify ineffective, effective and highly effective teachers. In NOLA TIF, the definitions of each of these categories are associated with a defined rating scale based on statistical analysis. As a NOLA TIF school we will rely on LA's Longitudinal Data System (LDS) to obtain reliable student growth data. NOLA TIF methodology to determine teacher/leader effectiveness and rewards using the COMPASS instrument is based on student value-added growth.

Teachers and School leaders will be observed and assessed four (4) times each year. To ensure the rigor of these observations, the Leadership/Transformation Team participates in annual training and certification in the use of rigorous classroom evaluation standards, known as the *Skills, Knowledge and Responsibilities Performance Standards (SKR)*. The SKR establishes a 19-indicator, research-based rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. These observations account for 50% of a teacher's or leader's evaluation.

Teachers and principals are provided with clear incentives that are directly tied to student achievement growth and classroom observations conducted according to rigorously standards-based rubrics at multiple points during each school year. The program provides a comprehensive array of rewards and career advancement opportunities for teachers and principals. These include:

- **Cash bonuses** for individual teachers who are successful in accelerating the achievement growth of their students and who score well on classroom evaluations;
 - **Cash bonuses** for principals and assistant principals who are successful in leading their teachers on a school-wide basis in accelerating student achievement growth and improving teacher practices; Opportunities for career advancement, including opportunities for teachers with track records of success as documented through classroom observations and student achievement growth to be promoted (with salary increases) to new leadership roles of master or mentor teachers, responsible for coordinating and providing guidance and professional development for other teachers in their schools.
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- **Job-embedded professional development designed to build teacher capacity**, targeted to teacher and student needs. School-based expert master and mentor teachers provide professional development. We have restructured the school schedule to provide time during the regular school day for teachers to participate in weekly evaluation cluster meetings for 1.5 hours, during which school leaders and the teachers focus on instructional improvement for increasing student achievement. They develop growth plans, examine student data, engage in collaborative planning and learn instructional strategies that have proven successful for other teachers. Deficiencies identified during the observations are used to plan monthly professional development activities. Five different sessions are offered and teachers have the opportunity to choose which sessions they will attend.

Teachers will receive a summative evaluation report each year. This report includes the averaged ratings for performance in the SKR criteria. The written report is discussed with the individual being evaluated before the end of the school year. The classroom value added achievement and school achievement data will be discussed when results are returned (timing contingent upon availability of state test results and value-added analyses). Performance awards will be distributed after value-added results and evaluation scores are calculated.

To assess **school leader effectiveness**, NOLA TIF uses a combination of value-added school-wide scores, and evaluations based on the VAL ED Assessment Model and the New Leaders for New Schools (NLNS) Evaluation tool. For school leaders, evaluation of school-wide performance is based on a composite of all tested grades and subjects in the school. A school that increases by a year of academic growth scores a "3"; scoring somewhat more than a year of academic growth scores a "4", and one that scores much better than a year's growth scores a "5". School wide value added growth accounts for 50% of the leader's score. 25% of leader evaluation is based on the VAL ED Assessment Tool and 25% is based on the NLNS evaluation instrument; leaders are scored using these instruments in a manner that is similar to Classroom observations.

NOLA TIF subcontracts with an experienced PBCS provider to use its data management system for classroom assessments. To ensure the fairness and consistency of evaluations, all evaluation data is entered into system. The system allows Leadership/Transformation Teams to monitor inter-rater reliability of evaluators, scoring inflation or deflation, and flags cases where there appear to be discrepancies in teachers' assigned evaluation scores.

Our participation in the NOLA TIF grant is for five years. Each year participating schools are required to increase their proportion of the cost of the program. During the first year, 2012-13, the grant funds covered 77% of the amount needed for incentives. In 2013-14 that amount reduces to 64%; and in 2014-15 it reduces again to 49%. In 2015-16, we will be responsible for 100% of the monetary

awards. SIG funds over the next three years will be allocated to help to enhance and support continuation of TIF monetary performance awards.

Intervention 2 Timeline -Use an evaluation system that is based in significant measures on student growth to improve teachers' and school leaders' performance and rewarding school leaders, teachers and other staff who have increased student achievement. (Years 1-3)

Strategy/Activity	Person Responsible	Start/End Date	Budget
Staff at charter organization must be surveyed annually for NOLA TIF calculation understanding with 75% or greater response rate. *If respondents are not clear on NOLA TIF understanding, partner organizations must follow up and clarify the misunderstood information	Charter Director and Newly appointed Principals, NOLA TIF designated personnel	By 9/30/12 of each year through 2016	NOLA TIF Grant
Complete school roster template, update annually	Charter Director, Middle and High School Principal, Data Manager,	by September 30 th of each year	
Submit school enrollment numbers	Middle School Principal and Data Manager	by September 30 th of each year	
Annual Teacher Training-NOLA TIF	Principals and NOLA TIF Personnel,	by September 30 th of each year	
Participate in monthly meeting via phone or in person , as well as any required additional meetings with NOLA TIF personnel	Middle and High School Principals, SIS	Monthly-ongoing	
Submit timesheets and other finance documentation	Charter Director, Budget Director	Ongoing	
Submit requests for funds, all required data and documentation, and other NOLA TIF-related material on the requested deadlines	Charter Director, Middle and High School Principal, Budget Director, SIS	Ongoing	
Conduct teacher observations- must have 4 observations by end of school year (2 by 12/31), weighted at 15%, 20%, 30% and 35%	Charter Director, Middle and High School Principal,	2 by 12/31 and remaining 2 by end of school year	
Administrators must have 2 observations by end of school year (1 by 12/31)	NOLA TIF personnel and designated board members	1 by 12/31; the 2 nd by end of school year	
Use NSNO template to report on observation and student-achievement scores	Charter Director, Middle and High School Principal,	Ongoing through June 2017	
Provide evidence that teacher and administrator observations are driving professional development	Charter Director, Middle and High School Principal, Curriculum Coordinators, Academic Coaches	Annually by 1/15	
Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth	Charter Director, Middle and High School Principal, Curriculum Coordinators, Academic Coaches	Annually by 2/15	

Intervention 2 Timeline -Use an evaluation system that is based in significant measures on student growth to improve teachers’ and school leaders’ performance and rewarding school leaders, teachers and other staff who have increased student achievement. (Years 1-3)

Strategy/Activity	Person Responsible	Start/End Date	Budget
Use state-reported CVR data as the quantitative measure for teachers in tested grades and subjects	Charter Director, Middle and High School Principal,	Annually at the end of school year	
Calculate bonuses based on 50% for observations and 50% on quantitative measures	Charter Director, Middle and High School Principal, Budget Director	Annually at the end of school year	TIF Bonuses Year 1 300 - \$15,000 Year 2 300 - \$28,000 Year 3 300 - \$32,000
Award financial performance bonuses to teachers and school leaders who have improved student achievement and met their personal Student Learning Targets SLT’s)	Governing Board members and Charter Director	Annually at the end of the school year	

Intervention 3 – Remove current school principals; recruit and retain qualified school leaders and teachers

As a type 5 charter school, we have the flexibility to hire employees on annual contracts. School personnel are notified in May-June during annual performance reviews as to whether or not their contracts will be renewed. **Both principals have been notified that their contracts will not be renewed** and the board is preparing to begin the search for two new principals. The new principals must be in place on or before July 1, 2014.

In addition to the regular duties outlined in the S. B. Wright’s job description for Middle and Secondary principals the governing board and School Leadership/Transformation Team, with the additional input of teachers and parent leaders modified the job description to incorporate the following (10) additional leadership competencies that we feel are critical to the school transformation process and are integral to characteristics that one would expect to find in high performing leaders.

These competencies have been identified from sources such as those included in the document **“School Turn Around Leaders Selection Preparation Guide”** developed for the Chicago Public Education Fund and the District of Columbia Public Schools (June 2008) along with other researched articles related to school leadership and transformation/turn-around such as those found in Education Week, etc. The ten additional expected leadership competencies that have been incorporated into these job descriptions include the following:

1. Develops, implements, and continually evaluates curriculum, instructional programs and support activities to improve student achievement and ensure continual progress to meet or exceed national, state, and local academic standards.
2. Supports the development of interdisciplinary teacher teams that are integral to the school improvement process.
3. Uses multiple data sources to assess, identify, and apply instructional improvements and to positively impact student achievement.

4. Works actively with teachers and staff in determining effective instructional practices.
5. Oversees the development and implementation of special education and student support programs and services and ensures timely delivery, documentation, and associated reporting.
6. Creates, manages, and sustains a safe and orderly school environment and setting and communicates high expectations for student behavior and ensuring appropriate prevention and intervention strategies.
7. Builds and promotes a positive and supportive school climate that shows interest and caring for students.
8. Conducts rigorous outreach to engage and involve parents and the community in student support, instruction, and governance.
9. Establishes an environment of collaboration and empowers and engages staff in participatory decision-making.
10. Analyzes and uses school enrollment data to plan, direct, monitor, and evaluate annual school budget for all resources for the school day, before and after-school, summer, and other programs and activities.

As with most other urban schools, we continually face difficulties **in attracting and retaining teachers**, particularly in high demand disciplines such as mathematics, science and special education. To improve in our efforts to recruit, select and retain highly effective teachers and school leaders we will use SIG funds in conjunction with other funding sources to implement the following strategies:

- Identify the characteristics of our school and city that are attractive to teachers; market these assets and build upon them to recruit new staff.
 - Develop partnerships with universities and colleges that offer teacher preparation, particularly for the recruitment of teachers in high-needs areas, such as teachers of students with disabilities, reading/ language arts, mathematics and science teacher.
 - Provide high quality job embedded staff development to support new teachers and existing staff.
 - Recruit highly qualified staff from colleges and universities, and regional job fairs
 - Post job openings on all appropriate websites, social media, and at universities
 - Counsel promising students into the field of teaching utilizing high school counselors
 - Encourage teacher aides/ paraprofessionals to become certified teachers
 - Utilize SIG, Title I and Title II Tuition Reimbursement policy to assist teachers in earning certification
 - Provide funds to reimburse teachers who take and pass the Praxis certification
 - Require teachers who are not certified to become highly qualified
 - Broaden our recruiting efforts to reach a wider audience
 - Provide information and guidance for individuals seeking alternative certification
 - Provide support for new teachers and teachers changing subject areas or levels through a teacher mentor program. Pay mentors for assuming additional responsibilities
 - Support teachers seeking administrative certification using SIG and Title II funds
 - Encourage and provide reimbursement for teachers wanting to pursue National Board Certification
 - Pursue the option of having teachers that are highly qualified in one core subject to become highly qualified in additional core subjects
 - Encourage and support promising substitutes teachers in seeking certification
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- Develop partnerships with teacher preparation colleges and universities which encourage and facilitate the placement of Student Teachers in our schools

Intervention 3 Timeline – Remove current school principals; recruit and retain qualified school leaders and teachers				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
Pre-Implementation	Remove current middle and high school principals who led the school prior to beginning Transformation Model intervention	Governing Board members and Charter Director	by June 30, 2014	-0-
1 - 3	Implement strategies outlined in the above narrative to design and implement comprehensive advertising/ recruitment campaign to attract highly qualified teachers and school leaders: Reimbursements to teachers who seek and earn higher certification: Praxis fees; National Board Certification; Administration Certification; tuition assistance	Governing Board members and Charter Director, SIS, Leadership Team	Ongoing	Advertisement' Recruitment campaign costs Year 1 500 - \$2000 600 - \$ 500 Year 2 500 - \$2000 600 - \$ 500 Year 3 500 - \$2000 600 - \$ 500 Reimbursements for Praxis fees, tuition assistance, National Board Certification etc. Years 1-3 300 - \$26,000
Pre-Implementation	Recruit, interview, and hire new middle and high school principals job announcements must be advertised in various media	Charter Director and new principals	by June 30, 2014	
1	Recruit, interview and hire SIG personnel; School Improvement Specialist(SIS), Curriculum Coordinators(2), Academic Coaches(2), Data Manager(1)	Designated Board Members, Charter Director and new principals	by July 15, 2014	
Pre-Implementation	Recruit highly qualified teachers to fill vacant positions	Charter Director and principals, SIS, Leadership Team	Annually by opening of school year	Previously Budgeted

Intervention 3 Timeline – Remove current school principals; recruit and retain qualified school leaders and

teachers				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	New/Struggling Teacher Orientation, and New/Struggling Teacher Mentoring Program	Charter Director, SIG Grant Personnel (Academic Coaches, Curriculum Coordinators, Principals	August, 2014, August, 2015, August, 2016 Mentoring Program ongoing	Teacher Stipends Year 1 300 - \$10,000 Year 2 300 - \$10,000 Year 3 300 - \$ 10,000 Mentor Stipends Year 1 300 - \$ 8,000 Year 2 300 - \$ 8,000 Year 3 300 - \$ 8,000
1 -3	Award monetary performance bonuses to teachers and school leaders who have improved student achievement and met their personal Student Learning Targets SLT's) –NOLA TIF	Governing Board members and Charter Director, SIS and School Leadership Team	Annually upon review of state assessment and COMPASS data	Previously Budgeted item

Intervention 4 - Engage staff comprehensive high quality, intensive, job-embedded professional development

The successful implementation of this grant requires that we identify the characteristics and practices that are most successful in helping all students to achieve at higher levels; and figure out how can we effectively transition to incorporating those successful practices into our instructional program. To build sufficient capacity required to undertake and achieve this process we will have to begin a new way of working together that profoundly affects every aspect of what we do, ensures that we work collaboratively on matters related to teaching and learning, and holds each other accountable for our individual actions and the results we achieve.

To facilitate changing our school culture from one that is protecting the "status quo" to one that embraces change, all staff will participate in the professional development effort to create Professional Learning Communities (PLCs). Research supports the use of PLCs in reform efforts. The Professional Learning Communities process is recognized in the standards of the National Staff Development Council as a central element strategy for effective professional development in any comprehensive school reform initiative. Schools that have embraced PLCs have increased teacher expectations of student achievement, teachers working together to achieve goals, increased utilization of effective instructional practices and raised student achievement (Louis and Marks, 2005). These positive effects occur due to the collaboration and mutual accountability that occurs in PLCs (Reeves, 2005). Other benefits for schools include a decrease in the number of dropouts, increase in school and class attendance rates, and a lessening of the achievement gap between subgroups (Hord, 1997).

PLC activities will include engaging in collaborative problem solving around specific issues or challenges, identifying needs, and articulating a focus for the work; building knowledge by studying and discussing current issues and practices in quality teaching and learning, exploring ways to develop a culture of ongoing professional learning, observing, analyzing, and providing feedback and ideas about school data and teacher and student work.

In collaboration with ASCD who will serve as our primary external resource for professional development, we have established three central areas or themes with aligned work priorities to guide PLC activities:

1. The development of an effective Professional Learning Community
2. Building capacity around instructional Best Practices for Teaching and Learning
3. Maintaining our focus on closing the achievement gap

At the very heart of the **PLC model is the need for time for teachers** who work with the same students or teach the same content to confer with each other. To meet this need for collaborative planning time the master schedule will be changed to allow **70 minutes of available common planning time each day for middle school teams. High school teams will have two 70 minute common planning periods each week.** SIG funds will be used to support additional days being built into the school calendar for monthly full day professional development activities. Ten days for professional development, including new teacher orientation will be added in August prior to the opening of school, and five full days of professional development will be held in June, after school closes.

We will build PLC teams arranged by grade level or content area. Teams will also include representation of all ancillary services including Title I, Special Education, and related arts. The teams will choose a leader, establish a regular meeting time during the school day and agree upon a structure for the meetings that encourages each member to participate. The first goal of each team will be to articulate a shared vision and mission, deciding collectively what their students must learn, how they will know when each student has learned it, and what kind of intervention and support will be provided for students who are not learning the material.

Each PLC staff member will be required to identify specific individual measurable action steps. The teacher will commit to completing the identified tasks as part of the overall strategies to achieve the school's summative and growth goals. The completion of these individual action steps will be monitored every benchmark period by the school administrators in collaboration with the SIS, Curriculum Coordinators and the Academic Coaches.

PLC Team members will be able to share problems and work collaboratively to find solutions. As the team progresses, members will review student assessment data together and adjust teaching methods in order to reach all students, they will be able to pool team knowledge and collaborate on

solutions. If something is not working for an individual teacher, the team will be right there to share their experiences and help develop a solution that contributes to the team's shared vision and goals—and to the development of each teacher.

Teams will be required to meet at least four times each month, agendas will be sent out ahead of time by the designated PLC team leader, a schedule of all PLC dates and times will be developed and the principals, Academic Coaches or a Curriculum Coordinator will be in attendance as a participant on a regular basis. Minutes/notes will be taken at each meeting and distributed to all PLC team members and members of the leadership/Transformation Team. A PLC binder with all team notes will be updated on a regular basis and strategically placed in a common teacher work area. Teams will also be required to submit a quarterly summary designed to help them keep identified goals as their priority. To help facilitate communication, PLC team leaders will serve as members of the Leadership/Transformation Team.

development				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	<p>Conduct Job embedded teacher training to investigate, develop, refine the following Transformation intervention strategies:</p> <ul style="list-style-type: none"> *Developing Effective Professional Learning Communities *Building Capacity around instructional Best Practices for Teaching and Learning *Action plan to recruit/hire new teachers *Quality orientation and mentoring program for new teachers AP Summer Institutes *Read 180-reading intervention strategy *Closing the Achievement Gap-Staying focused on Results, Analyzing Data *SEDL's CBAM *Extended School Day *NOLA TIF Evaluation Program *Flexible School operational conditions *Accessing and developing parent and community partnerships *Effectively integrating technology into instruction and assessment *Differentiating instruction to better meet students' needs (RTI) *STEM and Project Based Learning (PBL) and PLTW Courses *Transitioning to Common Core State Standards 	<p>Leadership/Transformation Team,(including SIS, Curriculum Coordinators , Academic Coaches) and ASCD external Consultants</p> <p>LA Dept. of Education</p>	<p>July 2014-June, 2017 10 Days each August 1 day each; month during the school year; PLC Team meetings 4x each month; Evaluation Cluster Meetings 1.5 hours weekly 5 days in each June</p>	<p>Previously Budgeted Item</p>
1 - 3	<p>Use observations, student data and CBAM results to drive professional development activities in cluster meetings, PLC team meetings and school wide PD</p>	<p>Charter Director, Middle and High School Principal, Curriculum Coordinators Academic Coaches</p>	<p>Ongoing</p>	
1 - 3	<p>Add additional 60 minutes to the instructional day</p>	<p>Governing board and Charter Director</p>	<p>Effective opening of school August, 2014-ongoing</p>	<p>MFP Funded</p>
1 - 3	<p>Full day PD activities days built into the master calendar; 10 for monthly full-day PD, 5 days in August days prior to the opening of school and 5 days in June after school closes.</p>	<p>Governing board and Charter Director</p>	<p>Effective opening of school August, 2014 - ongoing</p>	<p>Teacher Stipends Year 1 300 - \$45,000 600 - \$ 5,000 Year 2 300 - \$45,000 600 - \$ 5,000 Year 3 300 - \$45,000 600 - \$ 5,000</p>

Intervention 5 - Use data to identify and implement comprehensive, research-based, vertically aligned instructional practices, and promote the continuous use of individualized data inform and target instruction.

Through ongoing capacity building activities within the framework of developing effective Professional Learning Communities (ASCD) and SEDL's CBAM, we will collect relevant data and information, and use this information to promote continuous improvement. The priorities for our shared work will include the following:

- A. Analyzing individual data from common assessments to identify students who need additional time and support for learning, discover strengths and weaknesses in their individual and collective teaching, and help measure team progress toward its common goals.
- B. Act on the information from the analyzed data using a research-based methodology to increase teacher/team effectiveness and ensure that all students learn and benefit from our collective best efforts to close achievement gaps
- C. Purchase/develop CCSS aligned assessments for all core subjects
- D. Purchase additional laptop computers (30), software and or licenses to support online practice and administration (PARCC, EOC, and Benchmark tests); computers will also be used to implement the Read 180 computer assisted reading intervention strategy and provide additional students online access to Study Island, the web-based program designed to help students master the content specified in state and Common Core standards.
- E. Purchase Smart Boards Student Response Systems

PLCs will provide the opportunity for teachers to work collaboratively to plan instruction and assessments, and then analyze the assessment data as part of the continuous improvement process. SIG personnel will provide additional training and will work daily with teachers and school leaders to provide ongoing support.

At the beginning of each school year students will be administered reading and math diagnostic tests, along with pre-tests in all subject areas. Benchmark tests in each subject area will be administered five times each year followed by a comprehensive summative test at the end of the year. Students will also be administered state assessments: LEAP, iLEAP, EOC Test, ACT Practice Tests.

Analysis of data will be ongoing throughout the school year under the leadership of the SIG Data Manager and other SIG personnel. During PLC meetings teachers will collaboratively analyze formative data and modify instructional plans to include additional strategies to address the students identified deficiencies.

Once a student's specific needs are identified, the student will be scheduled to receive targeted interventions including individual tutoring, small group instruction and/or technology assisted instruction using Accelerated Math, Accelerated Reading, Read 180 or Study Island which is available for all core subjects. Intervention services will be provided during the regular school day, after school, on Saturday, and/or during the summer. In addition to classroom teachers, we will use trained Tutors recruited by our partner organization to assist in the delivery of intervention services.

Teachers will monitor the implementation of interventions, through frequent assessment to determine student's progress. This information must be included in PLC action plans.

School leaders will collect data using the diagnostic dimensions tools of the **Concerns-Based Adoption Model (CBAM)**. Data results will be used to examine all project components, to track the progress of SIG implementation, to report the findings objectively to all stakeholders, and to design interventions or strategies that will move the process forward. The three CBAM tools we will use are:

- **Innovation Configurations:** this Map provides a clear picture of what constitutes high-quality implementation. It will serve as an exemplar to guide and focus staff efforts.
- **Stages of Concern:** This process, which includes a questionnaire, interview, and open-ended statements, will help our school leaders to identify staff members' attitudes and beliefs toward a new program or initiative. With this knowledge, we will be able to take actions to address individuals' specific concerns.
- **Levels of Use:** The Levels of Use interview tool will help our school leaders determine how well staff is using a program. When combined with the Innovation Configuration and first-hand observations, this information will help our staff to more effectively implement grant activities.

Used at regular intervals, the CBAM components will help us to more closely monitor and pinpoint the issues that our staff members are having as we strive to implement the new reform initiatives. Our school leaders can then problem solve how best to help staff members achieve high-quality program implementation.

The NOLA Teacher Incentive Fund evaluation program directly links professional development to student outcomes. Each week, school leadership teams facilitate cluster meetings to assist teachers in increasing their instructional effectiveness. Evaluation results from classroom observations and student value-added data are used to directly inform professional development and help support continuous improvement. Teachers and leaders develop annual personal growth plans to set personal goals for professional improvement. Classroom observations are rubric based, and the areas in which teachers/school leaders score low will inform their future professional development. Teachers will also

receive individualized support in their classrooms, based on their needs from the SIG Academic Coaches and Curriculum Coordinators.

To enable teachers to collect more accurate individualized student data we will purchase Smart Boards Student Response Systems which enables teachers to instantly assess learning through formative and summative assessments – increasing student participation and improving learning outcomes. These devices will also facilitate the integration of technology into the instructional program and support teachers’ incorporating best practices and differentiating instruction.

Intervention 5 Timeline - Use data to identify and implement comprehensive, research-based, vertically aligned instructional practices, and promote the continuous use of individualized data inform and target instruction				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	Conduct Job embedded teacher training to evaluate, revise, and implement the following Transformation intervention strategies: *Differentiating instruction to better meet students’ needs (RTI) *Closing the Achievement Gap-Staying focused on Results, , *Analyzing Data *CBAM *Read 180 and Study Island *Effectively integrating technology into instruction and assessment Monitor SIG Implementation using CBAM (Quarterly/Summative Evaluation)	PLC Team Leaders, Curriculum Coordinators, Academic Coaches, Assistant principals, Budget Director Charter Director and SIS	July 2015-June, 2017 10 Days in August 1 day each; month during the school year; PLC Team meetings 4x each month; Evaluation Cluster Meetings 1.5 hours weekly 5 days in June	Previously Budgeted Item
1-3	Develop and or/research to purchase valid and reliable diagnostic and benchmark test banks aligned to Common Core State Standards for all core subjects and every grade level	PLC Team Leaders, Curriculum Coordinators, Academic Coaches, Assistant principals, Budget Director Charter Director and SIS	By July 2017	Diagnostic and Benchmark Assessments: Year 1-3 300 - \$45,000 600 - \$24,000
1	Purchase (30) laptop computers and software for use by students to take online CCSS assessments developed by PARCC, diagnostic tests, Benchmark tests, EOC Tests and LEAP and ILEAP; and for use by teachers to help integrate technology and differentiate instruction	PLC Team Leaders, Curriculum Coordinators, Academic Coaches, Assistant principals, Budget Director Charter Director and SIS	By July 2016	(30) Laptop Computers and software 600 - \$45,000
1-3	Purchase supplemental research based materials and classroom science equipment to support Standards Based instruction, Study Island Site License, Read 180, including STEM– teachers and curriculum leaders will research best available resources.	PLC Team Leaders, Curriculum Coordinators, Academic Coaches, Assistant principals, Budget Director, Charter Director and SIS	July 2014-June 2015 July 2015-June 2016 July 2016-June 2017	Instructional Materials, Site Licenses Year 1 600 - \$40,000 Year 2 600 - \$20,000 Year 3 600 - \$20,000

Intervention 5 Timeline - Use data to identify and implement comprehensive, research-based, vertically aligned instructional practices, and promote the continuous use of individualized data inform and target instruction , continued				
1	Purchase Smart Board Student Response Systems to facilitate the integration of technology into the instructional program and to enable teacher to access individualized student faster, which supports teachers' incorporating best practices and differentiating instruction.	PLC Team Leaders, Curriculum Coordinators, Academic Coaches, Assistant principals, Budget Director, Charter Director and SIS	By July, 2016	Smart Board Student Response Systems 600 - \$5,000
1-3	PLC Teams will refine the vertical and horizontal alignment of classroom assessments with the curriculum and continuously monitor student progress	PLC Teams, Curriculum Coordinators, Academic Coaches, Assistant principals, Charter Director and SIS	Ongoing - during PLC and school wide pre-service PD days by January 2016	Title One Funded
1 - 3	Teachers continuously monitor student progress and use results to develop appropriate intervention plans; Data Manager facilitates teachers' timely access to valid and reliable data	PLC Teams, Academic Coaches, Curriculum Coordinators, School principals	Ongoing	
1 - 3	Teachers and SAT Team refine plans to address student's academic deficiencies and schedules to receive services including: Contract Tulane University's For the Children Tutoring program —providing individual and small group tutoring; assisting in the delivery of RTI services; Volunteers from Touro, and Tulane University	Charter Director For the Children's Director Budget Director	Sept. 2014-May 2015 Sept. 2015-May 2016 July 2016-June 2017	Contracted Services- Tulane University Year 1 300 – \$15,000 Year 2 300 - \$15,000 Year 3 300 - \$15,000

Intervention 6 - Increase rigor curriculum by offering varying opportunities for students to earn a degree and/or enroll in advanced coursework

In our efforts over the years to provide an appropriately rigorous high school experience for our students, we have relied on information from *The National High School Alliance* and one of its initiatives, the *National Network of Constituent Organizations*, which identifies rigor as being a steadfast focus on increasing student achievement for all students. We are working to align our school efforts with this definition by implementing a variety of tools and strategies for ensuring academic rigor:

- High level content and instruction in all academic courses
- Providing a wide range of supports for students to help them succeed
- Alignment of graduation requirements with post-secondary education and work

Our focus on increasing rigor must be accompanied by a wide array of supports to meet the needs of each student. Research indicates that what is needed is: expanded access to Advanced Placement,

dual enrollment, more STEM courses, opportunities for Credit Recovery, improved guidance and counseling, more individualization and personalization, and academic supports for struggling students. We will therefore be implementing the following strategies achieve **Increased rigor throughout the curriculum:**

Southern University and Delgado Junior College -Early Start Program - will allow high school students (juniors and seniors) to enroll in college courses for credit prior to high school graduation. College credit earned through **Early Start** can be simultaneously applied toward high school and college graduation and can be transferred to other colleges or universities. We currently have twenty four (24) students enrolled in the **Early Start** program. **Early Start** allows students to transition from high school to college more easily. Students see what college is like without being completely overwhelmed with a whole new environment. The classes offer an opportunity for students who do not qualify to take advanced placement (AP) classes to demonstrate a more rigorous course load on their transcripts. It also allows students to accumulate credits prior to entering college, so they will be able to graduate from college early or on time.

Advanced Placement (AP) classes are challenging, college-level classes that students can take while still in high school. AP classes allow students to experience college-level coursework while still in high school and they have the potential to increase their GPA, provided they pass the AP exam. By passing the AP exam, students may be able to test out of college course requirements or get advanced placement and AP classes send a signal to the university recruiters that the student is serious about earning a college degree. All AP teachers will be required to participate in the AP Summer Institute training.

ACT Preparation -We will also offer ACT Prep after school and Saturday tutoring and study sessions. Using Title I funding, we will employ an ACT Teacher also to offer an ACT Prep course during the school day as a required elective. These ACT programs will be designed to teach and develop the critical skills needed to improve ACT scores. In addition to English, science, reading and mathematics content and skills, ACT preparation will emphasize test-taking strategies and techniques as well as using practice tests to continually measure progress and mastery of skills. Students will gain exposure to ACT testing situations, practice and remediation, and explanations on ACT style correct questions and types of answers meant to fool or detract from the correct response.

STEM Academy - To address the need for more STEM graduates we are planning to operate as a component of our current high school a STEM Academy which will target students who have an interest in Science, Technology, Engineering and Math and engage them in a four-year rigorous and coherent STEM curriculum pathway designed to prepare them to graduate ready to succeed in a STEM career. Our goal is to not only prepare our students to graduate, but we

also want to make sure they are qualified to enroll in and graduate from any rigorous STEM college programs.

The STEM Academy will implement a model STEM curriculum that meets state standards and improves students' academic outcomes. We will implement the type of pedagogy that mirrors the work environments students will encounter in college and in STEM careers. Curricular activities will require that students act and think like scientists, mathematicians, and engineers as they collaborate and problem solve together across disciplines.

Increasing student interest and performance in STEM will require a relevant, rigorous curriculum that is delivered by teachers who have mastered integrated content across subjects, utilizing 21st century pedagogy, instructional tools and assessments. In the first phase, year one of implementation, 2015-16, we plan to offer a STEM curriculum which will focus on the Engineering career pathway. We plan to expand our course offerings in subsequent years by adding additional career pathways in Architecture and Technology. Utilizing a project-based approach, rather than being taught separately, Science, Technology, Engineering, and Mathematics together, will all play an integral part in the teaching of concepts. The science, engineering, and mathematics areas will be made complete by the technology component that will provide a creative and innovative way for students to problem solve and apply what they have learned.

To better prepare students for STEM careers in Engineering, we will utilize the *Project Lead the Way-Pathway to Engineering* curriculum. Our students will engage in a sequence of courses in which they will learn and apply the design process, acquire strong teamwork and communication proficiency, and develop organizational, critical thinking, and problem solving skills. Using the same 3D design software used by leading companies in the industry, students will discover how are things made and what processes go into creating products. We will also offer courses in which students will explore aerodynamics, astronautics, and space life sciences and apply biological and engineering concepts related to biomechanics or robotics. They will be required design, test, and actually construct circuits and devices such as smart phones and tablets, and guided by mentors, work collaboratively on a culminating capstone project.

In addition to the professional conferences and trainings , teachers and school leaders will participate in the *Project Lead the Way-Pathway to Engineering* training which is a three-phase program including: 1) Readiness Training, 2)Core Training and 3) Ongoing Training, designed to teach the content and pedagogical skills teachers will need to teach each PLTW course

STEM teachers will also participate in PLTW's Virtual Academy which provides ongoing professional development and detailed materials for each lesson in every PLTW course. To insure ongoing training opportunities we will purchase videos of PLTW Master Teachers

teaching PLTW lessons, and teachers will have access to collaboration tools, including PLTW forums to ask questions and discuss PLTW lessons.

STEM teachers will also be expected to commit to establishing departmental Professional Learning Communities (PLC) and interdisciplinary PLC's. Throughout 2014-15, academy faculty will also dedicate professional development time to exploring the instructional strategy of Project Based Learning (PBL), with the intention that the following year will include full implementation.

Project Director/ STEM Consultant - we will contract with a STEM consultant to serve as the STEM Project Director, primarily responsible for leading school personnel in the development and planning for all aspects of the STEM Academy program. The Project Director will play a key role in finalizing plans leading up to the school's opening, fully developing the curriculum; selecting and preparing the faculty, furthering partnerships, and doing everything necessary ensure that we have the capacity needed to replicate required components of successful STEM programs.

The STEM Project Director will also establish and work collaboratively with the STEM Academy Advisory Board which will include our partners in STEM related higher education and industry. Academic responsibilities of the Project Director will include overseeing curriculum development and implementation, teacher professional development, and program development and management. Other responsibilities will include coordinating use of facilities, scheduling courses with partner universities/ State Technical Community College, and securing and scheduling internships and apprenticeships with local businesses and organizations.

Using MFP funds, a guidance counselor will be hired and trained to serve as our **Career and Technical Education Counselor** who will assume responsibility for developing students' personal learning and career plans which will then be used by school personnel offerings that will prepare every student to meet state and national performance standards. To address this need, we currently use Response to Intervention (RTI) a multi-level early detection, prevention and support system to maximize student achievement and to help address the academic deficiencies needs of our high need students. With RTI, we identify students at risk for poor learning outcomes, monitor student progress, and with the assistance of volunteers provide a variety of evidence-based interventions: individual tutoring, small group instruction/explicit re-teaching, extended day/year Saturday and Summer School tutoring/remediation, counseling, and parent engagement). The intensity and type of interventions are prescribed depending on a student's responsiveness, and level of need. Throughout the RTI process, the ongoing data collected using is used help us identify students experiencing difficulties much earlier than in the past.

Our faculty has participated in limited DI and RTI training, but we need more. We believe these are promising initiatives that will definitely make a difference for our students, provided we build our professional capacity to facilitate more effective implementation and are able to provide more financial resources to support implementation. We propose to use SIG grant funds to participate in additional DI and RTI professional development, including site visits to model programs, onsite workshops, online webinar training, and professional study groups.

The delivery of RTI services will be accessed through the standard Student Assistance Team (SAT). A facilitator leads the group through a process, which results in a written plan of action. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team then brainstorms interventions and chooses actions to complete a plan of action for student success. When required the team assists in linking the student to in-school and/or community-based services and activities. Parents are asked to contribute information regarding their child's learning needs and help with the development of an intervention plan.

When developing the intervention plan the student's needs will be matched to the appropriate RTI level of intervention. The student's intervention plan will be implemented and reviewed after several weeks to check student progress. A successful intervention plan is collaboratively developed, includes strategies for removing the learning barriers, and promotes the student's academic and personal success by including in-school and/or community-based services and activities.

The SAT team will continue to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success. We involve the parents in all phases of the student assistance process because their role and responsibility in the decision-making process affects their children's education and is critical to successful outcomes.

To ensure that our high school **offers a curriculum that is more rigorous and challenging** Wright Charter High School will expand our partnerships with the following organizations to provide our students with additional course offerings, and academic support, enabling them to successfully pursue advanced level courses:

Expanding student access to Early College and Advanced Placement classes, ACT Prep and STEM Pathways, we must also provide them with the **academic support** that will help them to succeed. Using SIG funds we will implement the following support structures:

- **Summer Tutoring and Study Groups** led by college students and/or teachers for students to provide them with necessary study skills, content knowledge.
 - **After school tutoring and workshops.** Extra academic support provided by teachers or peer tutors who are succeeding in the class.
 - Provide an **AP study support room (rear of the library)**, where Early Start and AP students can meet to collaborate on assignments or edit each other's essays.
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- **Senior Projects allow** seniors who have already successfully completed AP classes the option of mentoring lower classmen who are enrolled in advanced classes
- **Recruit college students who are studying to become teachers** to work with individual AP/Early Start students. This community service will be part of their school observation requirement service training to future teachers.
- Offer **Saturday prep sessions** led by experienced and successful AP teachers. Students will rotate between three or four sessions being conducted by different teachers.
- Provide students with **on-line support**. Volunteers will research online videos, etc. that reinforce lessons done in class and provide students with a reference guide to quality on-line support.
- Purchase **supplemental instructional materials** to support implementation of advanced and intervention course offerings
- **Student College Coach-contracted consultant** to work with and support our guidance counselors by helping students and families navigate through the college process. Specifically services to be provided will include:
 - Help students prep, focus and reach deadlines through their college application process
 - Suggest colleges that are the right match, where students can flourish and grow
 - Help students present their best selves to colleges
 - Help to motivate students to take charge of their own college search while learning how to make important life decisions
 - Assist students in creating college essays that will make an impact
 - Assisting families in identifying and accessing financial aid sources

Intervention 6: Timeline- Increase rigor curriculum by offering varying opportunities for students to earn a degree and/or enroll in advanced coursework				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1 - 3	Build teacher capacity by participation in job embedded training to evaluate, revise, and implement the following Transformation Model intervention strategies: *Differentiating instruction to better meet students' needs (RTI) *Closing the Achievement Gap-Staying focused on Results, *Analyzing Data *Effectively integrating technology into instruction and assessment *STEM PLTW Courses; Project Based Learning (PBL) AP Summer Institute	Leadership/Transformation Teams, PLC Teams	July 2015-June, 2016 10 Days in August 1 day each; month during the school year; PLC Team meetings 4x each month; Evaluation Cluster Meetings 1.5 hours weekly, 5 days in June	Previously Budgeted
1 - 3	Teachers, SATeam continuously monitor student progress and use results to develop appropriate intervention plans; Data Manager facilitates teachers' timely access to valid and reliable data	PLC Teams, Academic Coaches, Curriculum Coordinators, School principals	Ongoing	Previously Budgeted

Intervention 6 Timeline- Increase rigor curriculum by offering varying opportunities for students to earn a degree and/or enroll in advanced coursework				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1 - 3	Tulane University's For the Children Tutoring program – providing individual and small group tutoring; assisting in the delivery of RTI services and enrichment classes in the afterschool program	Charter Director For the Children's Director Budget Director	Sept. 2013-May 2014 Sept. 2014-May 2015 Sept. 2015-May 2016	Previously Budgeted
1 - 3	Fund academic support services provided to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep. Louisiana Choice Courses, Credit Recovery Stipends for Certified teachers - will lead academic reviews, study groups, test prep sessions and study skills for AP classes, Dual College enrollment and ACT after school, on Saturdays and during the Summer Participate in SEA Extended Course Opportunities/Supplemental Course Opportunities-Webinar—by 9/2014	Charter Director Budget Director, Teachers	Sept. 2014-June 2015 Sept. 2015-June 2016 Sept. 2016-June 2017	Year 1 300 - \$10,000 Year 2 300 - \$10,000 Year 3 300 - \$10,000
1-3	ACT Prep Elective Teacher	Charter Director Budget Director, SIS	Sept. 2014-June 2015 Sept. 2015-June 2016 Sept. 2016-June 2017	Title One Funded
1 - 3	Student College Coach-contracted consultant	Charter Director Budget Director, Counselors	January-April, 2015, 2016, 2017	Year 1 500 - \$14,000 Year 2 500 - \$14,000 Year 3 500 - \$14,000
1-2	Employ STEM Project Director Employ Career and Technical Education Counselor	Charter Director Budget Director, SIS Personnel, Leadership Team	July 2014-June, 2015 July, 2015, June 2016 July, 2016, June 2017	Previously Budgeted Item
1-3	STEM Related PD The National Math and Science Initiative - School Leaders and teachers will participate in STEM training designed to follow the requirements outlined by the Common Core State Standards initiative for 4- Teacher Leaders each year	Charter Director Budget Director, Academic Coaches, Curriculum Coordinator School Leaders, Teachers and SIS Personnel	Annual Training-2014, 2015, 2016	Previously Budgeted Item

Intervention 6 - Timeline- Increase rigor curriculum by offering varying opportunities for students to earn a degree and/or enroll in advanced coursework				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	STEM Related PD Annual Professional Conferences Marzano Research Laboratory - Leadership NOW Summit - April 1-3, 2014 NCTM - National Council of Teachers of Mathematics - April 9-12, 2014 NSTA – National Science Teachers Association: STEM FORUM AND EXPO – May 14-17, 2014 ASCD Conference & Workshop – June 27–29, 2014 ASCD's Common Core State Standards Institute – January 14-15, 2014 teachers or school leaders	Charter Director Budget Director, Academic Coaches, Curriculum Coordinator School Leaders, Teachers and SIS Personnel, STEM Project Director - 4 persons attending each conference-	Annual Trainings and conferences, as scheduled July 2014- June, 2016	Previously Budgeted Item
1-3	Stipends-Planning for STEM Academy project implementation - Leadership Team Members	SIS Personnel, School Leadership Team, STEM Project Director		Year 1 -3 300 - \$17,500
1 - 3	Purchase instructional/supplementary materials to support implementation of interventions: ACT, Advanced Placement/Early College, STEM Academy, Tutoring, PLTW, PBL, AP Course materials and supplies	Charter Director Budget Director, Counselors, PLC Teams, Academic Coaches, Curriculum Coordinators, School principals, Teachers and SIS Personnel, STEM Project Director	July, 2014-June 2015 July, 2015-June 2016 July, 2016-June 2017	Year 1-3 600 - \$25,500

Intervention 7 - Adjust the school day and school calendar to accommodate for extended learning time; common professional development/collaboration time, and creating community oriented schools

The SUNO Institute for Academic Excellence was granted authority by the state to govern and operate the Sophie B Wright Charter Middle School and High School under the state guidelines applicable to all Type 5 Charter Schools. As outlined in our approved in charter applications, our personnel are not affiliated with any local or state unions, and we are not bound by any union contracts. We have operational autonomy and flexibility as it relates to all school operating structures and financial decisions including: staffing, the length of school day, length of the school calendar year, allocating financial resources, professional development, and curriculum implementation.

We will adjust the calendar to accommodate for additional learning time by **extending the instructional day by 60 minutes; 68,425 annual instructional minutes**. This will provide the additional time needed for teachers to teach the complex content and higher level skills included in the CCSS in the core subjects: English/Language Arts, Mathematics, Science and Social Studies and advanced high school courses. The additional time in the instructional day will also afford middle school teachers the opportunity to have common team planning periods daily; and the high school teachers will have common planning periods twice weekly.

To further increase additional learning time we will also provide the following opportunities for students to participate in activities which address academic, social emotional and physical needs:

- **After School Program** -will operate for 28 weeks, 2 ½ each day, Monday –Thursday. Students will be offered: Academic Remediation classes targeting identified skill gaps in student learning; Test Prep and study groups for LEAP, iLEAP, EOC, ACT and SAT; Homework Assistance; Individual/Small group tutoring; Tutorial assistance with class projects/reports/research papers, organizational and study skills. Students will be scheduled into grade level/developmentally appropriate academic classes based on baseline assessment data. **Enrichment and recreational electives classes** will be created as a result of student responses on surveys. A variety of enrichment activities and clubs will also be offered. Students select their enrichment class each semester. A student may elect to change his/her elective class after each semester or remain in the same elective for the entire year.
- **Summer Program** - which will operate for four weeks, Monday-Thursday and offer iLEAP and LEAP remediation, ACT Prep and Study Groups, and Credit Recovery, academic enrichment, organized sports, dance, clubs and parent classes.
- **Summer Connections** - a transition program for new 9th graders with academic deficiencies provides academic tutoring to better prepare them for the high school curriculum.
- **Saturday Program** - will focus on ACT Prep, and Study Groups, targeting high students who need to improve their ACT score. It will operate for twelve (12) Saturdays.
- **After School Program** – 21st CCLC which will operate Monday-Thursday for two hours after school and offer iLEAP and LEAP remediation, ACT Prep and Study Groups/assistance with class projects, academic enrichment, organized sports, dance, clubs, mentor activities, STEM activities and parent classes.

Additionally, **ten (10) professional development days will be built into the school calendar** and designated for monthly professional development activities and PLC activities. Teachers will also report to school **ten (10) days prior to the opening of school** for students and participate in

professional development activities. To facilitate end-of-the year summative data review, we will allocate **five (5) professional development days** after school closes for students. SIG funds will be used to pay for teacher stipends, external consultants and materials needed to implement PD activities.

Intervention 7 Timeline – Adjust the school day and calendar to accommodate for additional learning, time for common professional development/collaboration and creating community oriented schools				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1 - 3	Build professional days into the Master Calendar; 10 for monthly full-day PD, 10 in August days prior to the opening of school and 5 days in June after school closes.	Governing Board and Charter Director, School Principals, Leadership Team	Effective opening of school in August, 2014 - ongoing	Previously Budgeted
1 - 3	Add additional 60 minutes to the instructional day Master Schedule	Governing board and Charter Director, School Principals, Leadership Team	Effective opening of school in August, 2014-ongoing	MFP Funding
1 - 3	Stipends for teachers providing academic support services to students enrolled in rigorous courses: Certified teachers and Trained tutors will lead academic reviews, study groups, ACT test prep sessions and study skills for AP classes, Dual College enrollment and after school, on Saturdays and during the Summer	Charter Director Budget Director, School Principals, Leadership Team	Sept. 2014-June 2015 Sept. 2015-June 2016 Sept. 2016-June 2017	Previously Budgeted
1-3	Communicate master calendar/schedule changes to parents, students, community using the school's website, handbook, newsletters, Parent Meetings, Parent Bulletins	SIS Personnel, Charter Director, School Letters	Ongoing 2014- 2015 2015- 2016 2016- 2017	Year 1-3 \$600-\$25,500

Intervention 8 - Provide ongoing mechanisms for family and community engagement

The Institute for Academic Excellence is committed to providing opportunities for parents and community members to stay meaningfully engaged in supporting the schools’ SIG initiatives to improve student academic achievement. Using SIG funds we will enhance available activities, and improve procedures for the involvement of parents intended to encourage and support the combined efforts of home, school and community in improving the educational opportunities of our students and to help students master challenging academic standards across the curriculum.

The Title I Director and school leaders will meet regularly with Parent Advisory Council to provide technical assistance. Representatives of PAC will serve on the Leadership/Transformation Team. SIG funds will be used to employ a **Parent Educator Resource Coordinator** who would be responsible for designing ongoing mechanisms to foster quality academic family and community engagement. The Parent Advisory Council will provide guidance and input regarding the SIG Plan, the planning of parent involvement activities, and the expenditure of SIG funds allocated for enhancing parental involvement. Parent Leaders will also attend state, local and national parent trainings, workshops and, conferences.

At the PAC's first annual meeting in August/Sept, parents will review the SIG proposal; provide feedback to the Parent Advisory Council and Leadership/ Transformation Team. During the meeting, parents will be informed about the SIG guidelines, purpose, goals and expectations. Input and feedback will be solicited from parents throughout the year at SIG status meetings which will be scheduled with report card conferences.

Two representatives from the Parent Advisory Council will serve as members of the Leadership/ Transformation Team, which will meet at least monthly to analyze data and SIG strategy implementation. Meetings will be scheduled at various times: during school hours, prior to scheduled parent meetings/ activities or as a part of a scheduled parent meeting to better accommodate parent schedules. Parents will be invited to attend SIG meetings via school newsletters, special flyers, phone calls using our electronic phone system.

Under the Leadership of the STEM Project Director, we are also planning to develop and implement strategies to engage our community partners in STEM activities through serving on our STEM Advisory Board, as well as providing sources for internships, teacher training, classroom guest speakers and mentors. We will also need opportunities for our students to engage with professionals in their career pathways through participation in service-learning projects, engineering competitions, field studies, capstone projects, science fairs, and the growth of our current dual enrollment program to include STEM courses. We also hope to further enhance our STEM program through internships and apprenticeship opportunities that students will be able to access in businesses and organizations throughout the community.

We will continuously involve parents and community members in the planning, review, and evaluation of the SIG activities. Input and feedback will be solicited through the Parent Advisory Council, at parent meetings, in conferences, surveys, community meeting/activity evaluations. We will put in place procedures to ensure responses to parent suggestions are addressed in a timely manner and procedures to resolve issues warranting unsatisfactory parent comments are implemented. To the extent practicable, parent ideas and suggestions will be incorporated in the SIG.

A Parent Center will be maintained, supplied with materials that parents can use to assist them in parenting, and helping students learn/reinforce core skills and content at home; and we will distribute copies of the Student Handbook which communicates school policies (discipline, parental involvement, attendance, grading, etc.); distribute information on Extended Day and Summer programs via newsletters, phone calls, school's web site, communications to area churches and flyers posted in area businesses, etc.

Using information provided by the National Network of Partnership Schools and LAPEN, we conduct pre-service training to educate teachers and other staff, with the assistance of parents, on the following topics: recognizing the value and usefulness of parents' contributions; reaching out to, communicating with, and working with parents as equal partners; implementing and coordinating parent programs and building ties between parents and the school. Professional development

sessions will include information on the benefits of and barriers to parental involvement, information on awareness of different family backgrounds and lifestyles, techniques for improving two-way communication between home and school, information on ways to involve parents in helping their child's learning in and outside of school. The Parent Advisory Committee in collaboration with the School Leadership Team will develop PD evaluation forms; compile results and survey parents and teachers to determine areas needing improvement.

SIG Progress reports will be distributed at the end of each Benchmark period. In quarterly parent meetings/workshops, report card conferences we will share ways to help parents monitor their child's progress, and how to more effectively work with the teacher(s).

In collaboration with the PAC and LAPEN we will conduct parent workshops, meetings, literacy and math nights, distribute newsletters, and conduct parent conferences to assist parents in their understanding of the following topics: academic content standards, academic achievement standards, state and school academic assessments, including alternative assessments, how to monitor their child's progress, how to work with work collaboratively with teachers to ensure their child's academic success, accountability measures, graduation requirements, college application, etc. Parent Leaders will also attend relevant professional conferences sponsored by professional organizations including LAPEN and Title I.

To help assess program effectiveness, evaluation forms and/or questionnaires will be completed by participants following various meetings and activities. Parent input along with survey results will be used to help: assess SIG plan effectiveness, compare data with previous year's data, identify barriers to parent participation, and to improve plan strategies/activities. Identified barriers (child care, transportation, language barriers, scheduling conflicts, etc.) will be addressed; vary meeting times/locations; provide transportation and child care, and provide translated material.

Our School Leaders will ensure that information related to the SIG activities and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. We will collaborate with the RSD Title I District Office to implement activities to ensure the understanding and involvement of parents with LEP, ESL students; secure from the RSD Title I District Office translated documents, Braille, Large Print documents or other accommodations as needed to the extent possible, for our parents.

Intervention 8 Timeline – Provide ongoing mechanisms for family and community engagement				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1 - 3	Employ SIG Parent Educator Resource Coordinator-Salary	Charter Director, SIS, Leadership Team	July. 2014 – June 2017	Title One Funded
1 - 3	Contracted Services –Community Partnerships Development	Charter Director, SIS, Leadership Team	July. 2014 – June 2017	Years 1-3-\$4,500
1 - 3	Continue partnerships with community organizations and work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring)	Extended Day program Site Coordinator, Charter Director and Leadership /Transformation Team	Sept. 2013 – July 2016	Years 1-3 600 - \$4,500
1 - 3	Continue Parent Advisory Council-(PAC) members serves as parent leaders in the school and community-elections held by Sept. 30 annually	Charter Director	Sept. 2013 – July 2017	
1 - 3	Fund parent leaders- SIG Parent Educator Resource Coordinator participation in local, national and state parent and academic conferences, including LAPEN Title I, STEM, ASCD, NCTM, etc.	Charter Director, SIS, Leadership Team and PAC members	Various dates depending on when conference is held – July 2013-June 2016	Title One Funded
1 - 3	Offer classes for parents: Computer Training, Resume Writing and Parent Book Clubs, Curriculum and Curriculum and Assessment Reviews, and other topics as need arises	Extended Day program Site Coordinator, Charter Director and Leadership/ Transformation Team	Each class meet weekly, for 6 sessions- Sept. 2014 – July 2017	Stipend/Fee for Parent Class Instructors/Facilitators Years 1 – 3 300 – \$13,500 Materials/Books 600 - \$ 4,500
1 - 3	Conduct Parent Meetings: SIG Status Reports, Curriculum Conferences, Family Math and Literacy Nights, Parent Advisory Council meetings, Report Card Conferences, Open House, Extended Day Program Showcase, Workshops on topics selected by parents, etc.,	PAC, School Leadership/ Transformation Team, teachers	Monthly July 2013- June 2016	
1 - 3	Communicate status of SIG interventions; celebrate and recognize excellence through onsite meetings, meetings at various sites in the community, newsletters, school’s website, SIG status meetings, and Special Celebration Programs	PAC, School Leadership/Transformation Team, teachers, SIS	Monthly July 2013- June 2016	SIG Recognition/ Celebration Activities Years 1-3 600 - \$6,000.00
1 - 3	Parents and community members will provide feedback--complete surveys, questionnaires and program/activity evaluations	PAC, School Leadership/ Transformation Team, SIS, teachers	At least quarterly during grant period and at scheduled parent/community activities	

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

The Institute for Academic serves as its own LEA. All services included in the grant proposal will be provided to these two schools. We will be prepared to begin services upon notification of funding approval. In addition to our participation in all SEA sponsored School Improvement Grant services provided to grantees, we will employ the following skilled personnel:

School Improvement Grant (SIG) personnel identified for employment in this proposal include:

- School Improvement Specialist (SIS)
- Academic Coaches (2)
- Curriculum Coordinators (2)
- Data Manager
- STEM Project Director
- Parent Educator Resource Coordinator

These personnel will be hired to facilitate and support grant implementation servicing only Wright’s middle and high school. They will be responsible for providing the guidance and technical assistance needed to ensure successful implementation of the grant’s required school improvement interventions.

Timeline - Services SIG School(s) will receive and/or what activities the school(s) will implement using SIG funds				
Year	Strategy/Activity	Person Responsible	Start/End Date	Budget
1-3	Employ SIG personnel to provide services including technical assistance, support and guidance required for grant implementation	Charter Director, Leadership/ Transformation Team	Signed contracts by September 15 of each year	Previously budgeted
1-3	SIG grant personnel will participate in all SEA, RSD sponsored SIG trainings	SIS, Charter Director, Leadership/ Transformation Team	Ongoing, as scheduled	Previously budgeted

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.

The SUNO Institute for Academic Excellence has been granted authority by the state to govern and operate the Sophie B Wright Charter Middle School and High School under the state guidelines applicable to all Type 5 Charter Schools. As outlined in our approved in charter applications, our personnel are not affiliated with any local or state unions, and we are not bound by any union contracts. We have operational autonomy and flexibility as it relates to all school operating structures

and financial decisions including: staffing, the length of school day, length of the school calendar year, allocating financial resources, professional development, and curriculum implementation.

Additionally we will put in place or refine the following **organizational structures** to help build the capacity needed to work collaboratively towards successful implementation.

Professional Learning Communities (PLC's)

Establish Professional Learning communities with a strong sense of community, in which teachers are able to share common goals for student achievement, work collaboratively to provide challenging instruction, and share collective responsibility for the success of each student. School leaders and teachers should work together to ensure that all instructional staff engage in collaborative reviews and discussion of student work, review student performance data and deliberate over their implications for good teaching practice, hold staff meetings that make time for substantive instructional discussions as well as administrative matters, and willingly participate in collegial observations to share unusually effective practices.

Climate of Achievement

To promote student achievement we will create a climate that promotes strong academic performance. Establishing high expectations, along with goals that drive high performance; a system of data collection, analysis, and decision-making that uses performance measures to improve daily operations; maintain a system-wide focus on academics, so that the work we do consistently emphasizes our commitment to student achievement. We will continue to publicly recognize and celebrate excellent individual and collective performance at all levels.

Shared Vision and Commitment

School Leaders will continue working to create a climate that values collaboration and constructive sharing of best classroom practices. School leaders will continue to work with others to create a shared commitment to excellence. School leaders will encourage and support all personnel in developing instructional leadership skills and will provide opportunities for them to work on committees or to pursue individual projects that contribute to raising student performance.

Staffing and professional development

School leaders will help to ensure the quality of a school's instructional staff by providing all teachers with the opportunities to improve their knowledge and skills and by not tolerating incompetent teachers or school leaders.

Organization of the curriculum

Update our curriculum to ensure that it is aligned with our goals for student achievement and with state curriculum and testing requirements. We will use testing and assessment as instructional tools used to diagnose needs and target instructional resources where they can help the most. Teachers

will be free, within their teams, to move students from group to group as their learning needs change. The school's schedule will be organized to permit maximum flexibility for teachers to meet student needs. With the transition to Common Core State Standards, we plan to use multiple forms of assessment; assessments that require real performance and demonstrate competence; student portfolios; and test data for analysis and decision-making in a cycle of continuous school improvement.

Allocation of time

The school day will be extended and needed time will be allocated to ensure that teachers have sufficient time to teach the more complex standards based curriculum, as well as time for common planning. We will expand operation of the extended day and summer school program to enhance enrichment classes, service learning projects, Credit Recovery, and remediation in core academic subjects. Additional days will be added to the school calendar to build in needed time for monthly professional development.

Firm, fair, and timely discipline

Continue implementing the campus wide Positive Behavior Intervention and Support program which is a systematic approach that establishes and reinforces clear behavioral expectations. PBIS is a research based method to impact our learning environments in order to support high student performance and to reduce behavioral problems.

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.

The Governing Board and Charter Director has consulted with various stakeholders since our eligibility for 1003(g) funds was announced. Our school leadership team includes representatives of stakeholders and partner organizations, and as such they have been involved with the development of this grant since our notification, when copies of the grant information were emailed to them in preparation for our initial meeting. At the March 31st special meeting, guidelines and other grant information was shared, discussions held, and a consensus was reached directing the leadership team to submit a proposal. This meeting was attended by faculty members, parent leaders and partner organizations representatives.

Leadership Team members, who communicated frequently via email and telephone, met again on April 4th. Plans were finalized regarding conducting the required needs assessment. A list of additional stakeholders was developed, including partners and they were invited by email/telephone to participate in the grant writing and implementation process. We decided to conduct the online

needs assessment April 8-11 using the ASCD needs assessment survey, which includes indicators across the ASCD Whole Child Tenets because we have worked with ASCD for several years, and the survey results would be immediately available. In teams of two, Leadership/Transformation Team members were each assigned a section of the grant to begin gathering and organizing the information needed to address questions and identify the best strategies...

The Leadership/Transformation Team met again to review feedback provided on the aforementioned items. The Title I Coordinator, Charter Director and Budget Director provided guidance concerning grant activities and permissible expenditures. The application process was reviewed in depth again and grant writing teams were in place.

On April 14th, stakeholders were emailed results of our needs assessment and potential causes for the lack of student performance requesting feedback and suggestions to address these identified needs. This information was incorporated into the SIG proposal. The leadership team continually sought and received feedback from stakeholders regarding strategies to be included in the proposal via email, telephone and face-to-face meetings in throughout the March writing process. Following the completion of the grant writing, a meeting was held on April 24th to review the proposal. Teams of two –three attendees were assigned a section to read and report back to the full group. Each small group presentation resulted in additional feedback and suggestions for modifications needed prior to submission.



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
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Budget Summary

	School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
		Pre-Implementation	Year 1			
1	Sophie B. Wright Charter High School and Sophie B. Wright Middle School		\$621,560	\$552,560	\$555,560	\$1,729,680
2						
3						
4						
5						
6						
7						
8						
9						
10						
	LEA Activities		\$1,729,680			
	TOTAL BUDGET		\$1,729,680			

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

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.

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

Budget Categories	Year 1	Year 2	Year 3	Total
100- SALARIES	\$ 240,000	\$ 240,000	\$ 240,000	\$720,000
School Improvement Specialist	\$60,000	\$60,000	\$60,000	
Academic Coach-High School	\$50,000	\$50,000	\$50,000	
Academic Coach-Middle School	\$50,000	\$50,000	\$50,000	
STEM Academy Project Director	\$50,000	\$50,000	\$50,000	
Data Manager				

100 - SALARIES

School Improvement Specialist -100% FTE will provide overall oversight of the grant, including fiscal management, school and community relations, and project implementation to ensure program fidelity and establish program sustainability. The SIS will monitor grant activities, expenditures and deadlines to ensure that students and teachers receive maximum benefit from participation and ensure that all purchases are aligned to the grant project. The SIS will provide the technical assistance and guidance needed; coordinate project activities including training, communications, data collection and dissemination and the project evaluation.

Academic Coaches(2) - These individuals will be responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. They will also be responsible for coaching teachers in the areas of: data collection, data analysis, interpretation and usage; research based instructional strategies; and helping teachers to build a shared knowledge base for effective teaching. The coaches must keep current in subject matter knowledge and learning theory and share this knowledge for the continual improvement of school curriculum.

STEM Academy Project Director - responsible for leading high school personnel in the development and planning of all aspects of the STEM Academy program. The Project Director will play a key role in finalizing plans leading up to the academy's opening, fully developing the curriculum; selecting and training the faculty, furthering partnerships, and doing everything necessary ensure that we have the capacity needed to replicate required components of successful STEM programs

Data Manager - will help to ensure the smooth and efficient handling of large amounts of student data by assisting school personnel in the collection, organization, and analysis of student achievement data through data mining and the drill-down of data, including subgroups. The Data Manager will also collect and help analyze other impact data such as discipline, attendance, parental and community involvement rates, etc.

Budget Categories	Year 1	Year 2	Year 3	Total
200 - BENEFITS	\$43,560	\$43,560	\$43,560	\$136,680

200 – EMPLOYEE BENEFITS

Employee Benefits for SIG 5 FTE employed personnel (FICA, Medicare, Teacher Retirement, School Employees, Unemployment Compensation, Workers' Compensation)

Budget Categories	Year 1	Year 2	Year 3	Total
300 – Purchased Professional/Technical Services	\$180,500	\$186,000	\$189,000	\$555,500
External Consultants:				
◆ Annual SIG Project Evaluation	\$15,000	\$15,000	\$12,000	\$42,000
◆ Professional Development	\$20,000	\$15,000	\$15,000	\$45,000
◆ College Coaching Services	\$14,000	\$14,000	\$14,000	\$42,000
◆ Community Partnerships Services	\$1,500	\$1,500	\$1,500	\$4,500
Teacher TIF Bonuses	\$15,000	\$28,000	\$32,000	\$75,000
Stipends				
◆ New/Struggling Teacher Orientation Program	\$10,000	\$10,000	\$10,000	\$30,000
◆ Teacher Mentor Program	\$8,000	\$8,000	\$8,000	\$24,000
◆ Staff Professional Development	\$45,000	\$45,000	\$45,000	\$135,000
◆ Teachers providing academic interventions (after school/Saturday/ Summer	\$10,000	\$10,000	\$10,000	\$30,000
◆ STEM Academy implementation	\$7,500	\$5,000	\$5,000	\$17,500
◆ Stipends-Instructors conducting parent classes	\$4,500	\$4,500	\$4,500	\$13,500
CCSS aligned Benchmark Assessments	\$15,000	\$15,000	\$15,000	\$45,000
Contracted services- Tulane University's for the Children Program (Tutors)	\$15,000	\$15,000	\$15,000	\$45,000

300-Purchased Professional/Technical Services

Contracted External Evaluator to conduct annual program evaluations to measure both the effectiveness of SIG implementation and related outcomes. The external evaluator will be responsible for coordinating the overall project evaluation including data collection, analysis, and writing the evaluation reports

Contracted External Professional Development Consultants- SEDL, ASCD and other will provide comprehensive research-based professional development to help us build professional capacity needed for successful grant implementation

Contracted External Consultants-to provide coaching services for students and parents during the college application process

Contracted External Consultant-provide technical support needed to improve parent and community partnerships

NOLA TIF Bonuses – bonuses awarded to individual teachers who are successful in accelerating the achievement growth of their students and who score well on classroom evaluations; to school leaders who are successful in leading their teachers on a school-wide basis in accelerating student achievement growth and improving teacher practices

Struggling Teachers Support Program Stipends-to provide identified struggling teachers with intensive coaching and support services designed to improve instructional delivery, classroom management, etc.

New Teacher Mentor Program–Mentor Stipends– to provide support for new teachers and teachers changing subject areas or levels teacher mentor program

Stipends – to support staff participating in ongoing comprehensive, research-based professional development

Stipends – for teachers providing academic support/interventions services (RTI, ACT, CCSS, LEAP, iLEAP, EOC) to students after school and on Saturday

Stipends STEM Academy– to support ongoing planning required to implement a successful STEM Academy within our current high school

Parent Classes/Trainings Stipends-for various instructors who will conduct at least 4 parent classes with six sessions each.

CCSS Aligned Benchmark Assessments-to support our transitioning to CCSS, purchase assessments in all core academic areas which align with the standards based curriculum

Tulane University’s For the Children Organization-we will contract with this partner to provide 15 trained tutors for 2.5 hours each day for in school/after school/summer academic support or enrichments activities for students; assisting in the delivery of RTI services.

Budget Categories	Year 1	Year 2	Year 3	Total
500 – Purchased Property Services	\$32,000	\$30,000	\$30,000	\$92,000
Professional Conferences	\$20,000	\$20,000	\$20,000	
Personnel Recruitment –advertisement and campaign costs	\$2,000	\$2,000	\$2,000	
Teacher Certification Costs Reimbursements	\$10,000	\$8,000	\$8,000	

500-Purchased Property Services

Professional Conferences -Costs incurred by staff/parents to attend professional conferences, trainings, workshops etc. related to grant projects: registration fees, travel, lodging, meals; including ASCD, SDE, NCTM, STEM PLTW, Charter School Conferences, National Math and Science Initiative, AP Summer Institute

Staff Recruitment Costs – implementing multiple strategies for advertising position openings, staff visiting college campuses, teacher fairs, posters, billboards, radio announcements, etc.

Reimbursements – to teachers seeking certification; tuition assistance, Praxis fees

Budget Categories	Year 1	Year 2	Year 3	Total
600 – Supplies	\$125,500	\$53,000	\$53,000	231,500

Purchase instructional curriculum resources-materials, equipment and supplies to support and enhance our curriculum offerings, staff training and SIG recognition activities

(30) Laptop computers and software for use by students to take online CCSS assessments developed by PARCC, diagnostic tests, Benchmark tests, EOC Tests and LEAP and ILEAP; and for use by teachers to help integrate technology and differentiate instruction

Science equipment and supplies, and research-based curriculum materials required to provide Differentiated Instruction including: Reading 180, RTI, STEM, PBL, PLTW, CCSS, Study Island License, and materials needed support the teacher training required to effectively use these resources in the delivery of quality instruction.

Smart Boards Student Response Systems to facilitate the integration of technology into the instructional program, instant access to individualized student data, and support teachers' incorporating best practices and differentiating instruction.

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

The LEA must assure that it will:

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

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

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

Pre-Implementation Activities (Optional) Intervention Activities	
<i>Sept. 2011 - April 2013</i>	<i>May 2013 - August 2013 (Pre-Implementation Period)</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Participation in New Schools for New Orleans NOLA Teacher Incentive Fund program, which aligns performance pay with meaningful evaluations, highly effective professional development, and teacher career advancement <input type="checkbox"/> Awarding monetary performance bonuses to teachers and school leaders who have improved student achievement and met their personal Student Learning Targets (SLT's) –NOLA TIF <input type="checkbox"/> Extended Day 21st CCLC program <input type="checkbox"/> Tulane University/Touro Partnership <input type="checkbox"/> Initial Job embedded training for teachers: RTI, Differentiated Instruction, CCSS Transition, <input type="checkbox"/> Administer Benchmark Testing and conduct data analysis <input type="checkbox"/> AP Courses and Dual College Enrollment offered <input type="checkbox"/> 21st CCLC 	<ul style="list-style-type: none"> <input type="checkbox"/> Remove current principals <input type="checkbox"/> Recruit/employ middle and high school principals <input type="checkbox"/> Finalize new employee contracts <input type="checkbox"/> Finalize technical service contracts with external providers: SEDL, ASCD Tulane, Touro, etc. <input type="checkbox"/> Job embedded training and coaching for school leadership/Transformation Team <input type="checkbox"/> Develop Master Calendar for Professional Development (Topics, dates, PLC , SAT Team Mtgs., etc) <input type="checkbox"/> Recruit/employ SIG personnel: School Improvement Specialist, Curriculum Coordinators (2), Academic Coaches (2) Data Manager, Parent Educator Resource Coordinator, STEM Project Director, STEM Counselor, ACT Elective Course Teacher <input type="checkbox"/> Recruit/employ HQ teachers to fill any vacancies <input type="checkbox"/> Finalize new employee contracts <input type="checkbox"/> Job embedded training and coaching for teachers <input type="checkbox"/> Purchase materials to support PD activities <input type="checkbox"/> Select/develop CCSS aligned diagnostic tests <input type="checkbox"/> Develop master calendars and schedules with added instructional days and time <input type="checkbox"/> Communicate SIG participation/Calendar/Schedule changes to parents <input type="checkbox"/> New Teacher Orientation <input type="checkbox"/> Conduct annual NOLA TIF evaluation survey <input type="checkbox"/> Finalize partnership agreements with colleges for Dual Enrollment program

Pre-Implementation Activities (Optional) Intervention Activities		
Sept. 2011 - April 2013	May 2013 - August 2013 (Pre-Implementation Period)	
	<input type="checkbox"/> AP Teacher(s) participates in AP Summer Institute	
Year 1: 2014 - 2015 School Year Intervention Activities		
First Semester	Second Semester	Summer
<input type="checkbox"/> SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation <input type="checkbox"/> PLC Teams formed, calendars developed, meetings held (data analysis, student interventions, CCSS , PD, transitioning, instructional delivery) <input type="checkbox"/> Administer student Diagnostic Tests-analyze results <input type="checkbox"/> Conduct quarterly CBAM assessments <input type="checkbox"/> ACT Elective Class begins-ongoing <input type="checkbox"/> Job embedded training and coaching for school Leadership/ Transformation Team – ongoing <input type="checkbox"/> Job embedded training and coaching for teachers - ongoing <input type="checkbox"/> Finalize Contracts- Tulane University's For the Children and Touro to provide tutoring services <input type="checkbox"/> Extended Day Program begins <input type="checkbox"/> Administer student Benchmark Tests-analyze results <input type="checkbox"/> Teachers and SAT Team develop/refine student intervention plans to address academic deficiencies; plans implemented <input type="checkbox"/> Planning/training for STEM Academy project implementation - Leadership Team Members, SIS, STEM Project Director, Teachers-ongoing	<input type="checkbox"/> SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation <input type="checkbox"/> Use NSNO template to report on observation and student- achievement scores <input type="checkbox"/> Conduct teacher observations- must have 4 observations by end of school year (2 by 12/31) <input type="checkbox"/> Administrators must have 2 observations by end of school year (1 by 12/31) <input type="checkbox"/> Purchase 30 laptop computers <input type="checkbox"/> Purchase Smart Boards, Student Response Systems, software and accessories <input type="checkbox"/> Purchase supplemental research based materials and classroom science equipment to support CCSS instruction, Study Island Site License, Read 180, STEM, AP Courses <input type="checkbox"/> PLC Teams work towards refining vertical and horizontal alignment of assessments with curriculum and continuously monitor student progress <input type="checkbox"/> Continuous monitoring of student progress; use results to develop intervention plans (SAT, PLC, SIG personnel) <input type="checkbox"/> Extended Day Program continues	<input type="checkbox"/> SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation <input type="checkbox"/> Summer Program -4 weeks <input type="checkbox"/> Summer Connections-9 th graders <input type="checkbox"/> Use observations, student data, PLC Teams, and CBAM results to drive professional development activities in cluster meetings, PLC team meetings and school wide PD <input type="checkbox"/> Planning/training for STEM Academy project implementation - Leadership Team Members, SIS, STEM Project Director, Teachers <input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel) <input type="checkbox"/> Continue partnerships with community organizations and work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring) <input type="checkbox"/> Provide individual/small group tutoring; delivery of RTI services; Teachers, Tutors from Touro and Tulane Contract Tulane University's For the Children Tutoring program– During School Day, Extended Day Program, Summer Program

Pre-Implementation Activities (Optional) Intervention Activities		
Sept. 2011 - April 2013		May 2013 - August 2013 (Pre-Implementation Period)
College Coaching Consultant; Community Partnerships Consultant - Finalize Contracts	<input type="checkbox"/> Contract with external evaluator to conduct annual program evaluations SIS, School Leadership Transformation Team	

Year 1: 2014 - 2015 School Year Intervention Activities-continued-2		
First Semester	Second Semester	Summer
<input type="checkbox"/> Provide individual/small group tutoring; delivery of RTI services; Teachers, Tutors from Touro and Tulane Contract Tulane University's For the Children Tutoring program- During School Day, Extended Day Program, Summer Program <input type="checkbox"/> Provide academic support services to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep <input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel) <input type="checkbox"/> Continue partnerships with organizations; work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring) <input type="checkbox"/> Continue Parent Advisory Council- (PAC) members serves as parent leaders in the school and community-elections held by Sept. 30 annually	<input type="checkbox"/> Planning/training for STEM Academy project implementation - Leadership Team Members, SIS, STEM Project Director, Teachers <input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented <input type="checkbox"/> Provide academic support services provided to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep. <input type="checkbox"/> Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth <input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project <input type="checkbox"/> Senior Projects <input type="checkbox"/> Analyze teacher observation data, CBAM data, PLC results to help	<input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented <input type="checkbox"/> Provide academic support services provided to students enrolled in rigorous courses: ACT Prep. Louisiana Choice Courses, Credit Recovery <input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project <input type="checkbox"/> External SIG Project Evaluation <input type="checkbox"/> Recruit/employ teachers to fill vacancies <input type="checkbox"/> Develop Master Calendar for Professional Development (Topics, dates, PLC , SAT Team Mtgs., etc.) <input type="checkbox"/> Develop master calendars and schedules with added instructional days and time

<ul style="list-style-type: none"> <input type="checkbox"/> Offer Parent Classes; recruit participants <input type="checkbox"/> Communicate status of SIG interventions to all stakeholders; conduct Special SIG Celebration/ Recognition activities-Quarterly <input type="checkbox"/> Annual Teacher Training-NOLA TIF <input type="checkbox"/> Submit requests for funds, all required data and documentation, and other NOLA TIF-related material on the requested deadlines 	<p>determine levels of program implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue partnerships with community organizations and work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring) 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate SIG participation/Calendar/Schedule changes to parents <input type="checkbox"/> New Teacher Orientation <input type="checkbox"/> Conduct annual NOLA TIF evaluation survey <input type="checkbox"/> Finalize partnership agreements with colleges for Dual Enrollment program <input type="checkbox"/> AP Teacher(s) participates in AP Summer Institute
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<p>Year 1: 2014 - 2015 School Year</p> <p>Intervention Activities-continued-3</p>		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Monthly NOLA TIF evaluation consultations (phone) <input type="checkbox"/> Coaching sessions for struggling teachers - ongoing <input type="checkbox"/> Teacher Mentor program – ongoing <input type="checkbox"/> New Teacher Orientation <input type="checkbox"/> Conduct teacher observations- must have 4 observations by end of school year (2 by 12/31) <input type="checkbox"/> Conduct School Leaders' observations; must have 2 by end of school year (1 by 12/31) <input type="checkbox"/> Use observation data, student data and CBAM results to drive professional development activities in PLC meetings and school wide PD - ongoing <input type="checkbox"/> Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth <input type="checkbox"/> Collect/analyze feedback from 	<ul style="list-style-type: none"> <input type="checkbox"/> High School students participate in College Tours, local and out of state <input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel) <input type="checkbox"/> Offer Parent Classes <input type="checkbox"/> Use state-reported CVR data as the quantitative measure for teacher evaluations in tested grades and subjects <input type="checkbox"/> Calculate/Award NOLA TIF performance bonuses <input type="checkbox"/> Conduct annual needs assessment and revise school improvement plan to reflect identified needs/strengths 	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize new employee contracts

<p>parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project</p>		
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<p align="center">Year 2: 2015 - 2016 School Year Intervention Activities</p>		
<p align="center"><i>First Semester</i></p>	<p align="center"><i>Second Semester</i></p>	<p align="center"><i>Summer</i></p>
<p><input type="checkbox"/> SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation</p> <p><input type="checkbox"/> PLC Teams formed, calendars developed, meetings held (data analysis, student interventions, CCSS , PD, transitioning, instructional delivery)</p> <p><input type="checkbox"/> Administer student Diagnostic Tests-analyze results</p> <p><input type="checkbox"/> Conduct quarterly CBAM assessments</p> <p><input type="checkbox"/> ACT Elective Class begins-ongoing</p> <p><input type="checkbox"/> Job embedded training and coaching for school Leadership/ Transformation Team – ongoing</p> <p><input type="checkbox"/> Job embedded training and coaching for teachers - ongoing</p> <p><input type="checkbox"/> Finalize Contracts- Tulane University's For the Children and Touro to provide tutoring services</p> <p><input type="checkbox"/> Extended Day Program begins</p> <p><input type="checkbox"/> Administer student Benchmark Tests-analyze results</p> <p><input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented</p> <p><input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers</p>	<p><input type="checkbox"/> SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation</p> <p><input type="checkbox"/> Use NSNO template to report on observation and student- achievement scores</p> <p><input type="checkbox"/> Conduct teacher observations-must have 4 observations by end of school year (2 by 12/31)</p> <p><input type="checkbox"/> Administrators must have 2 observations by end of school year (1 by 12/31)</p> <p><input type="checkbox"/> Purchase supplemental research based materials and classroom science equipment to support CCSS instruction, Study Island Site License, Read 180, STEM, AP Courses</p> <p><input type="checkbox"/> PLC Teams work towards refining vertical and horizontal alignment of assessments with curriculum and continuously monitor student progress</p> <p><input type="checkbox"/> Continuous monitoring of student progress; use results to develop intervention plans (SAT, PLC, SIG personnel)</p> <p><input type="checkbox"/> Extended Day Program continues</p> <p><input type="checkbox"/> Contract with external evaluator to conduct annual program evaluations SIS, School Leadership</p>	<p><input type="checkbox"/> SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation</p> <p><input type="checkbox"/> Summer Program -4 weeks</p> <p><input type="checkbox"/> Summer Connections-9th graders</p> <p><input type="checkbox"/> Use observations, student data, PLC Teams, and CBAM results to drive professional development activities in cluster meetings, PLC team meetings and school wide PD</p> <p><input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers</p> <p><input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel)</p> <p><input type="checkbox"/> Continue partnerships with community organizations and work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring)</p> <p><input type="checkbox"/> Provide individual/small group tutoring; delivery of RTI services; Teachers, Tutors from Touro and Tulane Contract Tulane University's For the Children Tutoring program– During School Day, Extended Day Program, Summer Program</p> <p><input type="checkbox"/> Finalize new employee contracts</p>

Year 2: 2015 - 2016 School Year Intervention Activities		
First Semester	Second Semester	Summer
<input type="checkbox"/> Finalize technical service contracts with external providers: SEDL, ASCD, etc.	Transformation Team	

Year 2: 2015 - 2016 School Year Intervention Activities-continued-2		
First Semester	Second Semester	Summer

<input type="checkbox"/> Provide individual/small group tutoring; delivery of RTI services; Teachers, Tutors from Touro and Tulane Contract Tulane University's For the Children Tutoring program- During School Day, Extended Day Program, Summer Program <input type="checkbox"/> Provide academic support services to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep <input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel) <input type="checkbox"/> Continue partnerships with organizations; work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring) <input type="checkbox"/> Continue Parent Advisory Council- (PAC) members serves as parent leaders in the school and community-elections held by Sept. 30 annually <input type="checkbox"/> Offer Parent Classes; recruit participants <input type="checkbox"/> Communicate status of SIG	<input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers <input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented <input type="checkbox"/> Provide academic support services provided to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep. <input type="checkbox"/> Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth <input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project <input type="checkbox"/> Senior Projects <input type="checkbox"/> Analyze teacher observation data, CBAM data, PLC results to help determine levels of program implementation	<input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented <input type="checkbox"/> Provide academic support services provided to students enrolled in rigorous courses: ACT Prep. Louisiana Choice Courses, Credit Recovery <input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project <input type="checkbox"/> External SIG Project Evaluation <input type="checkbox"/> Recruit/employ teachers to fill vacancies <input type="checkbox"/> Develop Master Calendar for Professional Development (Topics, dates, PLC , SAT Team Mtgs., etc.) <input type="checkbox"/> Develop master calendars and schedules with added instructional days and time <input type="checkbox"/> Communicate SIG participation/Calendar/Schedule changes to parents
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<p>interventions to all stakeholders; conduct Special SIG Celebration/ Recognition activities-Quarterly</p> <p><input type="checkbox"/> Annual Teacher Training-NOLA TIF</p> <p><input type="checkbox"/> Submit requests for funds, all required data and documentation, and other NOLA TIF-related material on the requested deadlines</p>	<p><input type="checkbox"/> Continue partnerships with community organizations and work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring)</p>	<p><input type="checkbox"/> New Teacher Orientation</p>
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Year 2: 2015 - 2016 School Year

Intervention Activities-continued - 3

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<p><input type="checkbox"/> Monthly NOLA TIF evaluation consultations (phone)</p> <p><input type="checkbox"/> Coaching sessions for struggling teachers - ongoing</p> <p><input type="checkbox"/> Teacher Mentor program – ongoing</p> <p><input type="checkbox"/> New Teacher Orientation</p> <p><input type="checkbox"/> Conduct teacher observations- must have 4 observations by end of school year (2 by 12/31)</p> <p><input type="checkbox"/> Conduct School Leaders' observations; must have 2 by end of school year (1 by 12/31)</p> <p><input type="checkbox"/> Use observation data, student data and CBAM results to drive professional development activities in PLC meetings and school wide PD - ongoing</p> <p><input type="checkbox"/> Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth</p> <p><input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project</p>	<p><input type="checkbox"/> High School students participate in College Tours, local and out of state</p> <p><input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel)</p> <p><input type="checkbox"/> Offer Parent Classes</p> <p><input type="checkbox"/> Use state-reported CVR data as the quantitative measure for teacher evaluations in tested grades and subjects</p> <p><input type="checkbox"/> Calculate/Award NOLA TIF performance bonuses</p> <p><input type="checkbox"/> Conduct annual needs assessment and revise school improvement plan to reflect identified needs/strengths</p>	<p><input type="checkbox"/> Conduct annual NOLA TIF evaluation survey</p> <p><input type="checkbox"/> Finalize partnership agreements with colleges for Dual Enrollment program</p> <p><input type="checkbox"/> AP Teacher(s) participates in AP Summer Institute</p>

<p><input type="checkbox"/>Purchase research based curriculum materials /supplies go support professional development activities</p> <p>College Coaching Consultant; Community Partnerships Consultant - Finalize Contracts</p>		
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<p align="center">Year 3: 2016 - 2017 School Year Intervention Activities</p>		
<p align="center"><i>First Semester</i></p>	<p align="center"><i>Second Semester</i></p>	<p align="center"><i>Summer</i></p>
<p><input type="checkbox"/>SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation</p> <p><input type="checkbox"/>PLC Teams formed, calendars developed, meetings held (data analysis, student interventions, CCSS , PD, transitioning, instructional delivery)</p> <p><input type="checkbox"/>Administer student Diagnostic Tests-analyze results</p> <p><input type="checkbox"/>Conduct quarterly CBAM assessments</p> <p><input type="checkbox"/>ACT Elective Class begins-ongoing</p> <p><input type="checkbox"/>Job embedded training and coaching for school Leadership/ Transformation Team – ongoing</p> <p><input type="checkbox"/>Job embedded training and coaching for teachers - ongoing</p> <p><input type="checkbox"/>Finalize Contracts- Tulane University's For the Children and Touro to provide tutoring services</p> <p><input type="checkbox"/>Extended Day Program begins</p> <p><input type="checkbox"/>Administer student Benchmark Tests-analyze results</p> <p><input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented</p>	<p><input type="checkbox"/>SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation</p> <p><input type="checkbox"/>Use NSNO template to report on observation and student- achievement scores</p> <p><input type="checkbox"/>Conduct teacher observations-must have 4 observations by end of school year (2 by 12/31</p> <p><input type="checkbox"/>Administrators must have 2 observations by end of school year (1 by 12/31)</p> <p><input type="checkbox"/>Purchase supplemental research based curriculum materials and classroom science equipment to support CCSS instruction, Study Island Site License, Read 180, STEM, AP Courses, etc.</p> <p><input type="checkbox"/> PLC Teams work towards refining vertical and horizontal alignment of assessments with curriculum and continuously monitor student progress</p> <p><input type="checkbox"/>Continuous monitoring of student progress; use results to develop intervention plans (SAT, PLC, SIG personnel</p> <p><input type="checkbox"/>Extended Day Program continues</p>	<p><input type="checkbox"/>SIG personnel/Leadership Transformation Team-facilitate activities to support grant implementation</p> <p><input type="checkbox"/>Summer Program -4 weeks</p> <p><input type="checkbox"/>Summer Connections-9th graders</p> <p><input type="checkbox"/> Use observations, student data, PLC Teams, and CBAM results to drive professional development activities in cluster meetings, PLC team meetings and school wide PD</p> <p><input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers</p> <p><input type="checkbox"/>Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel)</p> <p><input type="checkbox"/>Continue partnerships with community organizations and work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring)</p> <p><input type="checkbox"/> Provide individual/small group tutoring; delivery of RTI services; Teachers, Tutors from Touro and Tulane Contract Tulane University's</p>

<p><input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers</p> <p><input type="checkbox"/> Purchase research based curriculum materials /supplies go support professional development activities</p>	<p><input type="checkbox"/> Contract with external evaluator to conduct annual program evaluations SIS, School Leadership Transformation Team</p>	<p>For the Children Tutoring program– During School Day, Extended Day Program, Summer Program</p> <p><input type="checkbox"/> Finalize new employee contracts</p>
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<p align="center">Year 3: 2016 - 2017 School Year Intervention Activities – continued -2</p>		
<p align="center"><i>First Semester</i></p>	<p align="center"><i>Second Semester</i></p>	<p align="center"><i>Summer</i></p>
<p><input type="checkbox"/> Provide individual/small group tutoring; delivery of RTI services; Teachers, Tutors from Touro and Tulane Contract Tulane University’s For the Children Tutoring program– During School Day, Extended Day Program, Summer Program</p> <p><input type="checkbox"/> Provide academic support services to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep</p> <p><input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel)</p> <p><input type="checkbox"/> Continue partnerships with organizations; work to expand enrichment class offerings in the after school and summer program (STEM, Performance Arts, Recreational, Mentoring)</p> <p><input type="checkbox"/> Continue Parent Advisory Council- (PAC) members serves as parent leaders in the school and community-elections held by Sept. 30 annually</p> <p><input type="checkbox"/> Offer Parent Classes; recruit participants</p> <p><input type="checkbox"/> Communicate status of SIG interventions to all stakeholders; conduct Special SIG Celebration/ Recognition activities-Quarterly</p>	<p><input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers</p> <p><input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented</p> <p><input type="checkbox"/> Provide academic support services provided to students enrolled in rigorous courses: AP, Dual College Enrollment or ACT Prep.</p> <p><input type="checkbox"/> Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth</p> <p><input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project</p> <p><input type="checkbox"/> Senior Projects</p> <p><input type="checkbox"/> Analyze teacher observation data, CBAM data, PLC results to help determine levels of program implementation</p> <p><input type="checkbox"/> Continue partnerships with community organizations and work to expand enrichment class offerings in</p>	<p><input type="checkbox"/> Teachers and SATeam develop/refine student intervention plans to address academic deficiencies; plans implemented</p> <p><input type="checkbox"/> Provide academic support services provided to students enrolled in rigorous courses: ACT Prep. Louisiana Choice Courses, Credit Recovery</p> <p><input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project</p> <p><input type="checkbox"/> External SIG Project Evaluation</p> <p><input type="checkbox"/> Recruit/employ teachers to fill vacancies</p> <p><input type="checkbox"/> Develop Master Calendar for Professional Development (Topics, dates, PLC , SAT Team Mtgs., etc.)</p> <p><input type="checkbox"/> Develop master calendars and schedules with added instructional days and time</p> <p><input type="checkbox"/> Communicate SIG participation/Calendar/Schedule changes to parents</p> <p><input type="checkbox"/> New Teacher Orientation</p> <p><input type="checkbox"/> Conduct annual NOLA TIF evaluation survey</p>

<input type="checkbox"/> Annual Teacher Training-NOLA TIF <input type="checkbox"/> Submit requests for funds, all required data and documentation, and other NOLA TIF-related material on the requested deadlines <input type="checkbox"/> Finalize technical service contracts with external providers: SEDL, ASCD, etc. (professional development)	the after school and summer program (STEM, Performance Arts, Recreational, Mentoring)	<input type="checkbox"/> Finalize partnership agreements with colleges for Dual Enrollment program <input type="checkbox"/> AP Teacher(s) participates in AP Summer Institute
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Year 3: 2016 - 2017 School Year Intervention Activities- continued -3		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<input type="checkbox"/> STEM Academy - Project Implementation – ongoing Planning/ Training for Leadership Team Members, SIS, STEM Project Director, Teachers <input type="checkbox"/> Monthly NOLA TIF evaluation consultations (phone) <input type="checkbox"/> Coaching sessions for struggling teachers - ongoing <input type="checkbox"/> Teacher Mentor program – ongoing <input type="checkbox"/> New Teacher Orientation <input type="checkbox"/> Conduct teacher observations- must have 4 observations by end of school year (2 by 12/31) <input type="checkbox"/> Conduct School Leaders’ observations; must have 2 by end of school year (1 by 12/31) <input type="checkbox"/> Use observation data, student data and CBAM results to drive professional development activities in PLC meetings and school wide PD - ongoing <input type="checkbox"/> Hold conferences to provide feedback to teachers and school leaders following observations; including suggestions for growth <input type="checkbox"/> Collect/analyze feedback from parents and community members: feedback--complete surveys, questionnaires and program/activity evaluations-use data to improve project	<input type="checkbox"/> High School students participate in College Tours, local and out of state <input type="checkbox"/> Attend professional meetings, trainings, workshops, conferences, as scheduled (Selected Teachers, Leadership Team, Parent Leaders, Sig Personnel) <input type="checkbox"/> Offer Parent Classes <input type="checkbox"/> Use state-reported CVR data as the quantitative measure for teacher evaluations in tested grades and subjects <input type="checkbox"/> Calculate/Award NOLA TIF performance bonuses <input type="checkbox"/> Conduct annual needs assessment and revise school improvement plan to reflect identified needs/strengths	

