

1.0 Applicant Information

This table provides the contact information for the staff member responsible for oversight of programmatic implementation of the activities in this grant. This person will be responsible for completing programmatic monitoring reports and will receive communications from LDOE monitoring staff.

Part 1B. Provide the following information:	
Name of LEA	
LEA Site Code (also called "LEA Sponsor Code")	399005
LEA NCES ID#	220012900976
Name of LEA grant contact person	Sarah Welinsky
Phone #	(540) 252-1437
E-mail address	swelinsky@firstlineschools.org

2.0 LEA Identified Schools and Intervention Models

This table lists schools in the LEA that are included in this application. Please list each school, including the site code and NCES ID#, that will be incorporated in the application and will therefore receive SIG funding, and the intervention model that will be implemented.

Site Code	NCES ID#	School Name	Intervention Model
399005	220012900976	Langston Hughes Academy	Restart

3.0 LEA Strategy Description

Please provide a brief description of your theory of change for addressing identified persistently low-achieving schools. Provide a high level summary of how this application provides for the implementation of proven strategies that result in increased student achievement, the implementation of human capital systems that rely on evidence of effectiveness, the transition to Common Core State Standards (CCSS), the expansion of early childhood offerings, the expansion of High School course offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certifications), and/or the expansion of Carnegie credit offerings in Middle School as applicable.

The RSD will use the restart model to transfer the operation of the school to FirstLine Schools (FLS), a charter management operator. FirstLine Schools has extensive experience in turning around low-around performing schools. Langston Hughes Academy (LHA) was transferred to FirstLine Schools (from NOLA180) as of July 1, 2012 and is currently in the process of being restarted. While LHA has improved significantly in the past 2 years, it is still below the state average and is a D rated school in the state's accountability system. FirstLine Schools is employing the following strategies to address the root causes of the school's underperformance, and this grant will ensure greater resources to a comprehensive turnaround strategy that includes school culture, an improved academic program, aligning human capital practices with evidence of effectiveness, and autonomy for school leaders. Specific strategies include:

1. **Improved school culture:** Improving school climate to create a calm and orderly environment conducive to teaching and learning.
2. **Aligned curriculum development and transition to Common Core State Standards:** active teacher and school leader creation of curriculum aligned with common core and research based.
3. **Systematic use of formative assessment data,** including interim assessments, to guide curriculum development, instructional improvement, and learning interventions.
4. **Personalizing learning support** that is more effectively differentiated according to students' needs through systematic RTI and blended learning.
5. **Autonomy, support, and accountability for school leaders**
6. **Job-embedded professional development** to improve the quality of teaching, leadership, and services
7. **Effectiveness based human capital practices** through performance management, career pathways, and compensation
8. **Expansion of early childhood offerings** through a diverse delivery model
9. **Carnegie credit offerings in middle school**

FirstLine Schools has already consulted with parents and staff regarding the implementation of the restart model. Additionally, the School Director meets monthly with a Parent Advisory Council to get their input regarding school strategies and to seek their ideas. Also, the FirstLine network staff and the school leadership team are working closely with school staff in a collaborative consultation

process to implement this suite of strategies for school improvement.

Most of the strategies above (the first seven) are drawn from the practices of highly effective open admissions urban schools serving low-income student populations in the United States and the United Kingdom. Three sources of evidence support the common thread of these principles as key levers in highly effective urban schools: the *Urban Excellence Framework*¹ developed by New Leaders for New Schools; the aligned instructional approach used initially by the Brazosport, Texas schools and now widely copied across the country²; and the effective schools research of Ron Edmonds, Larry Lezotte³, and others. The effectiveness based human capital practices are drawn from cross sector practices beyond education.

The school and FirstLine has a long-term plan for sustaining the changes that will be supported by this SIG grant. The operational and talent management support from the network is sustainable through shared services charges to all schools and will be provided on-going, but several of the academic support positions will only be provided for the length of this and other grants, making it imperative that these areas of practice become embedded at the school level. Additionally, this grant will provide resources for additional staffing at the school level for the next three years. As the school improves we anticipate that its enrollment will increase and thus the school will be able to support these positions sustainably into the future. Also, through incorporating blended learning we have been able to create a long-term financial model that is financially sustainable while also providing responsive learning supports to students.

One hundred percent of the grant funds will be applied to the school level, with funding going directly toward increased school personnel in priority areas of responsibility and through providing direct network support services to the school. No grant funds will be used for general overhead or general network expenses.

As requested in the application directions, high level summaries of several of the strategies are provided below:

Transition to Common Core State Standards (CCSS)

FirstLine's CCSS transition plan includes the following elements:

- Framework of Common Core standards along with associated instructional shifts and resources

¹ *Key Insights of the Urban Excellence Framework, Version 2.0*, New Leaders for New Schools, May 30, 2008. www.nlms.org/documents/NewLeadersReport-Version3.0-FINAL.pdf

² *Closing the Achievement Gap: No Excuses*, Pat Davenport and Gerald Anderson, American Productivity and Quality Center: Education Initiative, 2002

³ "Correlates of Effective Schools: The First and Second Generation", Larry Lezotte, Effective Schools Products, Ltd., 1991.

<http://www.effectiveschools.com/main/resources/resources-44-45.html>

- Needs Assessment of professional learning, curriculum resources, and progress assessments
- Implementation Plan and timeline of resource acquisition, assessment cycle, and professional learning

FirstLine will provide LHA with a clear framework to guide teachers and school leaders to help ensure all students meet the ambitious and reasonable expectations of the CCSS. This framework includes scope and sequence of standards for the 2013-14 school year at each grade level; assessments; instructional practices; resources and professional learning. Once we have defined the standards portion of the framework along with the instructional shifts necessary for teachers to be effective, we will assess the professional development and resource needs for school leaders and teachers of each subject and grade level to be effective. We will also identify the student progress assessment needs for each subject and grade level. We have already begun to do pieces of this needs analysis based on what we already know about the CCSS.

Effectiveness-based Human Capital System

We are implementing a human capital system that relies on evidence of effectiveness. FirstLine began piloting customized performance evaluations for teachers and staff in 2009. Since that time, these evaluation rubrics have been refined and improved. Additionally, FirstLine Schools is part of the NOLA TIF project, a grant funded by the federal government's Teacher Incentive Fund, dedicated to improving student achievement and promoting educator excellence in New Orleans. Currently, instructional staff are evaluated four times a year and observed bi-weekly, while non-instructional staff are evaluated twice a year. Teachers or administrators evaluated as top performers or whose students demonstrate significant value-add academic achievement are eligible for a performance-related bonus. All other staff are eligible for a bonus based on school performance and staff effectiveness.

A key feature we are working on for the future is teacher career pathways. These pathways seek to help teachers grow from novice, to developing, and eventually to a "master" teacher. Movement through the pathways is determined by a combination of results and evaluations. At this time we are consulting with our teachers to ensure it is a comprehensive path that covers professional development opportunities, teacher leadership, increasing the reach and impact of highly effective teachers, and provides incentives for highly effective teachers to stay in the classroom while continuing to grow and lead innovation in teaching.

Expansion of Early Childhood Offerings

FirstLine Schools is utilizing diverse delivery to provide the expansion of early childhood offerings. For the 2012-13 school year, Langston Hughes Academy began a partnership with Wilcox's Academy of Early Learning to provide Pre-K services. FirstLine Schools and LHA provide a classroom teacher for the Pre-K class, as well as professional development and curriculum development assistance. We plan to continue this partnership to ensure quality expanded early childhood offerings.

Carnegie Credits for Middle School Students

LHA's Middle School will begin offering algebra I in the 2013-14 school year, as the beginning of the expansion of Carnegie credit offerings. For the 2014-15 school year LHA will also offer Biology and American History.

4.0 Performance Goals

4.01: SPS Performance Goals - Please enter the current 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. **(note the SPS below is using the old accountability system)**

School Name	2010-11 SPS	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	Overall Growth
Langston Hughes Academy	77.3	77.7	85.7	92.7	98.7	21 SPS points

4.02: Percent Proficient Performance Goals - Please enter the ELA and Math percent proficient data for each school for the requested years. Then, use that data to set performance goals during the three-year period in which SIG funds may be provided.

School Name	2010-11 % Proficient	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	Overall Growth
Langston Hughes Academy ELA	53%	60%	68%	76%	84%	24%
Langston Hughes Academy Math	55%	54%	62%	70%	78%	24%

5.0 LEA Strategy Work Plan

Your work plan will be used to determine the quality and effectiveness of your proposed intervention. Your work plan will be evaluated based on its ability to address the proposed Intervention Model in a manner consistent with the USED final requirements and set ambitious but achievable Performance Goals as detailed in Section 3.1 and 3.2. Please be sure to align your deliverables, tasks, and activities to your budget as well as the requirements for the selected Intervention Model. Please be sure to include pre-implementation activities in the narrative. Please make sure that item narratives describes how each specific school will accomplish each item and how that item relates to their selected intervention model.

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
1.0	<p>Effective Human Capital Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <ul style="list-style-type: none"> 1.01 Explain how the LEA central office structure will be modified to support the schools to be served. Describe the job descriptions and desired competencies for LEA central office and school leadership roles who will conduct this work. 1.02 Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served. 1.03 Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model. 1.04 Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results. 1.05 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process. 1.06 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.

Narrative

Note: see the end of this section for the timeline, responsible person, start/end date and budget needs for each item.

1.01 Explain how the LEA central office structure will be modified to support the schools to be served. Describe the job descriptions and desired competencies for LEA central office and school leadership roles who will conduct this work.

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<p>FirstLine Schools is a charter management organization that specializes in turning around low-performing schools. Thus, our existing central office is designed to provide a high level of support to the school leaders and teachers within a framework of autonomy while also providing a high degree of accountability. Support will be provided in the areas of educational program development (CEO, Director of Academic Support, Director of Teacher Development, Director of Literacy, Director of Special Education, Director of Instructional Technology, Network Math Consultant, Personalized Learning Manager, Teacher Coach), operations (COO, finance team, operations team), and talent management/human capital (Director of HR/Talent Management, Recruitment Manager). The SIG grant will allow us to increase academic support to LHA in the short term as we embed these practices so they can be sustained without this additional support in the future.</p> <p>The Chief Executive Officer (CEO) ensures that FirstLine’s mission and vision are realized and that the organization meets or exceeds its goals in all areas including finance, operations, human capital and most importantly student achievement. He is specifically responsible for recruiting, supporting, developing, and managing the performance of school leaders and specialist experts to ensure that all schools and programs have nurturing environments with high academic achievement for all students.</p> <p>The Chief Operating Officer (COO) is responsible for all operational services of the organization including; Financial management, Facilities management, Food service, Transportation, Information Technology, Data Management, and Administrative Services.</p> <p>The Director of Special Education is responsible for refining and implementing SpED practices within the schools as well as tracking all interventions. S/he provides managerial support for Special Education teachers as well as Speech Therapists and also provides SPED-related professional development for FirstLine staff and leaders. S/he possesses extensive knowledge of state and federal laws pertaining to SpED.</p> <p>The Middle School/Primary School Dean of Students is responsible for maintaining a calm, orderly classroom and building environment that preserves the sanctity of teaching and learning. The Dean supports the Vice Principal and School Director in developing and managing the School Cultural Blueprint and also collaborates with the RTI coordinator to ensure proper interventions are provided. S/he sets high expectations for student behavior and school culture and provides positive, productive discipline for students.</p> <p>Personalized Learning Manager supports the implementation of the Personalized Learning Project across multiple schools primarily</p>	

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	<p>through data analysis and systems design, as well as providing direction and support to school-based RTI Coordinators. With support from the Director of Personalized learning, s/he leads efforts to create scalable student performance data management solutions. S/he is detail-oriented with a systems and processes mindset. S/he is effective at collaborating among the Personalized learning and Data teams, the school leadership teams, and IT team.</p> <p>The Director of Literacy supports schools in developing and implementing effective literacy curriculum, assessments, and instructional practices that lead to increased student achievement in reading, writing, speaking, and associated English Language Arts skills. The ultimate aim of this work is to ensure that students become independent readers, highly competent and motivated writers, and are on track to possess college readiness skills by the time they graduate from high school.</p> <p>The Teacher Coach provides targeted and specific feedback for lesson plans and classroom observations. S/he coaches teachers using FirstLine Schools' Vision of Excellence in teaching rubric and tracks instructional effectiveness and student progress and in turn makes adjustments as necessary to work towards school goals. S/he assists with designing the instructional model and associated professional development and curriculum selection.</p> <p><u>School Leadership Roles:</u> Langston Hughes Academy is divided into primary school and middle school. The School Director provides overall leadership for the entire campus and daily leadership of the primary school with support from the two assistant principals, while the middle school principal provides daily leadership of the middle school with support from an assistant principal over curriculum and instruction.</p> <p>The following job descriptions are attached as part of the application:</p> <ul style="list-style-type: none">• Director of Academic Support• Director of Teacher Development• Director of Instructional Technology• Recruitment Manager• RTI Coordinator• Network Math Consultant• Assistant Principal• Assistant Dean

Item #	<p>Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.</p>
	<p><u>1.02: Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served</u></p> <p>Responsible Parties: School Directors, Middle School Principal, Director of HR/Talent Management, Recruitment Manager, Director of Teacher Development</p> <p>As part of the FirstLine Schools network, Langston Hughes Academy has an integrated human capital strategy that aligns job design, recruitment, performance management, professional development, and retention strategies. FLS schools employs a Recruitment Manager to support school recruiting efforts; however, all staff hiring decisions are made by the school leaders. Hiring decisions for school Directors/Principals are made by the FLS Chief Executive Officer, with input from leaders and key stakeholders in the school and network. Job descriptions and selection criteria for positions are revised and customized as needed by the Director of HR/Talent Management, who works closely with school leaders to meet their specific requirements.</p> <p>FirstLine Schools recruits both locally and nationally from traditional and non-traditional pools, such as experienced teachers, Teach for America, TeachNOLA, and university teacher preparation programs. FirstLine Schools takes into account the quality of teacher preparation programs, according to value add data for their graduates, as part of its recruitment strategy. FirstLine Schools employs comprehensive and far-reaching attraction strategies to develop as talented a pool as possible. These strategies include advertisements on websites and in magazines, teacher fairs, a network website, referrals from existing staff, and numerous information sessions during the year for interested teachers.</p> <p>Selection is based upon a rigorous assessment process that involves an initial application, phone interview, in-person interviews with select leaders and teachers in the school, sample lesson (either at a FirstLine school or a video of a lesson from the candidate’s current school) with feedback from a school leader, and reference checking. Selection criteria emphasize past experience, demonstrated effectiveness with a similar student population, and alignment with Langston Hughes Academy’s approach to ensure that all students excel academically.</p> <p>Also, FLS develops and identifies talented early career teachers through its Associate Teacher program for first year teachers and through its summer school program, where teachers outside the FirstLine School network teach a half-day in summer school and then receive professional development for the remainder of the day. These two routes allow FirstLine Schools to develop teachers and identify those who are ready for full teaching responsibilities, thus prioritizing early career development and minimizing risk of underachievement for early career teachers and their students.</p>

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<p>Cross sector studies on retention of high performing employees indicate that compensation is usually the fourth retention consideration behind the following factors:</p> <ul style="list-style-type: none"> • The opportunity to be successful • Mentorship and professional development • Clearly articulated and compelling career pathways <p>Thus, while FirstLine currently provides performance-linked bonuses through the federal Teacher Incentive Fund (TIF) program, the network is developing teacher career pathways as described in section 3.0 above. These pathways seek to help teachers grow from novice, to developing, and eventually to a “master” teacher. Movement through the pathways is determined by a combination of results and evaluations. At this time we are consulting with our teachers to design a pathway that is compelling for highly effective teachers. The stages of the pathway will include professional development opportunities, teacher leadership, increasing the reach and impact of highly effective teachers and incentives for highly effective teachers to stay in the classroom while continuing to grow and lead innovation in teaching.</p> <p>Additionally, one of the primary school improvement strategies is to increase teacher and school leader professional development. Langston Hughes Academy, with support from FLS, prioritizes job embedded professional development, as described below in 1.05 of this section, that includes at least 20 days of professional development and collaborative planning time annually for all teaching staff and school leaders. Additionally, LHA, along with the other FLS schools, has a clearly articulated career pathway of mid-level school leadership that helps to develop and retain emerging teacher-leaders and also helps to build their skills in developing other teachers. Mid-level school leadership positions include department chairs, grade level team leaders, deans of students, and assistant principals. These leaders reach larger groups of students through leading teams of teachers or through working across a school.</p> <p>Langston Hughes Academy offers competitive teacher and school leader salaries while also trying to create sustainable working conditions by not requiring its teaching staff to work in the extended school program or Saturday schools - all teaching staff who engage in these activities receive additional compensation and do so by choice.</p> <p><u>1.03: Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model</u> Responsible Parties: CEO, School Director, Director of Academic Support, COO, Director of Special Education, Director of Teacher Development, Director of HR/Talent Management</p>	

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<p>Since the commencement of the school restart, all school leaders of Langston Hughes Academy have received ongoing, intensive technical assistance and professional development from the FLS central staff, all of whom have experience in turning around schools with a similar student population. These staff provide general support and specific assistance in their respective areas of expertise: Chief Executive Officer, Chief Operating Officer, Director of Academic Support, Director of Special Education, Director of Teacher Development, Director of HR/Talent Management and the Network Math Consultant. This support comes in the form of on-going weekly on-site coaching, direct technical service assistance, a comprehensive professional development program for senior and mid-level school leaders, and on-demand specialist expertise. Additionally, the leadership team will participate in three weeks of leadership development in the summer of 2013 with other leaders from across the FirstLine network.</p> <p><u>1.04: Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results.</u></p> <p>Responsible Parties: School Director, Middle School Principal, Assistant Principals, Director of HR/Talent Management, Talent Manager, School Director</p> <p>Teachers are evaluated by their school leaders (Director, Principal, Assistant Principals) using a formula that considers a combination of both observation (50%) and student achievement data (50%). Every teacher is eligible for a year-end bonus ranging from \$0-\$2500, depending on the results of the evaluation. Teachers will be observed and assessed four times per year, with the observations being weighted on a graduating scale that starts from 15% for the first observation and increases to 35% for the final observation. Each observation is scored from 0-5 and is based on a customized teacher rubric which incorporates the FirstLine Vision of Instructional Excellence:</p> <ul style="list-style-type: none"> • Standards Mastery • Lesson Structure • Classroom Management • Growth Mindset • Rigor • Relevance <p>The student achievement portion of the evaluation is determined both by the value add academic gains of the teacher’s students</p>	

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	<p>(40% of the entire evaluation score) and the school-wide gains (10% of the entire evaluation score). Student Learning Targets (SLTs) will be established for faculty members who teach courses that do not qualify for the Value-added Model. Two (2) SLTs will be established for each teacher, with a focus on defining: 1) the content to be covered; 2) a rigorous learning goal; and 3) the assessment used to measure progress toward the target.</p> <p>Similarly, school leaders are evaluated using a formula that equally considers a combination of observation and school-wide student gains. School leaders will be observed and assessed two times per year. School-Wide Value-Add will be used to capture school-wide student gains. Depending on evaluation results, Assistant Principals are eligible for a year-end bonus ranging from \$0-\$5,000 and Principals/Directors for a bonus ranging from \$0-\$10,000.</p> <p>Teachers and/or school leaders whose students do not make satisfactory value-add gains for two consecutive years will not be retained for the following year.</p> <p><u>1.05: Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process.</u> Responsible Parties: School Director, Principal, Assistant Principals, Director of Academic Support, Director of Teacher Development</p> <p>The school performance map (rubric of teacher skills) is aligned with the school’s annual professional development plan, so that school leaders can track teacher skill development to assess the impact of professional development and add more support to individual teachers (such as increased lesson observations and feedback or increased collaborative planning) as needed. Additionally, after each evaluation, teachers and leaders have a conversation about strengths and growth areas. Data from the performance evaluations is used to plan professional development activities at both the school and network level. The addition of assistant principals to both the primary and the middle school will provide more intensive professional development support for teachers, particularly teachers who are struggling and require intervention.</p> <p><u>1.06: Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes</u> Responsible Parties: n/a</p> <p>It is not necessary to modify any of FirstLine School’s existing Human Resource policies in order to implement the changes detailed in this school restart plan. Also, FirstLine Schools does not have any collective bargaining agreements.</p>

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		2013-14				2014-15				2015-16				Budget Needs*		
Deliverable & Tasks		Due Date	Person/Position Responsible	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Budget Needs*
1.02	Begin teacher recruitment	10/1	Recruitment Manager		X				X				X			Recruitment Manager Salary and benefits (20% of salary and benefits)
1.02	Select and hire highly qualified teachers	6/1	Recruitment Manger; School Directors			X	X			X	X			X	X	Recruitment Manager salary and benefits; travel costs for interviewing out of town teachers
1.02	Implement new teacher career pathways	7/30	Director of HR/Talent Management					X	X	X	X	X	X	X	X	Begin in 2013-14 school year
1.03	Leadership team development	7/30	CEO, COO, Dir of Academic Support, Dir of Teacher Development, Dir of SpEd, Dir of HR/Talent Management				X				X				X	External training opportunities, visits to exemplary schools, external leadership coaches; network salaries of those supporting leadership development (Dir of Teacher Development)
1.04	4 Teacher observations complete	6/30	School Director	X	X	X	X	X	X	X	X	X	X	X	X	Salaries and benefits of School Director, Principal, Assistant Principals, Dir of HR/Talent Management
1.04	Teacher VAPs calculated	5/30	LDOE, Talent Manager				X				X				X	Dir of HR/Talent Management salary
1.04	Year end bonuses calculated for teachers and leaders	6/30	Talent Manager				X				X				X	bonuses
1.05	Job embedded professional development	On-going	Dir of Teacher Development, Dir of Academic Support, Math consultant, CEO	X	X	X	X	X	X	X	X	X	X	X	X	Salaries and benefits of School Director, Principal, Assistant Principals, Dir of Teacher Development

*Budget needs requested in this grant are highlighted

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2.0	<p>Autonomy and Accountability - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>2.01 Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served.</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>2.03 Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</p>

Narrative

Note: see the end of this section for the timeline, responsible person, start/end date and budget needs for each item.

2.01: Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served

Responsible Parties: CEO and those listed below

FirstLine Schools currently provides flexible operating conditions for school leaders in regards to staffing, budgeting, curriculum and scheduling. The FirstLine central office staff provides specialist support in these areas, but the ultimate decisions in most areas are left up to the school leaders at each of the five FirstLine schools. Thus, LHA will use these experts for advice, while the school leaders have a great deal of autonomy, with the specifics outlined below.

Staffing: The School Director has complete autonomy over school staffing decisions, including hiring, assignment, and retention/dismissal. The only exception to this is that for Principal hires, who lead small schools within the school, as the CEO is also involved in that decision-making, with veto but not selection authority. The Director of HR/Talent Management and the Recruitment Manager work to attract highly qualified applicants. Additionally, the network requires specific elements of the selection process to ensure a rigorous process of discernment. The actual interviewing and decision making is left to the school leaders.

Budgeting: The COO and Director of Finance provide budgeting support to school leaders, but the final budget is crafted by the

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<p>School Director before it is submitted for approval by the CEO and the Board of Directors.</p> <p><u>Curriculum and Scheduling:</u> The Director of Langston Hughes Academy, like the leaders of all FLS schools, has autonomy over the educational program as long as it is aligned with the FirstLine Educational Principles and as long as the school’s scope and sequence is aligned with the network-wide interim assessments. Schools submit a curriculum plan annually that must be approved by the CEO and Director of Academic Support. At the same time, all FirstLine Schools are partnering to create shared units that provide a foundational curriculum in each subject. Still, schools have the option to create their own alternative units rather than use the shared units of study. The director also has flexibility regarding the daily/weekly schedule, although the schedule must have a minimum of 35 hours of instructional time per week, with an emphasis on literacy and numeracy skills (suggested minimum time requirements vary by developmental level). Also, all FLS schools share a common calendar, although school leaders may request modifications for their particular schools so long as the school has a minimum of 180 school days. This means that all FLS schools, including LHA have a minimum of 1260 instructional hours per year compared to the state minimum requirement of 1062 hours per year. This is an additional 198 hours per year, equating to 18% more instructional time.</p> <p><u>2.02: Describe how the district will hold teachers and leaders accountable for student achievement</u></p> <p>Responsible Parties: CEO, School Director, Director of Teacher Development and Director of HR/Talent Management</p> <p>As described above in 1.04, beginning in the 2010-11 school year, FirstLine schools began implementing a new evaluation system based on value add achievement gains for teachers and school leaders and the staff member’s performance. Langston Hughes Academy is now a part of this system. This evaluation system includes the following elements:</p> <ul style="list-style-type: none"> • <u>Weighted evaluation</u> system linked to compensation and promotion/retention decisions that are designed to hold all teachers, leaders, and staff accountable for student value added gains and to provide a developmental tool to improve specific skills that lead to improved achievement gains, an improved school culture and environment, and better working conditions. For core academic teachers and school leaders, student value add gains are weighted at 50% and demonstrated skills/behaviors on the Performance Map rubrics are weighted at 50%, with maps measuring classroom observations, demonstrated behavioral values aligned with the school’s values, professionalism, and leadership responsibilities. Annual performance according to these rubrics will determine advancement on the salary scale and, in the case of underperforming employees, will determine employment retention. 	

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<p>These weighted categories are factored into an overall rating so that every employee (teacher, leader and staff) falls into one of the following <u>annual</u> categories of performance:</p> <ul style="list-style-type: none"> ○ Exemplary ○ Advanced ○ Proficient ○ Developing ○ Unsatisfactory <ul style="list-style-type: none"> ● <u>Performance Bonuses</u> based on collective school performance and performance of teachers in terms of value add student achievement gains. ● <u>Performance Map (rubric)</u> measures development of specific skills and behaviors. The performance maps for all employees help people to focus on skill development and changing behaviors in particular areas in order to be more effective and to better help the school reach its objectives. The map is used in a process of on-going self-evaluation and feedback from a line manager, with a minimum of FOUR (for teachers) or TWO (other staff) formal evaluation meetings during the year and more as needed. <p>The teacher Performance Map measures a) teachers’ specific skill development in planning, instruction, and assessment, b) teamwork and alignment, c) professionalism, and d) leadership responsibilities (as applicable). Rubric evaluation is based upon multiple observations, unit plans (quarterly) and lesson plans (weekly), collection and use of formative assessment data (daily), and demonstrated behaviors, including alignment with targeted pedagogical, school culture, and professional practices.</p> <p>For school leaders, FLS has developed a leadership rubric in the categories of network behavioral values, instructional leadership, school culture leadership, and general leadership and management.</p> <p>The Performance Maps for non-instructional staff are customized to roles, i.e Paraprofessional, Dean of Students.</p> <p><u>2.03: Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</u></p> <p>Responsible Parties: CEO and Director of Academic Support</p>	

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FLS will continue to operate LHA, building on improvements in student achievement and school climate over the past two years, so no new external providers will be solicited for the operation of the school.

FirstLine Schools has selected one external provider for ancillary school improvement services.

For school reviews, FLS has the following selection criteria:

- School review organization that is aligned with the practices of high performing schools that close the achievement gap
- School reviews that focus on key performance indicators appropriate to the developmental stage of the school
- Ability of FLS staff to provide input into the review design process
- Opportunity for FLS school leaders to participate in reviews of other schools outside of FLS as part of their professional development
- Quality of the lead reviewers, primarily based on their past experience in working in a high performing high needs school that has closed the achievement gap
- Cost

When FLS surveyed the school review field, it identified independent contractors with the above characteristics but only one organization with the above characteristics. Thus, FLS has partnered with this organization, New Schools for New Orleans (NSNO), to provide twice annual school reviews for all FLS (this began in the 2010-11 school year). We will continue this partnership for LHA. NSNO incorporates progress towards SIG goals as part of these reviews.

				2013-14				2014-15				2015-16				
Deliverable & Tasks		Due Date	Person/Position Responsible	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Budget Needs*
2.01	School staffing	6/1	School Director		X	X	X		X	X	X		X	X	X	Support from Principal and Assistant Principals, Dir of HR/Talent Management and Recruitment Manager (salaries and benefits)
2.01	School budgeting	4/15	School Director		X	X			X	X			X	X		Support from COO and Dir of

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.															
																Finance (salaries and benefits)
2.01	Curriculum development	6/10	School Director			X	X			X	X			X	X	Assistant Principals with support from Dir of Academic Support, Literacy Director, and Math Consultant (salaries and benefits)
2.01	Scheduling	5/1	School Director			X	X			X	X			X	X	Principal and Assistant Principals with support from Director of Academic Support (salaries and benefits)
2.02	Performance evaluation of teachers and mid/senior-school leaders	4x per year	School Director and designated school leaders	X	X	X	X	X	X	X	X	X	X	X	X	Director, Principal, and Assistant Principals, with support from Director of HR/Talent Management; Director of Teacher Development (salaries and benefits)
2.02	Performance evaluation of School Directors	2x per year	CEO		X		X		X		X		X		X	Support from Dir of Academic Support and Dir of HR/Talent Management (salaries and benefits)
*Budget needs requested in this grant are highlighted																
3.0	<p>Targeted Resources - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served.</p> <p>3.02 Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served.</p> <p>3.03 Describe how the LEA will coordinate and align available resources for the identified schools to support the implement of the selected intervention model. Demonstrate how additional funds will flow directly to the identified schools.</p> <p>3.04 Describe the process to build a pool of external partners whose services align to needs of the schools to be served.</p> <p>3.05 Describe the process and timeline to work with stakeholders and external partners to develop strategies to address</p>															

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
	the needs of each school to be served.
<i>Narrative</i>	
Note: see the end of this section for the timeline, responsible person, start/end date and budget needs for each item.	
<p><u>3.01: Describe the process and timeline to increase the amount of LEA services at each school to be served</u></p> <p>LEA support is provided in the areas of educational program development (CEO, Director of Academic Support, Director of Teacher Development, Director of Special Education, Network Math Consultant, Director of Instructional Technology, Literacy Director, Personalized Learning Manager, Teacher Coach), operations (COO, finance team, operations team), and talent management/human capital (Director of HR/Talent Management, Recruitment Manager).</p> <p>In order to significantly improve LHA, FirstLine Schools is applying for additional funding for 3-years, from both SIG and other sources, to provide significantly more resources to build LHA's academic program over a three year period. A TIF (Teacher Incentive Fund) and SRCL grant (Striving Readers Comprehensive Literacy Grant) have already been received. The operational and talent management support is sustainable and will be provided on-going, but several of the academic support positions will only be provided for the length of this and other grants, making it imperative that these areas of practice become embedded at the school level. Additionally, this grant will provide resources for additional staffing at the school level. As the school improves we anticipate that its enrollment will increase and thus the school will be able to sustainably support these positions into the future.</p> <p><u>Instructional Leadership and Instructional Improvement:</u> The Director of Teacher Development will work with the School Director, the Middle School Principal, and the Assistant Principal to embed instructional improvement practices across this school leadership team. The Teacher Coach will provide additional capacity to provide direct intervention with struggling teachers and to develop these intervention skills in the school leadership team, including the development and implementation of individual professional development plans for teachers who need more support. The Literacy Director and the Network Math Consultant will provide additional subject expertise in these areas, with the goal being to build long-term capacity at the school level for school-based leadership in these areas once the additional funding expires.</p> <p><u>Personalized Learning:</u> Support for improving the ability of the school to meet the needs of individual students through improved RTI and blended learning (computer-assisted instruction) practices will be provided through the Personalized Learning Manager (RTI support) and the Director of Instructional Technology, who will oversee the integration of blended learning strategies across the</p>	

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<p>school. Additionally, the Director of Special Education will support personalizing learning for students with special needs.</p> <p><u>Transition to CCSS:</u> The Director of Academic Support will increase support of teachers and leaders in the 2013-2014 school year in order to assist with LHA's transition to the Common Core Standards and Common Core Assessments which will be implemented in 2014-2015. The Director of Academic Support will ensure that teachers have a better understanding of the CCSS curriculum and have the resources and assessment data needed.</p> <p>The aim of all of these LEA supports is to embed effective practice at the school level to sustain the anticipated improvements once the additional resources for these supports are no longer available.</p> <p><u>3.02: Describe how the LEA will create a support structure in which dedicated staff have "ownership" of specific schools to be served.</u></p> <p>Responsible Parties: CEO</p> <p>Our aim is to embed "ownership" of the improvement areas at the school level. In order to do this, our theory of action is that specialist experts provide support in specific areas to school leaders in a way that allows the school leaders to make autonomous, flexible decisions in regards to staffing, budgeting, curriculum and scheduling. LHA school leaders will consult with the CEO, COO, and other positions described above, but the school leaders maintain ultimate decision making authority. Ultimately, the CEO has "ownership" of the quality of all support services, but ownership of these support services is delegated by topical area to the COO (operations support), the Director of Academic Support, and the Director of HR/Talent Management. All LEA support services fall under one of these three positions. Additionally, the LHA School Director will receive personalized leadership development from an external leadership coach.</p> <p><u>3.03: Describe how the LEA will coordinate and align available resources for the identified schools to support the implementation of the selected intervention model. Demonstrate how additional funds will flow directly to the identified schools.</u></p> <p>Responsible Parties: CEO, COO</p> <p>Firstline Schools is a charter school management organization which operates five charter schools in New Orleans. Firstline takes</p>	

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	<p>great care to provide differentiated support to each school, based on comprehensive needs assessments. Data is collected, reviewed, and analyzed by school, network, and data management teams on a regular basis in order to determines schools and academic areas of greatest need. The results of the data review determine the specific supports provided by LEA staff members described above. Also, as described in 3.02, the COO, the Director of Academic Support, and the Director of HR/Talent Management coordinate and align resources and support from their topical areas, while the CEO coordinates overall support.</p> <p>One hundred percent of the grant funds will be applied to the school level, with funding going directly toward increased school personnel in priority areas of responsibility and through providing direct network support services to the school. No grant funds will be used for general overhead or general network expenses.</p> <p><u>3.04: Describe the process to build a pool of external partners whose services align to needs of the schools to be served</u></p> <p>Responsible Parties: CEO, COO, School Director</p> <p>Agencies have been selected due to their positive and effective history with other FirstLine schools or because they can uniquely offer services that meet LHA’s needs. When seeking services in a new area, the LEA and school look for partners who have demonstrated experience and a positive track record of improving academic achievement while serving a student demographic similar to the school’s. Currently, LHA already has a wide range of partnerships with local non-profits and agencies to provide the services described below:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Organization/agency</u></th> <th style="text-align: left;"><u>Service</u></th> </tr> </thead> <tbody> <tr> <td>New Orleans Outreach</td> <td>Extra-curricular Program Management (chosen based on past history and quality)</td> </tr> <tr> <td>Notre Dame Americorps</td> <td>RTI support and tutoring (chosen based on past history and quality)</td> </tr> <tr> <td>City Year</td> <td>RTI support and tutoring (chosen based on past history and quality)</td> </tr> <tr> <td>Wilcox Academy</td> <td>Pre-K (chosen based on quality and location)</td> </tr> <tr> <td>Agenda for Children</td> <td>Literacy and Early Childhood Education (chosen based on past history and quality)</td> </tr> <tr> <td>Victories in Service</td> <td>Athletics and Character Development (chosen based on past history of quality service)</td> </tr> <tr> <td>KIDsmART</td> <td>Enrichment and Arts Education (chosen based on past history of quality service)</td> </tr> </tbody> </table>	<u>Organization/agency</u>	<u>Service</u>	New Orleans Outreach	Extra-curricular Program Management (chosen based on past history and quality)	Notre Dame Americorps	RTI support and tutoring (chosen based on past history and quality)	City Year	RTI support and tutoring (chosen based on past history and quality)	Wilcox Academy	Pre-K (chosen based on quality and location)	Agenda for Children	Literacy and Early Childhood Education (chosen based on past history and quality)	Victories in Service	Athletics and Character Development (chosen based on past history of quality service)	KIDsmART	Enrichment and Arts Education (chosen based on past history of quality service)
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Network Math Consultant in N.O. Chosen based on demonstrated results working with a school serving similar student demographic

External Leadership Coach demographic Will be chosen based upon demonstrated leadership results in a school serving a similar student demographic

3.05: Describe the process and timeline to work with stakeholders and external partners to develop strategies to address the needs of each school to be served

Responsible Parties: School Director with Support from CEO

When relationships are formed with partner organizations, the organization, the school and FirstLine come together to set goals around the work. Periodically throughout the school year, as outlined in our agreement, we review progress toward the goal(s). We also ask partner organizations to submit an end-of-year report in June that outlines their work and goal attainment. At that time, FirstLine decides if the partnership will continue or if there might be another organization with which to partner.

				2013-14				2014-15				2015-16				
Deliverable & Tasks		Due Date	Person/Position Responsible	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Budget Needs*
1	Teacher Coaches Identified	7/1	School Director	X												Teacher Coach Salary and Benefits
2	Identify and hire Director of Leadership Support	7/1	Recruitment Manager; CEO	X												Director of Leadership Development salary and benefits
3	Ensure teachers and school leaders and prepared for CCSS transition	6/30/14	Director of Academic Support				X									Director of Academic Support Salary and Benefits
4	Partner end of year report submitted and reviewed	7/30	Director of Literacy and School Director	X												
5	Decision made on	7/30	Director of Literacy and	X												Funding for partnerships named in

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	continuation of partnerships		School Director													section 3.04
6	Topical school reviews	Quarterly	Director	X	X	X	X	X	X	X	X	X	X	X	X	
7	Review of progress toward goals outlined in partnership agreements	As Required by Contract	School leaders and partner leaders													

*Budget needs requested in this grant are highlighted

4.0 Proven Instructional and Professional Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:

4.01 Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.

4.02 Describe the process for differentiating among students’ needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.

4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.

4.04 Describe how schools will set high expectations for students.

Note: see the end of this section for the timeline, responsible person, start/end date and budget needs for each item.

4.01: Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.

Responsible Parties: Director of Academic Support, Director of Teacher Development, School Director

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	<p>Langston Hughes Academy, as well as the additional four Firstline schools, dismisses early one day per week in order to provide teachers with additional collaborative and professional learning time. The additional period in the week provides two preparation periods for all teachers, allowing more time for teachers to collaboratively plan, share effective practice, conduct video analysis of each others' classrooms, and analyze student assessment data to target their interventions and support for specific students. One extended learning period per month is dedicated to job-alike learning sessions, in which teachers and leaders from all five Firstline schools meet with the appropriate network staff for professional development sessions. Additionally, at minimum one day per quarter when school is not in session, the entire FirstLine Network of staff, leaders, and teachers meet for a comprehensive day of professional development. Finally, during the summer all teachers work collaboratively for three weeks and participate in professional development workshops, while new teachers participate in an additional two-week orientation.</p> <p>The school day for students includes additional learning time to provide room for differentiated support in reading and mathematics based on students' particular needs. This additional period in the day combines computer-assisted instruction with small group instruction led by teachers and trained City Year AmeriCorps members. The afterschool program also has an academic liaison who, working closely with the school's RTI coordinator and the City Year Program Manager, will help facilitate the use of formative assessment data by the afterschool tutors. Thus, the expanded learning time combined with the support of the City Year teams provides more individualized support for students than has been possible in the past. The specific differentiated support is determined by formative assessment data from students' core classes. With the emphasis on writing across the curriculum in the new Common Core State Standards, this differentiated learning support will include writing support, beginning in the 2013-14 school year, as well as reading and math.</p> <p>The additional learning time for differentiated language arts and mathematics instruction means that all FLS schools, including LHA, have a minimum of 1260 instructional hours per year compared to the state minimum requirement of 1062 hours per year. This is an additional 198 hours per year, equating to 18% more instructional time.</p> <p>LHA's summer programming will provide an extended school year that will prioritize the enrollment of struggling students who are in danger of retention due to low academic skills and/or high absenteeism as well as rising 4th and 8th grade students who are preparing for the high stakes LEAP tests. The summer program will consist of three and a half hours of morning English Language Arts and mathematics classes, and two hours of afternoon enrichment classes. Class sizes will be no larger than 15 students.</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
<p data-bbox="86 370 1976 480"><u>4.02: Describe the process for differentiating among students' needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.</u></p> <p data-bbox="86 488 1913 565">Responsible Parties: School RTI Coordinator, FirstLine Personalized Learning Manager, School Director, Middle School Principal, Wilcox Academy of Learning (partner)</p> <p data-bbox="86 618 1976 873">Langston Hughes Academy has implemented several strategies and programs that are designed to provide differentiated support to students based on their needs. FirstLine's Personalized Learning Project aims to improve the achievement of our most at-risk students by integrating computer-assisted instruction, scheduled daily intervention classes, and comprehensive Response to Intervention (RTI) into our educational model. The computer-assisted instruction portion of this project is part of a school-wide blended learning strategy that incorporates both classroom technology and a stand-alone learning lab that students rotate through during the day. The School Director and Middle School Principal receive support for this part of the project from the network Director of Instructional Technology.</p> <p data-bbox="86 927 1990 1222">This integrated set of support strategies will assist us in reducing the number of at-risk students ultimately classified as special education students. Beginning in the 2012-13 school year, this model was implemented at LHA. Changes brought about by the newly introduced RTI program include weekly professional development and student issue focused meetings, regular review of assessment data, regular teacher conferences regarding students of concern, and double class size learning labs that free teachers up to focus on RTI and personalized support. The RTI process is led by a fulltime school RTI Coordinator. Additional RTI program design, on-going support, and quality assurance is provide by FirstLine's Personalized Learning Manager, who conducts quarterly RTI system reviews that provide the schools with feedback to drive their continuous improvement. LHA has been developing their system over the past year and this will allow us to continue to improve outcomes for our lowest performing students.</p> <p data-bbox="86 1268 1986 1416">Langston Hughes currently partners with Wilcox Academy of Learning to provide high quality Pre-K education. Wilcox Academy has been awarded four stars by the Louisiana Quality Start rating System and has seven year's experience in operating a high quality program that meets or exceeds the state's requirements. This partnership allows for a sharing and maximizing of resources in order to best serve children. The Creative Curriculum is implemented in order to ensure that children reach kindergarten ready for</p>	

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<p>success. Additionally, teachers are trained on Developmentally Appropriate Practices including, but not limited to, appropriate high order thinking conversations, open ended questions, and promoting cognitive and social emotional skills. This training assists teachers and staff in meeting the diverse needs of young children.</p> <p>LHA's Middle School will begin offering algebra I in the 2013-14 school year, as the beginning of the expansion of Carnegie credit offerings. For the 2014-15 school year LHA will also offer Biology and American History.</p> <p><u>4.03: Describe the process for using data to adjust instruction and tie professional development to student outcomes.</u></p> <p>Responsible Parties: School Director, Middle School Principals, Assistant Principals, RTI Coordinator, Assistant Principal, Director of Academic Support, Director of Teacher Development</p> <p>Systematic use of formative assessment data to drive a learning cycle aimed towards standards mastery is one of the guiding principles of FirstLine Schools. Returning teachers will participate in one week of professional development and curriculum planning following the end of the school year and two additional weeks later in the summer prior to the start of the new school year. New teachers join the school two weeks prior to the veteran teachers returning, for a total of four weeks of induction and collaborative planning. During this time, teachers develop and modify curriculum for each class based on identified student needs gathered from school year formative and summative assessment data.</p> <p>During the school year, teachers engage in a weekly cycle of using formative assessment data to guide curriculum adjustments and responsive learning support for students. This process is led by school leaders (Director, Principal, Assistant Principals). On a parallel track, the RTI Coordinator uses weekly assessment data to coordinate the work of intervention teachers and City Year corps members providing remediation to students. Also, every 6-week half term, the school has an interim assessment cycle where students take cumulative assessments. The results of these assessments guide re-teaching, responsive support for individual students, and curriculum modifications for the coming half-term.</p> <p>The results of these on-going formative assessment cycles also drive the school and network professional development. At least one afternoon each week, LHA staff engage in collaborative professional development: analyzing videos of each other teaching, collaboratively planning based on student assessment data, and collectively responding to student work. The curriculum planning process and professional development will focus on the instructional shifts and skills required by the Common Core State Standards,</p>	

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<p>such as greater use of informational texts, writing across the curriculum, and in-depth understanding of mathematical concepts. One of the reasons for the great emphasis on professional development is to help teachers make this shift to instructional methods required by the CCSS. At the same time, this will help teachers better support students who are struggling with the new skills required. Support for transitioning to CCSS is also manifest through instructional leadership training offered to all middle and senior leaders. This occurs during monthly network academic leadership team meetings during the year, two network leadership retreats during the year, and three weeks of professional development for middle and senior leaders across the network during the summer. Leadership training is guided both by the results of available formative and summative assessment data and by the upcoming transition to CCSS.</p> <p><u>4.04: Describe how schools will set high expectations for students</u></p> <p>Responsible Parties: School Director, Dean of Students, Assistant Deans, Personalized Learning Manager, RTI Coordinator</p> <p>Langston Hughes sets high expectations for our students by ensuring that all of our students are on track to be academically prepared for success in a college preparatory high school and college as demonstrated by individual achievement, aspiration, love of learning, and confidence. In order to accomplish these goals, LHA will create a culture of high expectations for achievement and behavior. The school’s culture strategies are laid out in a school “Cultural Blueprint” that articulates school values, routines, and activities and rituals that reinforce these expectations. Academically, scholars have goals for the amount of growth they’ll make in reading each year (as measured by STEP or STAR), the amount of growth they’ll make on their math and ELA personalized learning programs, the scores they’ll receive on state testing, and their growth on MAP. Scholars who are in the RTI process set individualized goals around the progress they’ll make. Goals are ambitious yet attainable. Scholars track their progress throughout the school year. The activities in the cultural blueprint nurture a growth mindset towards achieving these goals.</p> <p>The school will use two Assistant Dean positions to help support scholars who are having difficulty reaching the school’s behavioral expectations. These academic expectations are supported through the personalized learning support described above in 4.03</p> <p>School leaders will track progress toward goals on a weekly, monthly and trimester basis, making adjustments as necessary in order to achieve results.</p> <p>The performance management system for teachers, leaders, and support staff includes the school’s behavioral values to ensure that adults model the behaviors that we expect the students to exhibit. This alignment of behavioral values throughout the school is one</p>	

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	of the key levers of a healthy school culture.															
		2013-14				2014-15				2015-16				Budget Needs*		
Deliverable & Tasks		Due Date	Person/Position Responsible	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2		Q 3	Q 4
4.01	Schedule with additional learning and time for collaborative professional development	6/15	School Director and Middle School Principal				X				X				X	Salaries of school leaders
4.01	Network Wide PD Days	Quarterly	Director of Teacher Development	X	X	X	X	X	X	X	X	X	X	X	X	Food, consultants, materials
4.01	Summer PD Session	6/30	Director of Academic Support	X				X				X				refreshments, stipends for new teachers, materials and supplies
4.02	RTI and Blended Learning System Design (annual refinement cycle)	8/1	School RTI Coordinator				X				X				X	Salaries of school RTI Coordinator, network Director of Instructional Technology, and network Personalized Learning Manager
4.02	Student Diagnostics for RTI	9/30	School RTI Coordinator	X				X				X				RTI Coordinator salary ; student diagnostic tests; intervention programs, network Personalized Learning Manager
4.02	RTI and Blended Learning Program Implementations	On-going	School RTI Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	City Year corps-members matching funds, RTI Coordinator, Director of Instructional Technology, and Personalized Learning Manager salaries, RTI curriculum costs
4.02	RTI and Blended Learning Program quality assurance	quarterly	Personalized Learning Manager	X	X	X	X	X	X	X	X	X	X	X	X	Personalized Learning Manager salary
4.02	Pre-K program	7/15 and on-going	School Director	X	X	X	X	X	X	X	X	X	X	X	X	Pre-K program costs (through LA4); Primary School Assistant Principal salary
4.02	Carnegie course credit options for 8 th graders	7/15 and on-going	Middle School Principal	X	X	X	X	X	X	X	X	X	X	X	X	Course materials costs; teacher training
4.03	Teacher Professional Development and Data Cycles	6/1 Annual PD Plan due	School Director	X	X	X	X	X	X	X	X	X	X	X	X	Salaries of School Director, Middle School Principal, Assistant Principals, Dir of Teacher Development, Director of Academic Support

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.															
4.03	Leadership Professional Development	7/15 Annual PD Plan due	CEO	X	X	X	X	X	X	X	X	X	X	X	X	Salaries of School Director, Middle School Principal, Assistant Principals, Dir of Teacher Development, Director of Academic Support
4.04	Behavior and Academic Goal Setting and support	8/1	School Director and Middle School Principal	X	X	X	X	X	X	X	X	X	X	X	X	salaries for Assistant Deans

*Budget needs requested in this grant are highlighted

5.0 System Wide Strategy - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The LEA should provide evidence of its capacity to design and implement interventions consistent with USED’s final requirements for the intervention model selected for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:

5.01 Describe the long term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).

5.02 Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.

5.03 Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.

5.04 Describe the LEAs plan to sustain supports to the identified schools to maintain improvements and growth beyond the three-year grant period.

Narrative

Note: see the end of this section for the timeline, responsible person, start/end date and budget needs for each item.

5.01: Describe the long term plan for managing all schools in the LEA

Responsible Parties: CEO

Given the small size of the FirstLine Schools network, all of the schools will be organized as a single group, with school leaders provided autonomy over most areas of decision-making as described in section 2.0, while the network provides support and accountability. Over the next three years, the network will provide significant additional resources to support the educational

Item #	<p>Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.</p>
<p>program development of the schools as described in this proposal. During this period we aim to develop significant expertise and capacity at the school level to continue to build on the anticipated gains. Following this time period, the network will significantly scale back the academic support while still providing some support through the Director of Academic Support, the Director of Teacher Development, and the Director of Special Education. The network will continue to provide the same level of operational services support as it currently does.</p> <p><u>5.02: Describe the process of evaluating and improving interventions in the LEA’s low-performing schools.</u> Responsible Parties: Director of Academic Support, Director of Teacher Development, Director of Special Education, Personalized Learning Manager, Teacher Coach, Director of Instructional Technology, COO and the CEO</p> <p>During the school year, network staff use formative assessment data (benchmark and interim assessments), topical reviews, and whole school reviews to both evaluate the effectiveness of specific school interventions and to provide responsive support, including more intensive interventions if necessary. Areas of topical reviews include professional development, special education, RTI, and blended learning. Whole school reviews are conducted by New Schools for New Orleans, an external partner. These reviews include analysis of achievement results, staff and student surveys, school and classroom observations, and interviews of teachers, school leaders, and students. Combined with systematic School Director performance management, all of these sources of data provide both accountability and on-going feedback to the school while helping improve the network’s intervention and implementation. Additionally, School Directors provide the network with 360 degree feedback on all network support personnel and practices.</p> <p>Based on the above data, interventions may be adjusted by reducing or increasing support in a particular area. More importantly, the data provides feedback for continuous improvement of practices in the key areas identified. If the school continues to struggle, the School Director receives intensive support from the CEO and, ultimately, if the school fails to improve the School Director is replaced.</p> <p><u>5.03: Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members</u> Responsible Parties: CEO, School Director</p> <p>Prior to FirstLine Schools assuming governance of LHA, the CEO held consultation meetings with parents to answer questions, address concerns, and assess their priorities for school improvement and which areas of the school they wanted to stay the same.</p>	

Item # **Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.**

The CEO also shared FirstLine’s proposed strategies for improving the school and received feedback from parents.

LHA has an active Parent Advisory Council with active participation from the School Director. As new interventions occur, the School Director communicates these to parents and gains their feedback to incorporate as appropriate. Additionally, once each year the CEO joins one of these meetings to get feedback and ideas from parents regarding the school’s development.

Staff are involved in developing and implementing intervention strategies through regular staff meetings and cascading consultation involving school senior leaders and network staff. Intervention strategies that involve significant changes receive substantial consultation input and often involve cross-network working groups. Strategies specific only to LHA are developed by its leadership team with input from school staff.

5.04: Describe the LEAs plan to sustain supports to maintain improvements and growth beyond the three-year grant period

Responsible Parties: CEO, COO, School Director

As described earlier in the proposal, the operational and talent management support from the network is sustainable through shared services charges to all schools and will be provided on-going, but several of the academic support positions will only be provided for the length of this and other grants, making it imperative that these areas of practice become embedded at the school level. Additionally, this grant will provide resources for additional staffing at the school level. As the school improves we anticipate that its enrollment will increase and thus the school will be able to support these positions sustainably into the future. Also, through incorporating blended learning we have been able to create a long-term financial model that is financially sustainable while also providing responsive learning supports to students.

				2013-14				2014-15				2015-16				
Deliverable & Tasks		Due Date	Person/Position Responsible	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Budget Needs*
5.01	Additional academic program support provided	On-going until 2016 then	Director of Academic Support	X	X	X	X	X	X	X	X	X	X	X	X	Salaries for Dir of Academic Support, Dir of Teacher Development, Teacher Coach, Dir of Instructional Technology, Personalized Learning Manager, Dir of Special Education

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.																
		scaled back															
5.02	Whole School Reviews	Annually	CEO - through NSNO		X				X				X				In-kind service
5.02	Topical reviews: Professional Development, RTI, Blended Learning, SpEd	On-going	Director of Academic Support	X	X	X	X	X	X	X	X	X	X	X	X	X	Salaries for Dir of Teacher Development, Dir of Instructional Technology, Personalized Learning Manager, Dir of Special Education
5.02	Interim and benchmark assessments administered	On-going	School Director	X	X	X	X	X	X	X	X	X	X	X	X	X	Salary of Director of Academic Support
5.03	School communication and consultation with parents	monthly	School Director	X	X	X	X	X	X	X	X	X	X	X	X	X	
5.03	Network communication and consultation with parents	annually	CEO				X				X					X	
5.03	Staff consultation	On-going	School Director	X	X	X	X	X	X	X	X	X	X	X	X	X	

*Budget needs requested in this grant are highlighted

6.0 LEA Budget Summary

The LEA should include the cost of LEA-level activities in the school budget(s) for schools that will receive specific services from the LEA. Schools may apply for a minimum of \$50,000 per year and a maximum of \$2 million per year for the three year grant period.

School(s)	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Langston Hughes Academy		\$411,382.17	\$411,382.17	\$411,382.17	\$1,234,146.51
Total Budget		\$411,382.17	\$411,382.17	\$411,382.17	\$1,234,146.51

7.0 Assurances

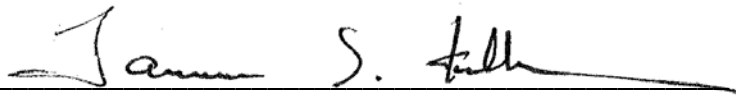
This section is not scored. (See scoring rubric for detailed breakdown of points.)

The School Board President or Charter Authorizer President and LEA Superintendent or President must sign below to indicate their approval of the contents of the LEA's application.

On **April 26**, 2013 the School Board or the Charter Authorizer of **FirstLine Schools** ("the Board" or "the Authorizer") hereby applies for and, if awarded, accepts the 1003(g) School Improvement Grant (SIG) funds requested in this application. The Board or the Authorizer certifies that, if awarded, the Superintendent or President of **FirstLine Schools** agrees to the following assurances*:

- To use SIG to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with federal SIG requirements;
- To 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 federal SIG requirements in order to monitor each Priority School that it serves with school improvement funds;
- If the applicant implements a restart model in a Restart school, it will include in its contract or agreement terms and provisions to hold the charter operator, Charter Management Organization, or Education Management Organization accountable for complying with federal SIG requirements;
- To 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.
- To 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 that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- To Report to the SEA the school-level data required under section III of the final requirements.

SIGNED:



**Lawrence Kullman, Chair, FirstLine Schools Board of Directors
LEA School Board President or Charter Authority**



**Jay Altman, CEO, FirstLine Schools
LEA Superintendent or Executive**