

The Louisiana Department of Education (LDOE) in collaboration with Johns Hopkins University engaged a cohort of 29 school improvement teams representing Comprehensive Intervention Required (CIR) high schools - alternative and traditional - in ongoing consultation and professional learning over a period of six months. The collaborative was rooted in evidence-based strategies of school improvement through the Johns Hopkins University improvement levers (*Teaching and Learning, Organizing Adults, Post-Secondary Pathways and Students at the Center*). The cohort convened with a determination to reimagine both school structure and services as a means of positively impacting student outcomes and ensuring preparation for post-secondary education and careers.

Participating schools will submit high school redesign plans comprised of **three** distinct components:
(*Each school must share its complete plan with its school system leadership for submission via the Super App.*)

- I. **Narrative/ Abstract** (2 to 3 paragraphs): The narrative/abstract summarizes and articulates a 3-year comprehensive redesign strategy. The narrative/ abstract should include the purpose and objective of the redesign. It should also include strategies for all four improvement levers, highlight the plan's relationship to the school system strategy, and rationalize Year 1 funding priorities. (Note: Please review the Approval and Funding Criteria provided below prior to drafting your narrative/abstract outline.)
- II. **Year 1 Improvement Levers and Area of Focus Strategies:** Participating school responses to application questions should reflect Year 1 funding priorities and align to selected improvement levers and areas of focus. Application responses should be concise while including important details related to the school's use of evidence based strategies. The application responses should also support the comprehensive three-year redesign narrative/abstract.
- III. **Year 1 Funding Requests:** Schools will submit a request for foundational funding that is designed to support redesign strategies for the improvement levers that build capacity while jumpstarting sustainable school improvement.

Approval and Funding Criteria

In order to achieve an approved plan, schools must first affirm that all students have access to high quality curriculum and teachers are supported through high quality professional development that informs instruction. The required narrative/abstract must articulate a coherent 3-year strategy that is aligned to the overarching school system plan. Your implementation strategy must also align to Year 1 funding priorities and meet or exceed the following criteria:

- **Quality and Clarity of HS Redesign:** Is the strategy outlined in the narrative comprehensive and coherent? Does the strategy highlighted in the narrative effectively employ evidence based strategies from all four key improvement levers - organizing adults, teaching and learning, students at center and post-secondary pathway? Is the strategy aligned to the redesign purpose and will it enhance the school's ability to meet the needs of its students, faculty and community in the 21st century?
- **Degree of Support:** Has the school system and school thought through and identified the funding priorities for the resourcing required to implement in year 1? Are school and school system plans aligned? Are strategic investments directed at engaging high quality capacity building partners?
- **Feasibility:** Is the year 1 strategy focusing on foundational elements that will support full implementation of the redesign? Has the school identified year 1 areas of focus where capacity building is needed and selected high quality vendors to help build this capacity? Is the year 1 funding request aligned with capacity building needs?

If all of the approval and funding criteria are met, the participating school will have an approved plan. Approved and funded plans will be based on the strength of application question responses and the overall alignment to funding priorities.

Johns Hopkins High School Redesign Plan

The Hopkins redesign plan includes **three** distinct sections that will be submitted together as one application. Please use the following [link](#) to access the Johns Hopkins High School Redesign Year 1 Application Questions.

- I. **Narrative/Abstract:** Schools will submit a comprehensive 3-year high school redesign narrative/ abstract to include the redesign purpose, objectives and overarching strategy for the four improvement levers and areas of focus. (Maximum of 500 words)
- II. **Year 1 Improvement Levers and Areas of Focus Strategies:** Schools will use the Hopkins redesign application to communicate strategies for Year 1 school improvement featuring **at least two** of the **three improvement levers** and **at least one aligned area of focus** from the table below. The responses to the application questions should provide clarity, highlight redesign priorities, and where applicable, inform competitive funding decisions.

| KEY IMPROVEMENT LEVER | APPLICATION QUESTION # - AREAS OF FOCUS |
|---------------------------------------|---|
| Organizing Adults (OA) | OA1 - Principal Development and Support OA2 - Teacher Pipeline OA3 - Teacher Collaboration and Teaming OA4 - Teacher Development, Evaluation and Support |
| Students at the Center (SAC) | SAC1 - School Climate and Culture SAC2 - Teacher-Student Relationships |
| Post- Secondary Pathways (PSP) | PSP1 - Post-Graduation Preparation PSP2 - Middle and High School Academic Counseling and Supports |

III. **Year 1 Funding Priorities**

Competitive CIR funding requests will be prioritized and approved in accordance with the funding priorities listed below. The primary focus of year 1 funding requests should be on capacity building supports, activities, and partnerships that will help enable the school to successfully implement Year 1 of its redesign plan and lay the foundation for full implementation of its redesign plan over a three year period.

Schools will identify the competitive funds that are being requested of the LDOE to support year 1 funding strategies aligned to the improvement levers and focus areas communicated in the narrative/abstract and the application questions.

| KEY IMPROVEMENT LEVER | 2019-2020 FUNDING PRIORITIES* | FUNDING GUIDANCE & RESOURCES |
|--------------------------------------|---|---|
| Organizing Adults (OA) | <ul style="list-style-type: none"> • Support for master scheduling that allows for teacher subject area and inter-disciplinary collaboration time • Short term capacity building staff – i.e. Redesign Coordinator – to support redesign activities and/or building school capacity to support redesign activities • Stipends for teacher summer planning/training - including review of norms, school culture and protocol • Training and professional learning for teacher leaders, or other staff to play key roles in distributed leadership • Training and professional learning in data driven decision making | <ul style="list-style-type: none"> • Schools may request up to \$5,500 for professional development offerings that are delivered by LDOE approved vendors designed to accommodate at least 25 teachers • Coaching, student planning and capacity building support up to \$40,000, which would include site based deliverables and multi-tiered approach to improving outcomes. • Teacher stipends up to \$325 per day. |
| Post-Secondary Pathways (PSP) | <ul style="list-style-type: none"> • Transportation costs for students participating in project or problem based learning activities • Faculty professional learning related to post-secondary and career options for students • Post-secondary and career advising services • Training for faculty to support dual enrollment, AP, and CTE offerings | <ul style="list-style-type: none"> • Post-Secondary Planning Partners • Jump Start Graduation Pathways • Schools may request up to \$50,000 per school of competitive funding to support Jobs for America Graduations JAG program implementation. Funding will be prioritized based on dropout rates. • Individual teacher post-secondary pathway training - i.e. AP Summer Institutes allowable up to \$1,500 which includes tuition and travel expenses |
| Students at the Center (SAC) | <ul style="list-style-type: none"> • Program and training costs of a LDOE approved BI to support selection and implementation of a SEL curriculum and/or a Tier 2 and/or Tier 3 behavior intervention. • Short-term capacity building staff and professional learning for staff to help launch Early Warning System (EWS) and Multi-Tier Support (MTSS) systems. • Professional Learning to support key mindset shifts among faculty • Start-up costs-of efforts to reduce chronic absenteeism | <ul style="list-style-type: none"> • LDOE Behavior Intervention (BI) Vendor Guide • BI Vendor Guide Partner – approximate range of \$15,000 - \$45,000 • Social Emotional Learning (SEL) curriculum – approximate range of \$10,000 up to \$20,000 • Tier 2 and/or Tier 3 Behavioral Intervention (BI) - approximate range of \$5,000 up to \$15,000 • Estimated average cost for supports implementation \$40,000 up to \$50,000 |

*Note funding priority descriptions are written to spotlight key deliverables which have been shown to impact school improvement. If your school seeks to implement a strategy or deliverable which achieves similar ends but is defined in a way that is different from the provided descriptions -highlight the connection between your proposed strategy or action and the funding priority.

For example: *If your school is proposing to implement a student progress monitoring and intervention system which not only tracks the traditional early warning metrics of attendance, behavior, and course performance but also tracks student connectedness to school and participation in key school program activities, you should indicate the school seeks funding to support the implementation and teacher training for a student progress monitoring and intervention system which includes the functions of EWS and MTSS but also goes beyond and include student connectedness to school.*