

**Louisiana Department of Education  
 FY14 1003(g) School Improvement Grant  
 LEA Application Narrative**

**SUBMISSION INSTRUCTIONS**

LEAs must submit a PDF application narrative and an excel budget form for each school for which the LEA is applying for a grant to David.Shepard@la.gov by Wednesday, September 2, 2015 at 3:00pm CT. The budget form and resources, including a sample evaluation rubric, can be found on the Department's website at [this link](#). Please contact David.Shepard@la.gov with questions.

**APPLICANT CONTACT INFORMATION**

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<b>A. SCHOOL TO BE SERVED: Provide information about the school to be served with a School Improvement Grant</b>					
<b>Official Name of School</b>	<b>Site Code (6 digits)</b>	<b>NCES ID (12 digits)</b>	<b>Priority or Focus School</b>	<b>Intervention Model*</b>	<b>Amount Requested</b>
Dwight D. Eisenhower Academy of Global Studies	395002	22000530 0883	Priority	Early Learning Model	\$957,898

\* Select one of the following: Turnaround, Restart, Closure, Transformation, Evidence-Based Whole School Reform Model or Early Learning Model.

**School Profile**

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Urban	91%	808	810	810	810	810	810

\*Complete for all years for which funding is requested.

Has the LEA been awarded a SIG grant prior to SY14-15?	
*Yes	*No

If the LEA was awarded a SIG grant prior to SY14-15, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

This LEA has not been awarded a SIG grant prior to SY 14-15.

Optional: Additional contact information or information about the school to be served:

Eisenhower has undergone a significant amount of change during the past year and is well positioned to benefit greatly from the investment in resources a School Improvement Grant can provide. In addition to the many salient points that will be provided in the information below, it is also important to know that Eisenhower has a fantastic new principal and a staff that is nearly 50% new. This allows for a team with greater capabilities and competencies. In addition, Eisenhower has one of the highest English Language Learner (ELL) populations in the city of New Orleans (6.3%); the need to strengthen literacy at the earliest ages possible is even greater than most schools in New Orleans due to the additional energy expended supporting non-native speakers.

**SECTION 1: SCHOOL NEEDS**

**Needs Assessment.** Describe how the LEA has analyzed the needs of the school (e.g., instructional programs, school leadership and school infrastructure) based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and how the selected intervention(s) aligns to the needs of the school.

Describe the identified need and explain the process that the LEA used to determine the intervention model selected to meet those needs. Describe the LEA’s comprehensive theory of change for addressing the needs of identified persistently low-achieving schools and how SIG funds will be part of a comprehensive approach to addressing these needs. Include in the description a high-level summary of how the LEA will use SIG funds to support the implementation of proven strategies that result in increased student achievement.

## INTRODUCTION

Dwight D. Eisenhower Academy of Global Studies (Eisenhower) is operated by Algiers Charter School Association (Algiers Charter). The mission of Algiers Charter School Association is to deliver and to support education excellence in Algiers. Founded in 2005 by a nonprofit board comprised of members from the Orleans Parish School Board and neighborhood representatives, Algiers Charter School Association was, and is, a community-based solution which provided the first educational options for families returning to Algiers and the wider New Orleans community following Hurricane Katrina. Today, Algiers Charter serves over 4,500 Pre-K through 12th grade students on six campuses. At Algiers Charter we believe that Great Experiences should be the reality for every aspect of interface with the organization and, most importantly, create opportunities for every student.

Algiers Charter and Eisenhower strive to prepare students to be college ready, career ready, community-ready and citizenship ready. These outcomes are referred to as The 4C's and capture Algiers Charter's paradigm for a Contributing Citizen. Achieving the 4C's requires much effort from staff and students because Algiers Charter and Eisenhower serve a high-risk student population with over 91% of families qualifying for free or reduced price lunch, 12% of students classified as special needs learners, 3% homelessness, and 6.3% of students speak English as a second language. Despite this, Algiers Charter and Eisenhower are dedicated to providing great experiences for all students, no matter their background.

Algiers Charter has successfully operated Eisenhower for the past decade, including earning two charter renewals. However, it has been difficult establishing a culture of achievement and developing a school structure that ensures every student is on the pathway to success when they leave Eisenhower to begin secondary studies at a rigorous high school program. During the past few years, Algiers Charter has made a number of changes within the organization that will allow each of the six schools operated by Algiers Charter to establish the infrastructure needed to provide a strong foundation for learning for all students on an ongoing basis.

New leadership at the board and CMO level during the past few years, combined with Eisenhower's new 2015-16 principal is allowing a vision to be shared that is not limited to short term student achievement gains. Instead, the focus is on immersing students in an environment where the expectation is every single student is being developed into a citizen who will contribute positively to society. Systems are being implemented that prevent students from being overlooked in their specific educational and developmental needs, and a culture of high expectations is permeating students, staff, parents and community members.

It is the combination of all of these factors that has led to a rigorous review of the data to determine what challenges exist and are most pressing. After careful consideration and analysis, it has become abundantly clear that Algiers Charter will be best able to serve the students of Eisenhower by seeking to invest School Improvement Grant (SIG) funds into two key focus areas: early childhood development and an intense focus on instructional quality at every grade level.

## INTERNAL ANALYSIS

### Instructional Programs

During the past three years, Algiers Charter has undertaken a comprehensive internal assessment of what is and is not working - both for the organization as a whole, and for each of its individual schools. One of the biggest issues is the lack of a comprehensive curriculum. There was not a unified curriculum shared across the organization. Specifically, at Eisenhower, there was not a curriculum utilized commonly within the school. As a result, teachers were developing lessons individually and using their best efforts to align to the state standards. This expectation, combined with the need to address the transition being made from LEAP to the PARCC assessments made it clear that a common curriculum was needed.

As a result, Algiers Charter was able to work with its partner, The New Teacher Project (TNTP), to identify a common curriculum program to be used by educators at the three TNTP partner schools (Eisenhower, William J. Fischer Accelerated Academy and McDonogh #32 Literacy Charter School). Curriculums were selected through a rigorous review process, which involved input from teachers, school leadership, and principals. Strong preference was given to programs that could be implemented effectively and that were aligned with the common core standards. After careful consideration, LearnZillion was

chosen for math curriculum and Expeditionary Learning was chosen for ELA in grades K-3 combined with Core Knowledge for grades 4-8.

#### School Leadership

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
79.8	67.7	66.3	68.9	72.8	77.5	81.1
C	D	D	D	C	C	B

Persistent low school performance results, combined with disappointing principal evaluations and informal observations, led to the determination that a change in leadership was needed. Fortunately, Algiers Charter was able to find an outstanding leader, Ronicka Briscoe, who began the 2015-2016 school year as a new school leader. While it is only two weeks into the school year, Briscoe has already demonstrated a great ability to rally her team, the community, and set clear, ambitious goals combined with high expectations for performance daily.

#### School Infrastructure

DIBELs Oral Reading Fluency- Words Correct					
Grade: 1st		Grade: 2nd		Grade: 3rd	
Actual % Proficient		Actual % Proficient		Actual % Proficient	
SY2013-14	SY2014-15	SY2013-14	SY2014-15	SY2013-14	SY2014-15
19%	19%	19%	15%	13%	14%

Instructional support structures were serving students less and less the longer they attended school. Intervention and remediation strategies were in place, but students starting school in Kindergarten, without the preparation of Pre-Kindergarten, missed a foundational block to their education. Strong support happened at the Pre-K level, but with each increasing grade, students faced increased class sizes, a larger deficit in instructional resources and capacity, and for middle school students, a physical disconnect from the school- they were removed from the main building to be located in portable structures external to main school structure.

#### Identified Need

Through community discussions, teacher dialogue, and supporting data (see above), a common conclusion was drawn - building students for total success in the early years of their education was the strongest option for intervention in order to ensure students would leave Eisenhower prepared for a rigorous high school. This meant that Eisenhower needed to provide as many students as possible with the opportunity for a pre-kindergarten experience. This is the first step in ensuring students were reading on grade level by the time they reach third grade, and remaining on grade level until high school.

New school leadership and an almost 50% new staff helped Eisenhower raise expectations for, and better align, instructional and culture support structures across grade-levels, content areas and the school. It was also clear that the school would benefit from new leadership.

## ALIGNMENT OF INTERVENTION TO IDENTIFIED NEED

### Need: New School Leadership

Algiers Charter hired a new principal, Ronicka Briscoe, to replace the prior school leader who had not been able to achieve the desired academic growth and who had disappointing results on the Vanderbilt Assessment of Leadership in Education achieving a rating of “Basic” for two consecutive years which is below the desired level of “Proficient”.

### Need: Pre-School Expansion

Eisenhower partnered with Little Explorers Preschool and Childcare Center (Little Explorers) to provide an offsite campus for early learning for twenty additional students. Even with additional seats opened this school year, a waitlist of 69 students currently remains.

### Need: Greater Instructional Quality

Eisenhower is implementing new curriculum as well as the new four core rubric in partnership with TNTP to ensure greater instructional quality at all levels, as well as to ensure primary activities measured are the activities of each individual student.

The 4-Core rubric, introduced to Algiers Charter by TNTP, is based on four essential questions:

- Student Engagement - Are all students engaged of the work of the lesson from start to finish?
- Essential Content - Are all students working with content aligned to the appropriate standards for their subject and grade?
- Academic Ownership - Are all students responsible for doing the thinking in the classroom?
- Demonstration of Learning - Do all students demonstrate that they are learning?

By focusing on these key areas of Demonstration of Learning, Academic Ownership, Essential Content and most importantly Student Engagement, teachers now have a common framework that is reinforced through their professional development, the teacher’s evaluation and the assessments that will be used to evaluate the student and the school.

This four core rubric is being implemented across all of Algiers Charter and is believed to be a sea shift in how Algiers Charter will approach teaching and learning in a way that prepares all students in the next grade and in the next venue as students prepare for their ultimate test: to be successful citizens in society.

At Eisenhower, new curriculums are being instituted that will result in more rigorous content for students and better alignment with PARCC assessments. For math, Eisenhower will implement LearnZillion, a national curriculum based on the premise that teachers need content that is structured in such a way that it is highly aligned to common core standards and teachers have ready made demonstrations of content delivery through videos and powerpoint type presentations. This greatly increases the quality assurance of the instruction that will actually be received by the student. Similarly, students are also experiencing new curriculum for ELA (Expeditionary Learning for K-3, Core Knowledge for 4-8) that will result in a comparable experience as students develop competencies in the language arts.

At the Pre-K level, Algiers Charter is also moving forward with implementing the TS Gold standards for all students. TS Gold is based on 38 objectives that include predictors of school success and are aligned with state early learning standards. To accommodate the growing number of ELL students at Algiers Charter’s schools, reports and lessons can be printed in dual languages through this program.. This curriculum is well aligned with the level of instruction and skill development for students to be fully prepared for kindergarten, 1st grade and beyond.

## INTERVENTION MODEL SELECTION PROCESS

### **CURRENT NEED FOR EARLY LEARNING MODEL**

At this juncture, Algiers Charter leadership perceives the most glaring needs to be leader and teacher development. Expansion of early learning to diverse communities, successful onboarding for the new principal at Eisenhower and expanded supports of the Pre-K Director across the network will ensure successful implementation of a curriculum that meets Common Core State Standards throughout all grade levels.

With training through TNTP, Algiers Charter is building the capacity of instructional coaches to better support teachers. Coaches are being developed into engaged leaders who provide rigorous and consistent teacher feedback. As seen in the table below, the trend is for student proficiency to decrease as grade level increases. Building a strong foundation in Pre-K as well as establishing a solid and consistent teacher training plan will combat this trend.

Indicator DIBELS	Nonsense Word Fluency % Needing Core Support		Oral Reading Fluency % Needing Core Support	
	K	1st	2nd	3rd
Grade				
Result	21%	15%	68%	63%

**THEORY OF CHANGE**

Methodical evaluation of each school in Algiers Charter, longitudinal academic data, perceptual surveys, observations of high performing programs around the country and consultation with national education experts have informed Algiers Charter’s theory of change. In its essence, it can be described in four key components:

- 1) A foundation of great experiences for all
- 2) Core values that establish high expectations and focus the efforts of all
- 3) Customized academic interventions for each school based on quantitative and qualitative data
- 4) Clear goals that align efforts toward a common outcome



This concept is explained in more detail in the paragraphs that follow below:

**COMPONENT 1: The Foundation**

Algiers Charter’s foundation is grounded in providing great experiences for all:

- Students
  - At Algiers Charter, the belief is that when students have great experiences at school, they have a stronger interest in performing well academically and using school to prepare for life after school. Great experiences may come in the form of a high quality educator, a field trip that exposes students to a new career path, a leadership role in student government, or any one of the myriad of experiences that make up a typical student’s K-12 career. At Algiers Charter, we are deliberate about ensuring that every student has a great experience.
- Organization Experience
  - Algiers Charter also believes that the organization needs to ensure a great experience for every employee, every parent, every vendor, and every other external party that comes into contact with the organization. This can be as simple as prompt payment for invoices and as complex as the need for an extended meeting with a parent and the CEO to ensure that their concerns have been completely addressed. From the moment an individual walks in an Algiers Charter facility or reaches an Algiers Charter staff member by phone, the goal is to ensure that the experience is so great that it is truly remarkable and that positive remarks are made.
- Structure for Success
  - Culture built on data, high expectations, and systems that serve. Consistently delivering on great experiences for 4,500 students, 500 employees and countless vendors and others does not happen by accident. In order to ensure this vision becomes reality on a daily basis, systems have been established and the expectation that is that everyone is working towards creating more systems whenever the need presents itself increase efficiency and effectiveness and avoid recreating the proverbial wheel. Similarly, this level of success is reinforced by a culture of high expectations where everyone hold everyone accountable to a high expectation for results. And finally, results are measured with real data. To the greatest extent possible, quantitative data is combined with available qualitative data to continuously review what is and is not working and to make adjustments as needed so that everything is always getting better.

**COMPONENT 2: Core Values**

Algiers Charter’s core values are captured in the organization’s LEIC Paradigm (pronounced “like”). The LEIC Paradigm is a dynamic framework that focuses the work of everyone at Algiers Charter.. Each component – leadership, excellence, inquiry and community – stands alone as an essential element of Algiers Charter’s approach to education while simultaneously reinforcing and supporting each of the other elements. Below is a detailed explanation of each component of Algiers Charter’s LEIC paradigm.

- Leadership
 

Algiers Charter believes that leadership is the essential function for any type of positive outcome in any situation. For this reason, Algiers Charter views every individual employed by the organization and every student attending an Algiers Charter school as a leader. Not a student leader, not an employee leader, not a future leader, not an instructional leader but just a leader. The standard is the same for all and can be boiled down into six words: see something, say something, do something.

Obviously the actual leadership required is very specific to the individual and their particular function. No one is expecting third grade students to conduct faculty meetings. But everyone is expecting that everyone else embraces the idea of being a risk-taker and a mistake maker with the understanding that everyone - student, teacher, parent, janitor, other - is focused on making the world a better place, starting with right here and right now.

For Algiers Charter students, this means that the goal is to develop leadership competencies beginning in pre-kindergarten and culminating in 12th grade. What is funny is that most pre- k programs do an excellent job of teaching key leadership qualities – sharing, forgiveness, taking turns, etc. It is only as students progress through school that intentional instruction in leadership gets pushed aside for math and ELA with the assumption that some students are meant to be leaders and others are not. To paraphrase Invictus, Algiers Charter believes that every student is the captain of their destiny and should be developed in a way that they can be maximize this opportunity.

A similar view is held for employees and the work that they do. At Algiers Charter it is expected that each employee from the front desk receptionist to the members of the executive team do their part to lead the way in making things better.

As part of its commitment to the community, Algiers Charter also believes that it has a responsibility to make locals into leaders. To the extent that parents, local vendors, small business owners, and other community members seek to engage with Algiers Charter, but lack the skills to be able to do so effectively, Algiers Charter is committed to working with individuals to help them develop so long as they are willing to commit to working with Algiers Charter. Algiers Charter calls this turning “locals into leaders” and believes that it is one of the unique value propositions that Algiers Charter offers as a community-oriented education organization.

In short, Algiers Charter believes that creating graduates who are leaders, supporting community members in their quest to become leaders in their chosen fields, and requiring school administrators to serve as instructional leaders has the greatest potential for positive long-term benefit and impact to each and every student and to the entire community. For this reason Algiers Charter is committed to developing leadership programs at every level of the organization, and for key constituencies, to ensure that the opportunity for on-site leadership is maximized in every aspect of the Algiers Charter experience.

- Excellence

**Excellence** – in the classroom this means high quality instruction at the appropriate level of difficulty. In other words, rigor. Outside of the classroom this is performing work at a level that demonstrates conscientious effort, a true focus on quality execution. When these things happen consistently, expectations are consistently exceeded and great experiences happen for all.

Algiers Charter believes that setting the expectation of excellence is just the beginning. It must be defined in a way that is obtainable so that it does not become a platitude. This is the reason that Algiers Charter maintains the focus on rigor and execution. Teachers know when they have delivered a rigorous lesson for their students. Staff know when they have executed with the professional equivalent of military precision. And everyone knows when this standard is not being maintained by their colleagues.

The pervasiveness of this expectation creates a virtuous cycle that drives continuous improvement at all levels of the organization on an ongoing basis. This is the ideal that every organization seeks. Algiers Charter achieves it because we are relentless about staying focused on it.

For students, excellence is a direct result of teachers pushing them to do their best. At Algiers Charter we insist on excellence from our teachers because we know it is the only way we will get it from our students. But we also encourage our students and our parents to push on us. If Algiers Charter teachers, principals or others are not delivering the excellence that’s needed, we want that feedback so that we can make the necessary changes.

- Inquiry – dedication to constant inquiry and effective use of data, evaluation, and reflection

Algiers Charter is committed to delivering on the promise of a high quality education to its students and their families and on the promise of a well-run organization to the citizens and community. In order to honor these commitments Algiers Charter believes in utilizing qualitative and quantitative data to the greatest extent possible to track progress and to report on results.

Algiers Charter believes that inquiry encompasses three key parts 1) a quest to understand why something works or why it does not, 2) an ongoing pursuit of how could things be better and 3) extensive use of qualitative and quantitative data to support “decision-making and action-taking.”

Data-driven decision making and data-driven instruction are only basic elements of how data is part of an inquiry focused environment. Hewlett Packard never stopped asking “What If?” and neither does Algiers Charter. But we do it in a way that is structured and requires supporting evidence so that when a decision is made to act it can be supported by everyone involved in the specific situation.

- Community – engagement to promote a culture of achievement

As one of the largest geo-centric CMOs in the nation, Algiers Charter has a unique perspective on the role that the community can play in supporting K-12 education. As such, Algiers Charter welcomes and embraces the community and supports efforts to develop locals into leaders and to utilize community programming that is both effective and efficient.

### **COMPONENT 3: The Process**

Algiers Charter recognizes that the process for successful outcomes needs to be customized for each situation and ideally for each student. While Algiers Charter is still developing a full complement of tools and resources that will allow each student to have a personalized education plan, there are steps that are being taken now to support school leaders and their staff in the customization of their work to meet the needs of each student.

Below are the common tools that are being used for every Algiers Charter school. In the section on Intervention Design, Eisenhower specific interventions are explained in more detail. However, it is important to remember that this is not a theory of change for the sake of one time improvement. Instead, this is a process that is never ending in the same way that improvement is never ending. The specific interventions may change over time but the fundamentals below provide the consistent cornerstones for the foundation of these efforts.

#### *Leadership*

**Chief of Schools** - Algiers Charter has established a new Chief of Schools position whose primary responsibility is to provide coaching and support for school leaders. This person serves as both a mentor to school leaders and as their accountability partner to ensure that each school remains on the pathway to progress for student achievement and overall school performance. Part of this role is weekly meetings with each school leader where school level data is reviewed and school leaders partner with the Chief of Schools to address any deficiencies identified by the data as well as to celebrate successes where progress is occurring.

**Site Based Instructional Leadership** - Algiers Charter believes that the leadership for instruction must come from the leader of the school and be primarily supported and reinforced by staff based at the school. At the School Support Center (Algiers Charter's central office) the Chief of Schools and other members of the academic team serve to provide expertise in content areas, assessment, best practices and updates on education reforms but the implementation and execution of pedagogy and instruction are the primary responsibility of the school leader and other staff on site whom the school leader may identify to support this effort. At times this will result in leadership changes for those leaders proven to be ineffective. It will also accelerate expanded responsibilities for those junior leaders who are clearly capable of more responsibility.

**Ongoing Professional Development** - Teachers participate in weekly meetings, led by site-based instructional staff, where they examine student data, engage in collaborative planning and learn instructional strategies. Teachers benefit from best practices from across the nation as presented by school support center staff as well as instructional strategies developed by their own colleagues' experiences and feedback. Professional development continues into each classroom as site-based instructional staff members observe classroom instruction, model lessons and provide ongoing feedback to support teachers in their lesson design and educational delivery. One example of how Algiers Charter has institutionalized this work, is the organization's requirement that all schools have an early release each Wednesday in order to provide additional time for professional development that is both grounded in the day-to-day work of teachers and is happening in real time.

#### *Culture*

##### ***Excellence***

**Rigor** – A process of substance is nothing unless it requires a product of substance. This is why Algiers Charter envisions rigor as an essential component of excellence. It is not good enough for Algiers Charter students to know the fundamentals, but rather they can apply the fundamentals in the most challenging environments. Lesson plans that set a high standard, lesson delivery that requires students to reach that high standard without excessive teacher assistance and lesson assessment that demonstrates a high standard has been met are the building blocks of every education experience at Algiers Charter.

Contributing Citizens - The concept of the 4C's - students being ready for college, career, citizenship, and community - provides a very tangible framework easily understood by staff, students AND parents. This framework also provides an ongoing opportunity to reinforce the importance of maintaining a standard that will ensure students reach the ultimate goal of becoming Contributing Citizens. This concept permeates all of the work that occurs at Algiers Charter.

#### *Data*

**Data Driven Instruction** - Benchmark assessments using LinkIt, DIBELS for early learners and the standard combination of teacher developed formative and summative assessments are reviewed regularly by school leadership and collaboratively amongst staff to ensure appropriate attention is given to the greatest instructional areas of need. Assessments are aligned with Common Core State Standards and used as a developmental tool.

Data review follows a format that is consistent throughout Algiers Charter. School leaders and teachers all know the key questions to ask and the priority areas for focus as they obtain and review the data. Data is produced on a regular schedule and is provided in standard formats to enable maximum utility of the information with minimal unnecessary effort. Academic data is also regularly correlated to non-instructional data (i.e., behavior, student and teacher attendance, etc.) to provide as comprehensive a view as possible.

To ensure instruction is moving student achievement, teachers are formally observed in classroom instruction several times a year by trained observers, including principals and other site based instructional leaders using rubrics for multiple dimensions of instructional quality. These classroom evaluations are complemented by value-added analysis of student achievement growth, rounding out a system of teacher evaluation with multiple measures. Evaluation results are used as formative feedback in one-on-one mentoring sessions, and guide planning for team meetings.

Staff understand that while data does have a role in evaluative purposes, its primary function is to drive improvement. As such there is a real emphasis on making the data available for public review as much as reasonable, including posting on the walls in the building and sharing with staff at other schools. Algiers Charter emphasizes a collegial environment that encourages teachers and other staff, to collaborate to identify common problems and to develop solutions.

#### **COMPONENT 4: Outcomes**

##### *Contributing Citizens – College-Ready, Career-Ready, Citizenship-Ready, Community-Ready*

Algiers Charter undertakes its work to ensure that students graduate from an Algiers Charter school prepared to contribute to society. It is the expectation of Algiers Charter that every student graduates: college-ready, career-ready, citizenship-ready,, and community-ready. These outcomes are referred to as The 4C's and capture Algiers Charter's paradigm for a Contributing Citizen.

##### *College-Ready*

A college ready student is someone who is capable of obtaining admittance to an institution of higher learning and is able to successfully graduate. All Algiers Charter students are required to pursue some type of postsecondary education. For students who do not choose a career track, there is a requirement that the student apply to at least two four-year postsecondary institutions. Student also take the ACT as part of their high school experience and are strongly encouraged to take at least one AP course or dual enrollment college course prior to graduation.

##### *Career-Ready*

Algiers Charter recognizes that there are a number of high paying occupations that require skills that are not obtained in traditional 4-year college programs. Algiers Charter has been able to provide students in its high schools access to some of these programs, including welding, healthcare and technology training. Algiers Charter has also partnerships with several local institutions of higher education to provide access to these resources to students while still enrolled in high school in New Orleans.

##### *Citizenship-Ready*

Algiers Charter defines citizenship as being prepared to participate in society in a positive way. This includes basic civic duties such as voting and paying taxes and less obvious actions such as not littering and participating in a local civic organization

such as Kiwanis or a faith based institution. Algiers Charter expects that everyone will graduate committed to do their part to maintain the great society in which we live.

*Community-Ready*

Going beyond citizenship is the responsibility to make a positive impact on the community by taking a leadership role in some form or fashion. In an ideal world, each of our students would achieve the financial success necessary to make them eligible to be philanthropists, but it is understood that this is not the reality for most.. Students are reminded that they can serve in other ways, from leading volunteer projects to running for public office to launching a new business. Students who graduate from Algiers Charter are instilled with a commitment to go beyond being a member of the community to actually making a contribution that will make a positive difference.

3) **Family and Community Input.** Describe how the LEA has taken into consideration family and community input in selecting the intervention.

A major reason for choosing to pursue an Early Learning Model for intervention is due to the strong interest shown by families in the pre-K program that is currently offered. This “voting with the feet,” including waitlists for participation, was reinforced by anecdotal evidence from parents and pre-k teachers.

The plan was also shared at PTO meetings and received very positive support from parents.

## **SECTION 2: INTERVENTION DESIGN**

1) **SIG Requirements.** Describe the actions that the LEA has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

A whole-school reform model is a model that is designed to:

- a) Improve student academic achievement or attainment;
- b) Be implemented for all students in a school; and
- c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
  - i. School leadership
  - ii. Teaching and learning in at least one full academic content area (including professional learning for educators).
  - iii. Student non-academic support.
  - iv. Family and community engagement.

If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- a) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);

- b) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
- c) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

Describe the services the school will receive and/or what activities the school will implement using SIG funds.

Eisenhower's plan for investing its SIG funding is consistent with the Early Childhood Development model.

Eisenhower's plan has five key components. These are 1) a renewed focus on retention 2) Algiers Charter Instructional Shifts 3) Pre-K program expansion 4) Instructional quality investments including a new teacher rubric for teacher evaluation 5) a new school leader.

**New School Leadership** - Mixed results for Eisenhower for the past few years, combined with multiple years of low performance scores on the Val-Ed principal evaluation tool by the previous leader, led to an identified need to secure a new school leader for Eisenhower. Eisenhower was fortunate to retain the services of Ronicka Briscoe, a New Orleans native, who formerly taught with Teach for America and had held the position of Assistant Principal at another charter school in New Orleans. Released from the limitations of being the second in command, Briscoe has taken full ownership of the Eisenhower campus. During the five months that she has had the position, she has undertaken a complete reorganization of the school schedule, a major beautification of the school campus, a reinvestment of staff in the school's theme of international studies. Staff and students have been energized by her enthusiasm and morale is at an all time high.

**Instructional Quality Investments** - In addition to benefiting from the new Chief of Schools, and the new diagnostic assessments that are being utilized across Algiers Charter to measure academic growth for each student, and the new instructional rubric to measure impact of each teacher, Eisenhower will also work directly with The New Teacher Project (TNTP) to for intensive instructional coaching of the school leader and the school coaches. As part of the TNTP partnership, Eisenhower has joined its sister schools Fischer and McDonogh 32 in selecting new Common Core aligned curriculums for ELA (Expeditionary Learning and Core Knowledge) and math (Learnzillion) that are not only aligned with more rigorous standards but also provide teachers step-by-step guidance on how to deliver the material in a way that will resonate with students.

The full extent of the TNTP partnership focuses on the following key areas:

- Instructional Coaching - Teachers
- Instructional Coaching - Instructional Coaches & Algiers Charter Academic Team
- 4 Core Rubric Rollout
- School Leader Professional Development
- New Curriculum Rollout (Learnzillion, Expeditionary Learning, Core Knowledge)
- Teacher Retention and Recruitment
- Strategic Planning

**Pre-K Program Expansion** - Eisenhower will take advantage of the state's Diverse Delivery program to expand its Pre-K services to students at its partner satellite site, Little Explorers. This program will enable twenty additional students to benefit from the Pre-K offerings of Eisenhower. In addition, Eisenhower and all of the Algiers Charter Pre-K programs are moving forward with the TS Gold curriculum in accordance with Act 3, Louisiana's Early Childhood Education Act. As part of this initiative, students in pre-K will be prepared for true readiness for kindergarten given the new emphasis on subject alignment and on the connection across grade levels so that student will transition smoothly from one grade to the next. Eisenhower will build on this commitment to school readiness for pre-k students and expand it to include grade level readiness for every student who completes an academic year at Eisenhower as they prepare to continue on to the next grade level. A major focus of this program will also be the intentional retention of students and the matriculation of students from offsite pre-K to the Eisenhower campus for kindergarten.

**Algiers Charter Instructional Shifts** - As mentioned above in the Theory of Change section, Algiers Charter is making major changes throughout the organization to better support academic achievement at every campus for each student. In addition to the new teacher evaluation rubric mentioned above, and the new chief of schools position identified in the theory of change section, Eisenhower will also benefit from increased access to school specific data and academic interventions. Eisenhower will work with School Support Center staff and TNTP staff to customize its professional development plan with reviews and revisions to occur every six weeks. In addition, Eisenhower will review its school specific scorecard weekly with the chief of schools that will measure Key Performance Indicators such as truancy, student discipline incidents, student

matriculation, teacher attendance, enrollment and other similar items, to ensure the school is maintaining a viable operation and the proper supports are in place to drive student achievement.

Retention - A common theme throughout these four key areas is a focus on retention - staff and students. As Algiers Charter supports Eisenhower in its pursuit of these ambitious goals, the plan for sustaining these powerful impacts is wholly based in the work that will be done to increase year-to-year student retention and to increase the number of highly effective staff that are retained each year. Eisenhower will bring new energy to focusing on this metric to build a critical mass for its new direction so that the improvements funded by this grant are not just permanent but are continuous.

- 2) **Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
- 3) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State's academic standards. For Priority schools, the State has identified two additional priorities for which LEA's may choose to align evidence-based strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

Early Childhood Model	Strategy	Action Plan Aligned with Strategy/Intervention
Program Expansion	Offer full-day kindergarten	<ul style="list-style-type: none"> <li>Continues to offer full-day kindergarten</li> </ul>
	Establish or expand a high-quality preschool program	<ul style="list-style-type: none"> <li>Continues to offer Pre-K4 and PreK for special needs.</li> <li>Pre-K Director increased responsibilities to support coordination of Diverse Delivery program</li> <li>Expanding to provide service for students located at offsite locations through state diverse delivery program</li> </ul>
Human Capital	Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions	<ul style="list-style-type: none"> <li>Weekly Wednesday professional development</li> <li>Joint planning time prior to school year</li> <li>Pre-K students start an additional week later than K-12 students. This time is utilized for planning</li> <li>Time built into schedule for grade level meetings each week</li> </ul>
	High Quality school leadership	<ul style="list-style-type: none"> <li>Principal replaced by Ronicka Briscoe in May 2015</li> </ul>
	Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement	<ul style="list-style-type: none"> <li>Implementation of 4-Core rubric in partnership with TNTP</li> <li>Design and implementation plan developed with principals in 2014-15</li> <li>Professional development schedule that allows for early release Wednesdays each month</li> </ul>
	Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;	<ul style="list-style-type: none"> <li>Implementation of new diagnostic system to assess student growth and to correlate to student performance</li> <li>TNTP support for retention process to identify staff who need to transition</li> </ul>
	Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system;	<ul style="list-style-type: none"> <li>PD schedule that allows for early release Wednesdays each month</li> </ul>
Data Driven Instruction	<p>Uses data to identify and implement an instructional program that</p> <ol style="list-style-type: none"> <li>is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards</li> <li>in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions</li> </ol>	<ul style="list-style-type: none"> <li>TS Gold program- aligned with Act 3 and meets state standards</li> <li>dedicated director to implement the program</li> </ul>
	Promotes the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and	<ul style="list-style-type: none"> <li>Provide data-informed horizontal and vertical planning through professional learning communities</li> </ul>

Professional Development	Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.	<ul style="list-style-type: none"> <li>• Alignment with Expeditionary Learning and Learnzillion</li> </ul>
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- 4) **External Providers.** *(If applicable)* The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

Eisenhower has partnered with Little Explorers to provide an expanded pre-K program that will serve 20 students off-site. Algiers Charter has chosen to partner with The New Teacher Project (TNTP) as external provider of support with academic program development and implementation across the entire organization.

#### **TNTP Role**

TNTP will support Algiers Charter schools in four distinct ways, 1) instructional leadership support and development to build school leaders' ability to set the instructional vision and priorities for the school, 2) evaluation support to generate accurate data to drive teacher development strategy, 3) Common core aligned direct teacher coaching, 4) supporting school leaders and coaches to develop teachers towards the shared vision of instructional excellence.

#### **About TNTP**

TNTP is the first teacher preparation provider in the country to recommend certification only to teachers who demonstrate their effectiveness in the classroom based on multiple measures of performance and has trained over 30,000 teachers for urban districts. In Louisiana, for five straight years, TNTP has produced some of the most effective teachers in the entire state, with graduates outperforming even experienced teachers in raising student achievement in core content areas including math, science, and English language arts.

#### **TNTP Selection and Historical Partnership with Algiers Charter**

TNTP was chosen to partner with Algiers Charter in spring 2014, after Algiers Charter surveyed the local education support landscape in New Orleans to identify partners with the ability to support Algiers Charter in its quest for academic improvement. TNTP was chosen due to their extensive experience on a national and local level and on its deep commitment to Louisiana evidenced by the number of schools that have partnered with the organization and the depth of talent available locally. During the 2014-2015 school year, Algiers Charter worked with TNTP to develop many of the plans included in this grant proposal, including the transition to the 4-Core observation rubric for the entire organization. With the transition to the 4-Core rubric, a flexible, responsive, and user-friendly observation software was needed. Highly recommended by TNTP and area institutions, Whetstone was chosen. Similarly, TNTP was helpful in providing tools and resources to help Algiers Charter strengthen its evaluations and retention practices for school staff and more closely connecting the retention decisions to effectiveness in the classroom.

#### **TNTP Review and Accountability**

Algiers Charter receives monthly reports from TNTP on the progress of its work and meets weekly with TNTP's New Orleans based executive director. In addition, Algiers Charter also has quarterly check-ins with the TNTP national vice-president to review this work. Algiers Charter also participates in the annual evaluation survey process conducted by TNTP and seeks survey data from Algiers Charter staff on TNTP's performance in the semi-annual surveys conducted by Algiers Charter.

#### **Little Explorer Role**

Little Explorers Child Care Center is the partner school for Eisenhower's expansions of its Pre-K program. Little Explorer's will provide twenty satellite Pre-K seats to students who Eisenhower as part of the LDE Diverse Delivery Program.

#### **Little Explorer Selection and Historical Partnership with Algiers Charter**

Little Explorers was selected due to their willingness to partner with Eisenhower to ensure a high quality program. Little Explorer is well known due to the Eisenhower community due to the proximity of the facility to the Eisenhower campus. Each year, Little Explorer "graduates" are encouraged to attend Eisenhower as they seek to make the transition to a full-day K-8 school experience.

#### **Little Explorer Review and Accountability**

Eisenhower's principal and the Early Childhood Director for Algiers Charter both make regular onsite visits to the Little Explorer program. This occurs at least once every two weeks to ensure that students are receiving the level of care that meets the Algiers Charter standard and instruction is aligned with TS Gold standards. In addition, Algiers Charter special needs staff provide onsite services to those students with additional/specific needs. Parents also provide feedback that is helpful in an ongoing evaluation of the success of the program.



- 5) **Planning/Pre-Implementation.** *(For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school)* Describe planning and other pre-implementation activities, provide a timeline for implementing those activities, and describe how those activities will lead to successful implementation of the selected intervention.

Algiers Charter does not plan to use the first year for pre-implementation and planning but would like to highlight a number of activities that occurred as part of its preparation of the successful implementation of this grant.

#### Partner Selection

As mentioned above in question 4, significant effort was invested in finding partners who could support Algiers Charter in this work. Algiers is very pleased with the relationship that has been established between the satellite early learning providers and its partnership with TNTP.

#### Internal Capacity Development

In addition to the work done by school leaders and the individual educators, Algiers Charter developed competency to support these individuals. Specifically, Algiers Charter adjusted its internal structures to have its Pre-K coordinator expand her responsibilities to include oversight of pre-k students at Algiers Charter's two new satellite providers, Cuddly Bear and Little Explorers. In addition, Algiers Charter also created a new Director of Instruction position and a new Chief of Schools position to provide more targeted support for school staff in the implementation of new programs including new curriculums and new evaluation rubrics.

#### New Instructional Rubric

Steps were taken to introduce school staff to the 4-core instructional rubric during 2014-2015 school year so that it would not be entirely new when it was being officially implemented. Teachers and school administration were introduced to the basic concepts of student engagement and student demonstration of learning as they began to think about how to drive academic achievement for 2015-2016 and beyond.

#### New Curriculum Selection

Eisenhower selected new curriculum for math (LearnZillion) and ELA (Expeditionary Learning and Core Knowledge) and made preparations for professional development and materials acquisition and distribution prior to the start of the school year.

- 6) **Family and Community Engagement.** Describe how the LEA will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

Community is one of the four core values for Algiers Charter as embodied in the organization's LEIC (pronounced "like") Paradigm. As Algiers Charter seeks to undertake its interventions it will engage its families and the community overall by ensuring that school leaders and teachers have the resources they need to explain the new programs and practices and the benefits that they will provide. In addition to discussing this work at PTO (parent teacher organization) meetings, this will occur through a number of activities including

- Monthly parent and community events facilitated by the Parent/Community Liaison (school and community based)
- Provision and maintenance of ongoing leader and teacher coaching and development to address family and community engagement
- Newsletters, intranet, and other information materials that are taken home to ensure that families are informed about the new programs and have contact information for any questions they may have

**SECTION 3: GOALS**

- 7) **Monitoring.** Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds, including by:
- a) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics

**SPS Performance Goals.** Complete the table below by entering the actual and projected School Performance Score(s) for each year in which the LEA is requested School Improvement funds.

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
79.8	67.7	66.3	68.6	73.1	82.8	93.2

**Percent Proficient Performance Goals.** Complete a table below by entering the actual and projected reading/language arts and mathematics percent proficient data for each year in which the LEA is requested School Improvement funds. Example – if the LEA is requesting funds for a school that serves grades K-8, an application may include tables for 4<sup>th</sup> grade math, 4<sup>th</sup> grade reading/language arts, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade reading/language arts.

Grade: 4		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
60%	62%	64%	68%	76%	92%	99%

Grade: 4		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
61%	50%	55%	65%	85%	99%	99%

Grade: 8		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
49%	50%	52%	56%	64%	72%	80%

<b>Grade: 8</b>		<b>Subject: Math</b>				
<b>Actual % Proficient</b>		<b>Projected % Proficient</b>				
<b>SY2013-14</b>	<b>SY2014-15</b>	<b>SY2015-16</b>	<b>SY2016-17</b>	<b>SY2017-18</b>	<b>SY2018-19</b>	<b>SY2019-20</b>
65%	65%	69%	78%	95%	99%	99%

- b) Establishing and measuring progress of annual goals beyond State assessments that the LEA will use to measure the success of the selected interventions that, if met, will result in the school meeting the annual student achievement goals on State assessments.

*[Applicants may insert additional tables]*

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

**GOALS**

Goals for high stakes grade levels and subject areas have been provided above. These goals have been developed in partnership with school leadership and Algiers Charter’s CEO and Executive Director of Data & Strategy. These goals use historical data to extrapolate reasonable outcomes while also taking into consideration the transition to more rigorous common core aligned assessments and other factors such as staff turnover, developmental time for implementation of new curriculum and student retention. This careful review has produced school specific goals that are both realistic and ambitious.

**MONITORING** - Algiers Charter’s School Support Center (SSC) provides comprehensive assistance to school leaders to ensure compliance with applicable local, state, and federal regulations. Members of the SSC team will continue to provide this support for the duration of SIG funding. Specific monitoring will include the following:

1. Algiers Charter’s Chief of Schools works with school leaders to set ambitious annual goals (SLTs) for student achievement on state assessments and oversees the monitoring of progress and reporting of student academic data, advancement in coursework, and teacher evaluations. The Chief of Schools also has the primary responsibility for ensuring that school leadership teams are using this data to drive decision-making and program implementation at their site.
2. Algiers Charter’s Director of Revenue monitors, reports, and maintains compliance for all federal funding allocations and adherence to federal and state requirements including SIG.
3. Algiers Charter’s Executive Director of Exceptional Student Services oversees compliance and provision of services for students with special needs.
4. Algiers Charter’s Executive Director of Data and Strategy oversees the regular collection and reporting of data related to student and teacher attendance and discipline as well as academic performance data.

- 8) **Oversight and Support.** Describe how it will provide effective oversight and support for implementation of the selected intervention for the school the LEA proposes to serve (for example, by creating an LEA turnaround office).

**PRACTICES AND POLICIES**

Algiers Charter has implemented three significant practices to support intervention efforts:

1. Algiers Charter has established a new Chief of Schools position whose primary responsibility is to provide coaching and support for school leaders. This person serves as both a mentor to school leaders and as their accountability partner to ensure that each school remains on the pathway to progress for student achievement and overall school performance. Part of this role is weekly meetings with each school leader where school level data is reviewed and school leaders partner with the Chief of Schools to address any deficiencies identified by the data as well as to celebrate successes where progress is occurring.
2. Algiers Charter is requiring all schools to develop written school specific professional development plans that will be revised every six weeks after review by appropriate SSC staff including the Director of Instruction and the Chief of Schools among others, depending on the specific needs of the school. This process will ensure that adequate time is set aside to plan high quality professional development sessions that respond to the needs of each school and that the appropriate resources will be made available. A key part of this requirement is that all schools have early release Wednesdays allowing for staff to have school wide PD sessions each Wednesday as well as organization wide PDs for various job-alike responsibilities (e.g., all high school math teachers or all 2nd grade teachers)
3. Algiers Charter has established a School Improvement Task Force. The task force consists of the Chief of Schools, Chief Operating Officer, Director of Instruction, TNTP leadership and other staff as needed, such as the Executive Director of Data and Strategy. The Chief Executive Officer is also an ad-hoc member of this task force and is provided all agendas and minutes. This task force meets weekly and reviews the implementation of the various interventions and identifies opportunities for adjustments or improvements as necessary. The task force is also responsible for ensuring that school activities are aligned with the data collected from various indicators about the school's current performance.

- 9) **Accountability.** *(If applicable)* Describe how the LEA will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.

N/A

#### SECTION 4: LEA STRATEGY

- 10) **Capacity.** Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, identified in the LEA’s application(s) in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

#### **CAPACITY**

Algiers Charter has taken several steps to ensure organizational capacity to support the school’s transformation.

##### New Algiers Charter COS

Algiers Charter has established a new Chief of Schools position whose primary responsibility is to provide coaching and support for school leaders. This person serves as both a mentor to school leaders and as their accountability partner to ensure that each school remains on the pathway to progress for student achievement and overall school performance. Part of this role is weekly meetings with each school leader where school level data is reviewed and school leaders partner with the Chief of Schools to address any deficiencies identified by the data as well as to celebrate successes where progress is occurring.

##### New Organizational Structure

Algiers Charter has reorganized to ensure each school has the supports it needs to be successful.

1. For the 2015-2016 school year, CEO Adrian Morgan appointed veteran educator, Faydra Alexander as Director of Instruction. Prior to serving in this capacity Faydra has held roles of Chief Academic Officer, Executive Director of Leadership Development and Director of TAP Implementation. Faydra has been with Algiers Charter since its founding in 2005 and will leverage her excellent relationships with school leaders and her knowledge of pedagogy to provide ongoing support to school principals and their leadership teams.
2. Executive Director of Data and Strategy, Jane Patton, a former data specialist for the Louisiana Department of Education, heads the data and strategy team for Algiers Charter. In this capacity, Jane drives the data utilization across the organization and is instrumental in ensuring coordinated data usage so that schools do not extrapolate from one particular data point or performance indicator. Among her many initiatives is the rollout of a school specific scorecard for each campus that automatically populates with key performance indicators for continuous monitoring of each school by its leadership and by the leadership of Algiers charter.
3. Expanded Role of Pre-K Director - Carlette Ancar-Ragas comes with a decade of experience in Pre-K learning. This year her role has expanded to provide oversight of the satellite providers. Carlette’s knowledge and expertise in the implementation of the TS Gold program and its alignment with instruction in grades K-2 and beyond will be supplemented by that of the of Executive Director of Exceptional Student Services and the Director of Revenue to ensure funding and compliance requirements are met in addition to the development of appropriate supports for our special needs students.

#### **EXTERNAL PROVIDERS**

##### The New Teacher Project

TNTP is the first teacher preparation provider in the country to recommend certification only to teachers who demonstrate their effectiveness in the classroom based on multiple measures of performance and has trained over 30,000 teachers for urban districts. In Louisiana, for five straight years, TNTP has produced some of the most effective teachers in the entire state, with graduates outperforming even experienced teachers in raising student achievement in core content areas including math, science, and English language arts.

- 11) **Resource Alignment.** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

Consider, for example, such resources as local, state or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical

health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at the school that the LEA commits to serve.

#### **RESOURCES ALIGNED WITH INTERVENTIONS**

Funds that are outside of the Minimum Foundation Program (MFP) are designed to provide specific supports to students with specific needs. Algiers Charter will continue to use these funds to support those students with the greatest needs in the manner that is both most effective and efficient.

One of the primary responsibilities of Algiers Charter's Director of Revenue is to ensure that the additional resources provided by SIG will allow for schoolwide investments that greatly improve the performance of the school in a holistic way in addition to the funding that is set aside or meet the needs of specific children or to provide for the day-to-day operations of the school. During the past few years, Algiers Charter has established processes that ensure maximum utilization of community resources, wraparound services and other funding that can benefit the non-core academic needs of students as well as their physical and mental health needs. Even as the school pursues the schoolwide initiatives described in this grant, Algiers Charter will ensure that the resources and funding for current programs are not diminished or negatively impacted.

- 12) **Practices and Policies.** The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Practices and policies may include, but are not limited to, those relating to staffing, Union issues, school board issues, increased learning time, etc.

#### **PRACTICES AND POLICIES**

Algiers Charter has implemented three significant practices to support intervention efforts which are all focused on increasing student retention and high performing staff retention:

1. Algiers Charter is requiring all schools utilize its four core new rubric as part of retention decisions for various staff members. Teacher evaluations ensure instruction is moving student achievement, identify and reward teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.
2. Algiers Charter is emphasizing retention at the student and staff level. Retention at the student level is driven by the school providing frequent opportunities for the families to engage with the school and from perceptual data gained from student and guardian surveys. TNTP and the Human Capital team will work with School Leaders to identify staff retention bonus if growth was shown as well as an additional bonus for students whose standardized test gets and develop a plan to proactively engage in retention-related activities such as providing additional leadership and professional development opportunities and consistent and specific praise.
3. Retention is being built into the compensation system. Upon receiving results from utilization of the Four-Core Rubric, teachers will be offered a meet or exceed the goals set.

13) **Sustainability.** Describe how the LEA will sustain the reforms after the funding period ends.

Algiers Charter purposefully selected interventions that build school leader and teacher leader capacity so that the schools, not consultants, are responsible for making these learned best practices the norm. After this funding period, schools will continue to invest in personnel dedicated to individualized student intervention through MFP funding.

In addition, Algiers Charter is also placing a significant emphasis on retention - both students, and high performing staff - to create a greater level of institutional memory thereby further embedding the new reforms and making them the everyday norm.

**SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)**

14) **REAP.** *(For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA [Rural Education Assistance Program] that chooses to modify one element of the turnaround or transformation model)* Describe how the LEA will meet the intent and purpose of an element of the turnaround or transformation model that the LEA chooses to modify.

15) **Whole-School Model.** *(For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools)* Describe how the LEA will:

- d) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- e) Partner with a whole school reform model developer, as defined in the SIG requirements.

16) **Restart Model.** *(For an LEA that applies to implement the restart model in one or more eligible schools)* Describe the rigorous review process (as described in the final requirements) the LEA has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

17) **Timeline.** The LEA must include a timeline delineating the steps the LEA will take to implement the selected intervention at the identified school.

See Section E.

**C. BUDGET: Include the FY14 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in the school it commits to serve.**

In the FY14 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

- Implement the selected model in the school the LEA commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s schools; and
- Support school improvement activities, at the school or LEA level,

**LEA Application Budget Form included with this application:**

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

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in the school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools, or priority and focus schools.

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

The overwhelming majority of implementation funds are for school based positions, school specific resources and distributed costs that are shared by all the schools within the Algiers Charter network, (i.e., organization wide computerized assessment system). Costs that are CMO specific include the Chief of Schools position, and a small amount of funding for graphic design/website development to support parent communications.

The funds for sustainability continue support for the Chief of Schools position, along with funds for consultants/CMO staff to support development of IT systems and other low-tech support systems that can sustain the work being done in instruction, pre-K and CTE. A heavy emphasis is placed on creating documentation that provides reference material and serves as a resource for protocols, processes and procedures as well developing IT systems that can accomplish the work more efficiently with the anticipation that technology advances will provide opportunities at the end of the decade that are not currently available in the present.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I, Tier II, priority, or focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority and focus schools, it commits to serve multiplied by \$2,000,000

**2. LEA/CMO Proposing to Implement a Model at a School on the First Day of the Upcoming School Year**

	Year 1		Year 2	Year 3	Year 4	Year 5	5-Year Total
	Pre-Implementation	Full Implementation					
<b>School-Level Activities</b>	\$	\$181,368	\$181,368	\$71,368	\$93,5234	\$93,524	<b>\$621,152</b>
<b>LEA/CMO-Level Activities</b>	\$40,192		\$40,192	\$40,192	\$108,085	\$108,085	<b>\$336,746</b>
<b>Total Budget</b>	\$221,560		\$221,560	\$111,560	\$201,609	\$201,609	<b>\$957,898</b>

*Year 1 Budget: Pre-Implementation / Full Implementation*

*Year 2 Budget: Full Implementation*

*Year 3 Budget: Full Implementation*

*Year 4 Budget: Sustainability Activities (optional)*

*Year 5 Budget: Sustainability Activities (optional)*

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

The LEA must assure that it will:

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

**LEA agrees to Assurances:**

**Yes**

**No**

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

<b>Year 1: 2015 - 2016 School Year</b> <b>Intervention Activities</b> <input type="radio"/> Check here if Year 1 is for Planning <input type="radio"/> Check here if Year 1 is for Pre-Implementation <input checked="" type="radio"/> Check here if Year 1 is for Full Implementation		
Activities	Timeline	Deliverables <i>*Highlighted items will be supported with SIG funding</i>
<b>Professional Development</b>		
New Curriculum Implementation	Weekly	School Leader/TNTP Curriculum Implementation review
4-Core Rubric	Pre-School Opening (7/21 - 8/17)	Introduction & Alignment on criterias for success
	Weekly	Classroom Observations & Feedback based on scorecard
	Every 6 Weeks	Customize development plan reviews and revisions
	Quarterly/Semi- Annually	Formal Teacher Evaluation
School Leader Capacity Building	Weekly	Chief of Schools led. Review academic dashboard
	Weekly	Chief of Schools led. 4-Core Rubric alignment
	Weekly	Chief of Schools led. Monitor implementation and execution of pedagogy and instruction
Instructional Coach Capacity Building	Pre-School Opening (7/21 - 8/17)	School Leader Led. 4-Core Rubric Training and Instructional Coach Modelling
	Weekly	School Leader Led. Instructional Coach Modelling, Co-Coaching and Instructional Coach Feedback
Teacher Capacity Building	Weekly	Instructional Coach led. Examine student data, engage in collaborative planning and learn instructional strategies.
	Daily	Coaching & Classroom Observations. observation tool data
<b>Data Driven Instruction</b>		
Assessments	Weekly	Teacher-created diagnostic and summative assessments ensure weekly lessons remain data-driven. Allows teachers to tier students and create intervention schedules
	Quarterly	CMO-created benchmark assessments to ensure classroom lessons are developmentally appropriate, and

		vertically aligned for students within Algiers Charter. Data is to drive decision-making and program implementation at the school site.
	Annually	PARCC, LEAP/iLEAP- State assessment to obtain data for driving decision-making and program implementation at the school site (3rd-8th grades)
	Fall, Winter, Spring	DIBELS- State assessment to obtain data for decision-making and program implementation at the school site (K-2)
	Fall, Winter, Spring	TS Gold- State assessment to obtain data for driving decision-making and program implementation at the school site (Pre-K)
Data Analysis	8/1 - 10/1	Development of Teacher, School and CMO-level academic and culture data dashboards
	8/1 - 9/15	Development of Algiers Charter Intranet site that houses all data dashboards
	September	TNTP/School Leaders set meeting norms for data dashboard meetings Data Analysis Meetings
	Quarterly	Data-Dive meetings held to review benchmark assessment data, set re-teach plan and reflect on the success of instructional strategies
<b>Human Capital</b>		
Evaluations	Bi-Annually	Teacher evaluations ensure instruction is moving student achievement. Identify and reward teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so
	Annually	Principal evaluation to identify and reward school leaders, who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
Surveys	Annually	Parent surveys will provide data points on parent satisfaction, leadership evaluation, perception of school progress, and community involvement.
	Annually	Student surveys will provide data on school culture, overall satisfaction, and needs assessment.
Wellness Wednesday	4th Wednesday Monthly	Staff receive afternoon for any activities they deem necessary to stay healthy, ie doctor appointment, read, or relax.

4-Core Rubric aligned hiring workshops	January	TNTP and Human Capital Team work with school leadership teams to identify the core competencies and non-negotiable skill sets all new teachers must have. Staff also review hiring team roles and responsibilities.
New Staff Hiring Events	February, May	School hiring teams interview new hires throughout the spring. The Hiring fairs have proven helpful the past two years for hiring teams.
<b>Program Expansion</b>		
Pre-K Program Expansion	August 2015	20 seats made available through partnership with Little Explorers Daycare and Preschool

<b>Year 2: 2016 - 2017 School Year</b> <b>Intervention Activities</b> <i>Year 2 is for Full Implementation</i>		
<i>Activities</i>	<i>Timeline</i>	<i>Deliverables</i> <i>*Highlighted items will be supported with SIG funding</i>
<b>Professional Development</b>		
New Curriculum Implementation	Weekly	School Leader/TNTP Curriculum Implementation review
4-Core Rubric	Pre-School Opening (7/21 - 8/17)	Introduction & Alignment on criterias for success
	Weekly	Classroom Observations & Feedback based on scorecard
	Every 6 Weeks	Customize development plan reviews and revisions
	Quarterly/Semi- Annually	Formal Teacher Evaluation
School Leader Capacity Building	Weekly	Chief of Schools led. Review academic dashboard
	Weekly	Chief of Schools led. 4-Core Rubric alignment
	Weekly	Chief of Schools led. Monitor implementation and execution of pedagogy and instruction

Instructional Coach Capacity Building	Pre-School Opening (7/21 - 8/17)	School Leader Led. 4-Core Rubric Training and Instructional Coach Modelling
	Weekly	School Leader Led. Instructional Coach Modelling, Co-Coaching and Instructional Coach Feedback
Teacher Capacity Building	Weekly	Instructional Coach led. Examine student data, engage in collaborative planning and learn instructional strategies.
	Daily	Coaching & Classroom Observations. observation tool data
<b>Data Driven Instruction</b>		
Assessments	Weekly	Teacher-created diagnostic and summative assessments ensure weekly lessons remain data-driven. Allows teachers to tier students and create intervention schedules
	Quarterly	CMO-created benchmark assessments to ensure classroom lessons are developmentally appropriate, and vertically aligned for students within Algiers Charter. Data is to drive decision-making and program implementation at the school site.
	Annually	PARCC, LEAP/iLEAP- State assessment to obtain data for driving decision-making and program implementation at the school site (3rd-8th grades)
	Fall, Winter, Spring	DIBELS- State assessment to obtain data for decision-making and program implementation at the school site (K-2)
	Fall, Winter, Spring	TS Gold- State assessment to obtain data for driving decision-making and program implementation at the school site (Pre-K)
Data Analysis	8/1 - 10/1	Development of Teacher, School and CMO-level academic and culture data dashboards
	8/1 - 9/15	Development of Algiers Charter Intranet site that houses all data dashboards
	September	TNTP/School Leaders set meeting norms for data dashboard meetings Data Analysis Meetings
	Quarterly	Data-Dive meetings held to review benchmark assessment data, set re-teach plan and reflect on the success of instructional strategies

<b>Human Capital</b>		
Evaluations	Bi-Annually	Teacher evaluations ensure instruction is moving student achievement. Identify and reward teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so
	Annually	Principal evaluation to identify and reward school leaders, who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
Surveys	Annually	Parent surveys will provide data points on parent satisfaction, leadership evaluation, perception of school progress, and community involvement.
	Annually	Student surveys will provide data on school culture, overall satisfaction, and needs assessment.
Wellness Wednesday	4th Wednesday Monthly	Staff receive afternoon for any activities they deem necessary to stay healthy, ie doctor appointment, read, or relax.
4-Core Rubric aligned hiring workshops	January	TNTP and Human Capital Team work with school leadership teams to identify the core competencies and non-negotiable skill sets all new teachers must have. Staff also review hiring team roles and responsibilities.
New Staff Hiring Events	February, May	School hiring teams interview new hires throughout the spring. The Hiring fairs have proven helpful the past two years for hiring teams.
<b>Program Expansion</b>		
Pre-K Program Expansion	August 2015	20 seats made available through partnership with Little Explorers Daycare and Preschool

<b>Year 3: 2017 - 2018 School Year Intervention Activities Year 3 is for Full Implementation</b>		
<i>Activities</i>	<i>Timeline</i>	<i>Deliverables</i> <i>*Highlighted items will be supported with SIG funding</i>
<b>Professional Development</b>		

New Curriculum Implementation	Weekly	School Leader Curriculum Implementation & review
4-Core Rubric	Pre-School Opening (7/21 - 8/17)	Introduction & Alignment on criterias for success
	Weekly	Classroom Observations & Feedback based on scorecard
	Every 6 Weeks	Customize development plan reviews and revisions
	Quarterly/Semi- Annually	Formal Teacher Evaluation
School Leader Capacity Building	Weekly	Chief of Schools led. Review academic dashboard
	Weekly	Chief of Schools led. 4-Core Rubric alignment
	Weekly	Chief of Schools led. Monitor implementation and execution of pedagogy and instruction
Instructional Coach Capacity Building	Pre-School Opening (7/21 - 8/17)	School Leader Led. 4-Core Rubric Training and Instructional Coach Modelling
	Weekly	School Leader Led. Instructional Coach Modelling, Co-Coaching and Instructional Coach Feedback
Teacher Capacity Building	Weekly	Instructional Coach led. Examine student data, engage in collaborative planning and learn instructional strategies.
	Daily	Coaching & Classroom Observations. observation tool data
<b>Data Driven Instruction</b>		
Assessments	Weekly	Teacher-created diagnostic and summative assessments ensure weekly lessons remain data-driven. Allows teachers to tier students and create intervention schedules
	Quarterly	CMO-created benchmark assessments to ensure classroom lessons are developmentally appropriate, and vertically aligned for students within Algiers Charter. Data is to drive decision-making and program implementation at the school site.
	Annually	PARCC, LEAP/iLEAP- State assessment to obtain data for driving decision-making and program implementation at the school site (3rd-8th grades)
	Fall, Winter, Spring	DIBELS- State assessment to obtain data for decision-making and program implementation at the school site (K-2)
	Fall, Winter, Spring	TS Gold- State assessment to obtain data for driving decision-making and program implementation at the school site (Pre-K)
Data Analysis	8/1 - 10/1	Development of Teacher, School and CMO-level academic and culture data dashboards

	8/1 - 9/15	Development of Algiers Charter Intranet site that houses all data dashboards
	September	School Leaders set meeting norms for data dashboard meetings Data Analysis Meetings
	Quarterly	Data-Dive meetings held to review benchmark assessment data, set re-teach plan and reflect on the success of instructional strategies
<b>Human Capital</b>		
Evaluations	Bi-Annually	Teacher evaluations ensure instruction is moving student achievement. Identify and reward teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so
	Annually	Principal evaluation to identify and reward school leaders, who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
Surveys	Annually	Parent surveys will provide data points on parent satisfaction, leadership evaluation, perception of school progress, and community involvement.
	Annually	Student surveys will provide data on school culture, overall satisfaction, and needs assessment.
Wellness Wednesday	4th Wednesday Monthly	Staff receive afternoon for any activities they deem necessary to stay healthy, ie doctor appointment, read, or relax.
4-Core Rubric aligned hiring workshops	January	Human Capital Team work with school leadership teams to identify the core competencies and non-negotiable skill sets all new teachers must have. Staff also review hiring team roles and responsibilities.
New Staff Hiring Events	February, May	School hiring teams interview new hires throughout the spring. The Hiring fairs have proven helpful the past two years for hiring teams.
<b>Program Expansion</b>		
Pre-K Program Expansion	August 2015	20 seats made available through partnership with Little Explorers Daycare and Preschool

<b>Year 4: 2018 - 2019 School Year</b> <b>Intervention Activities</b> <input type="radio"/> Check here if Year 4 is for Full Implementation (Optional) <input checked="" type="checkbox"/> Check here if Year 4 is for Sustainability Activities (Optional)		
<i>Activities</i>	<i>Timeline</i>	<i>Deliverables</i> <i>*Highlighted items will be supported with SIG funding</i>
Curriculum Updates		

Curriculum Research	November	Inventory of existing equipment and survey of the marketplace to identify equipment needs for the next three years including hardware, software and training proper product utilization
Curriculum Purchase	March	Purchase of new curriculum and supporting software, hardware and related manipulatives
Curriculum PD	July and August	Professional development for new curriculum materials
Professional Development		
4-Core Rubric	Pre-School Opening (7/21 - 8/17)	Introduction & Alignment on criterias for success
	Weekly	Classroom Observations & Feedback
	Quarterly/Semi-Annually	Formal Teacher Evaluation
School Leader Capacity Building	Weekly	Chief of Schools led meetings Review school performance dashboard Meetings used to develop other SSC staff who will support Chief of Schools in coaching work and to support principals in development of their leadership team
	Weekly	Chief of Schools led meetings 4-Core Rubric utilization Meetings used to develop other SSC staff who will support Chief of Schools in coaching work and to support principals in development of their leadership team
Procedure Documentation	Ongoing	Development of web based resources to capture internal instructional best practices for effective instructional delivery and utilization of the curriculum
	Ongoing	Development of web based resources to digitize resource/reference role of Pre-K Director to greatest extent possible
Data Analysis		
Evaluations	Bi-Annually	Teacher evaluations ensure instruction is moving student achievement. Identify and reward teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so
	Annually	Principal evaluation to identify and reward school leaders, who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
Surveys	Annually	Parent surveys will provide data points on parent satisfaction, leadership evaluation, perception of school progress, and community involvement.
	Annually	Student surveys will provide data on school culture, overall satisfaction, and needs assessment.

Analytical Tools Development		
Longitudinal student performance	Ongoing	New tools developed to evaluate survey data collected and analyze for current school year and longitudinal data set
Compensation	Ongoing	Compensation analysis initiated with correlations to academic performance and other metrics measured in human capital surveys

<p align="center"><b>Year 5: 2020 - 2021 School Year</b>  <b>Intervention Activities</b>  <i>✳ Check here if Year 5 is for Sustainability Activities (Optional)</i></p>		
<i>Activities</i>	<i>Timeline</i>	<i>Deliverables</i> <i>*Highlighted items will be supported with SIG funding</i>
Curriculum Updates		
Curriculum Research	November	Inventory of existing equipment and survey of the marketplace to identify equipment needs for the next three years including hardware, software and training proper product utilization
Curriculum Purchase	March	Purchase of new curriculum and supporting software, hardware and related manipulatives
Curriculum PD	July and August	Professional development for new curriculum materials
Professional Development		
4-Core Rubric	Pre-School Opening (7/21 - 8/17)	Introduction & Alignment on criterias for success
	Weekly	Classroom Observations & Feedback
	Quarterly/Semi-Annually	Formal Teacher Evaluation
School Leader Capacity Building	Weekly	Chief of Schools led meetings Review school performance dashboard Meetings used to develop other SSC staff who will support Chief of Schools in coaching work and to support principals in development of their leadership team
	Weekly	Chief of Schools led meetings 4-Core Rubric utilization Meetings used to develop other SSC staff who will support Chief of Schools in coaching work and to support principals in development of their leadership team
Procedure Documentation	Ongoing	Development of web based resources to capture internal instructional best practices for effective instructional delivery and utilization of the curriculum

	Ongoing	Development of web based resources to digitize resource/reference role of Pre-K Director to greatest extent possible
Data Analysis		
Evaluations	Bi-Annually	Teacher evaluations ensure instruction is moving student achievement. Identify and reward teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so
	Annually	Principal evaluation to identify and reward school leaders, who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
Surveys	Annually	Parent surveys will provide data points on parent satisfaction, leadership evaluation, perception of school progress, and community involvement.
	Annually	Student surveys will provide data on school culture, overall satisfaction, and needs assessment.
Analytical Tools Development		
Longitudinal student performance	Ongoing	New tools developed to evaluate survey data collected and analyze for current school year and longitudinal data set
Compensation	Ongoing	Compensation analysis initiated with correlations to academic performance and other metrics measured in human capital surveys