

**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

| | |
|---|------------------------|
| Official Name of LEA (Agency/Organization) | Ascension Parish |
| Name of Superintendent/CEO | Patrice Pujol |
| Phone Number | 225.391.7000 |
| Email Address | Patrice.pujol@apsb.org |
| Mailing Address | P.O. Box 189 |
| City, State | Donaldsonville, LA |
| ZIP Code | 70736 |
| Name and Title of LEA Grant Contact Person | Dawn Love |
| Phone Number | 225-391-7500 |
| Email Address | Dawn.love@apsb.org |
| Name and Title of Fiscal Contact Person | Dawn Dunn |
| Phone Number | (225) 391-7077 |
| Email Address | Dawn.dunn@apsb.org |

A. SCHOOL TO BE SERVED: Provide information about the school to be served with a School Improvement Grant.

| Official Name of School | Site Code (6 digits) | NCES ID (12 digits) | Priority or Focus School | Intervention Model* | Amount Requested |
|--------------------------|----------------------|---------------------|--------------------------|---------------------|------------------|
| Lowery Elementary School | | | | Transformational | \$2,814,293.86 |

* 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 |
| Rural | 95.38% | 411 | 440 | 450 | 460 | 470 | 500 |

*Complete for all years for which funding is requested.

| Has the LEA been awarded a SIG grant prior to SY14-15? | |
|--|-----------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.

The SIG grant prior to SY14-15 provided Lowery Elementary the funds to implement the transformational model that developed teacher and leader effectiveness, created reform instructional strategies, extended learning time and community oriented school, and extended learning time, and operational flexibility. The Jump Start professional development afforded by the grant provided our school the time to really train teachers on the strategies that work best with our students. The monies also allowed us to send our leadership team to the National TAP conference which helped to keep refining our instructional practices. Based on this implementation, the school increased from a 46.5 F in 2012 – 2013 to a 54.7 D in 2013-14. Specifically, third grade grew from 35% proficient in ELA during 2012-13 to 46% in 2013-14 and 49% in 2014-15. In third grade math, our proficiency grew from 41% in 2012 to 44% in 2013 and finally to 55% in 2014. In fourth grade, our Math proficiency grew from 32% in 2013 to 41% in 2014. In 5th grade, our ELA proficiency grew from 35% in 2012 to 43% in 2013 and finally to 60% in 2014. Fifth grade Math proficiency grew from 39% in 2012 to 64% in 2013 and to 69% in 2014. These gains can be attributed to the transformational model implemented with the last SIG grant.

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

SECTION 1: SCHOOL NEEDS

- 1) **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.
- 2) 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.

Lowery Elementary services a rural community with a student population that is 95.38% on free or reduced lunch. Due to the remoteness of Donaldsonville and the majority of students living below the poverty line, our students don't receive the resources they need to be successful academically, socially, and emotionally. The community lacks recreational and extra-curricular programs and activities needed to help students develop the social and emotional skills to be successful in a collaborative setting such as a Common Core classroom. Based on our feedback from parents on our yearly Title I survey and our Open House discussion, parents would like to see our school provide more opportunities for students to grow in all areas – academically, socially, and behaviorally. Parents would like to see more resources used to supplement instruction such as technology. Surveys also revealed that 80% of parents would like for there to be more teachers and paraprofessionals in the classroom with our students. Our stakeholders also expressed seeing an improvement in our school practices over the last three years which validates our implementation of the transformational model.

Our students also have significant deficiencies when looking at literacy and numeracy. At the end of the 2014-15 school year, only 31% of our third graders were reading on grade level with 42% of students falling in the intensive category in Oral Reading Fluency using DIBELS benchmark data. Only 37% of our fourth graders were on grade level readers and in fifth grade we had the lowest percentage on level readers at 23%. In order for our students to be fluent readers, they must possess the ability to analyze words, read fluently, understand vocabulary, and comprehend text. In addition to our deficiencies in reading, our students are also struggling with number sense. On average, our students perform two grade levels below on curriculum based measurement in math fluency. These foundational skills are necessary for students to be successful on the rigorous Common Core standards that are now guiding our instruction.

Implementing interventions and professional development for teachers specifically aligned to increasing student literacy and numeracy will impact our deficiencies by providing students with higher quality instruction. The week-long academic summer institute will also focus on training teachers on proper tracking and monitoring data and how to make strategic decisions using student work. This training will help teachers make better instructional decisions in the moment to ensure students needs are being addressed at all times.

Analyzing student data and parent feedback helped us determine some commonalities in our needs. Increasing the number of resources to address the deficiencies of numeracy and literacy is the first commonality found in the student data and parent feedback. Another commonality that exists between both sources of feedback is the need for behavioral management and instruction to help improve behavioral skills

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

Lowery Elementary used the end of year Title I survey administered May 2015 to get feedback from parents, guardians, and family members. The survey revealed that majority of our parents and guardians would like to see an increase in the number of teachers and paraprofessionals at our school, so there are less students per teacher. The survey also revealed that parents want students to be offered more instructional and technological resources. In addition to the survey conducted at the end of the 2014-15 school year, we also asked our parents and stakeholders what improvements they would like to see. Their responses suggested that we have smaller class sizes, provide our students with more external support services, and enriching life experiences.

Our school also created a team of teachers to focus on working and communicating with community stakeholders throughout the transformation process. Both administration and the team have communicated our sense of urgency for moving the school forward. Through the surveys, conversations, and implementation of Academic Parent-Teacher Teams, our engagement with the community is continue to develop and deepen. This engagement will also help stakeholders to buy into the transformational process and implementation of its initiatives.

SECTION 2: INTERVENTION DESIGN

- 4) **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:

1. Improve student academic achievement or attainment;
2. Be implemented for all students in a school; and
3. 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 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.

The 2012-2014 SIG grant that was awarded to Lowery Elementary in the past supported our implementation of the four main components of the transformational reform model. As our school has improved our practices over the years, there is some refining of our initiatives that must occur in order to both continue and sustain growth. **1) Developing teacher and school leader effectiveness** - In 2010-2011 TAP was started at Lowery Elementary to increase teacher effectiveness by systematically addressing student need. Teachers meet weekly in cluster to be immersed in new learning aligned to the student need based on the analysis of student work/data. Under the guidance of Master and Mentor teachers, teachers learn researched and field tested instructional strategies, analyze data and make adjustments to instruction. This structure will also include individualized support based on teachers' different experiences and expertise. Each teacher will have his/her own support person on the leadership team that will focus on that teacher's individual need and the needs of his/her students. TAP also provides for four teacher evaluations that focus on student mastery and teacher efficacy. With the support of the TAP model, high expectations for instruction, strategic analysis of student data, and job-embedded professional development has helped to increase our instructional effectiveness and changed the perception of our school. In addition to the focus on teacher effectiveness, school leader effectiveness is increased through work with Principal Professional Learning Communities. The principal, Dawn Love, has received Crucial Conversation training and been coached on her Gallup Strengths. These two leadership coaching experiences helps the leader to have accountability conversations that feel like support and use her talents to increase the effectiveness of the school. Our school is now seen as a resource for high-quality teachers who are seeking nontraditional school improvement structures and challenging professional growth. **(2) Comprehensive Instructional Reform Strategies** - In addition to the implementation of TAP at Lowery Elementary, a comprehensive Instructional Reform Strategy, known as Response to Intervention (RTI), was initially implemented. As our school has evolved, we are now moving to a more systematic Multi-Tiered System of Supports (MTSS) for both academics and behavior. Providing teachers with a week of professional development for strategically addressing instruction and doing the same for behavior will only increase the level of supports and the seamless implementation of tier 1, 2, and 3 support support initiatives. Students are now categorized as intensive, strategic, or on-level based on their DIBELS and CBM scores. Based on their needs, students will receive strategic in class support but also receive interventions conducted by the Interventionists written in the grant for this year. Teachers will progress monitor intensive students every week and adjust their instructional plan and interventions accordingly. The interventionist will meet with classroom teachers to help analyze student data, report back on student progress during interventions, and develop prescriptive instructional plans. To ensure that we are moving students to proficiency in reading and math as quickly as possible, all intensive students will receive tier 3 interventions during school and after school to extend the learning time. The addition of 6 paras and 1 teacher will give us the additional help and support needed to be able to effectively differentiate instruction in the classroom. Each of the classes with intensive children will have a paraprofessional in the room, so strategic supports can be provided for each intensive child throughout the day. These paraprofessionals will plan with teachers to ensure they are addressing grade level skills required by Common Core Standards while providing support to those kids. To ensure that instructional time is not lost for other students not being intervened with, students in math class will work on IXL and/or Reflex Math to practice and enrich their math fluency. In reading classes, students will use leveled books from Reading A-Z to close read and practice skills learned that day. Students will also use the Reading Assistant computerized intervention to increase their vocabulary and reading fluency. Classroom teachers, interventionists, and paraprofessionals will use the FAST online system to house progress monitoring data and to help make strategic instructional decisions in the moment. Data will also be analyzed during cluster with the help of a Master Teacher where student work samples and assessments will be used to help guide strategy implementation and professional development (cluster). **(3) Extended Learning Time** – Extended learning time will still be a focus for us because of the growth experienced with the original SIG. All intensive students will be required to attend after school tutoring that will be focused on their deficits in literacy and numeracy. Teachers will use this time to use best practices such as direct explicit instruction of strategies to help

students master foundational skills that are hindering them from a strong command of grade level content.

Our Behavioral Summer Institute for teachers will also invite parents the last few days to talk about our expectations and how we can work together to ensure our students are successful. Parents and teachers will create a partnership to look at both behavioral and academic data to plan for the school year. These Academic Parent-Teacher Teams (APTT) will be started during Summer Institute will continue throughout the school year. The APTTs will meet once a month to celebrate student wins using data and plan next steps for work at home and school. At each meeting, these teams will enjoy refreshments together and receive work individualized for each student based on his/her needs. The goal of the APTT is to develop the rapport needed to work as a team in support of our students. **(4) Provide Operational Flexibility and Sustained Support** – The creation of the Turnaround Zone that was supported by the first SIG grant provided our school the district support needed to address the varying needs of our students. However, a deeper analysis of Lowery Elementary's behavior data shows a large number of infractions that result in either in school or out of school suspensions which translates to time out of class for students. To help address the extreme issue of behavior, a Behavioral Dean position will be created. This Dean will focus solely on analyzing behavior data to be proactive through conversations with students, creating behavior plans, setting goals, and tracking student progress toward goals. This dean will focus on lowering the number of infractions and suspensions, so students won't miss so much valuable instructional time. The dean will also serve as a liaison between the counselor, teacher, parent, and other external community services. Based on each individual child's data, the Behavioral Dean will determine the best behavior plan and the necessary wraparound services needed to help that child be successful. The Kickboard online platform will also be a tool used by the Dean and all teachers at our school as a way to track behaviors. The Dean will use Kickboard to identify target behaviors and triggers for students. Kickboard will help to make behaviors and discipline more visible so we can be more strategic and proactive with our approach to behavior management. The Behavioral Dean will also support teachers with their instruction of the PATHS curriculum to ensure that social and conflict resolution skills are being taught with fidelity as a proactive measure to changing the behavior of our students. This dean will also free up time for the Principal and Assistant Principal to focus on quality instruction, implementation of interventions, and evaluating the impact of initiatives on student achievement.

The current principal of LOE, Dawn Love, has been at the school since 2012-13 when she started as the Assistant Principal before becoming principal in 2013-14. As principal, Ms. Love has led the school from a 46.5 "F" in 2012 – 2013 to a 54.7 "D" in 2013-14. Because of this growth under her leadership, this new administrator will not be replaced. However, there will be a continued focus on sustaining that growth through high quality professional development for the leadership team. Attending Harvard's Closing the Achievement Gap Institute will be a yearly practice to ensure the team is continuously refining practices for the better. Another staffing focus is the creation of a recruitment team. This team serves as a search firm that will attract and screen possible high quality candidates for LOE. The focus will be on creating a highly skilled cadre of teachers who have a passion for growing challenging students. The team also outlines a strategic rewards plan that will help to motivate teachers to work in our type of school environment. In the past, the district used incentive pay as a recruitment strategy at Lowery Elementary. The pay was intended to attract high quality teachers to drive the extra miles it takes to get to Lowery; however, it has not increased retention at our school in the past. Instead, we will focus these funds on providing teachers with the materials and resources that will create an environment that both promotes our vision and develops a positive atmosphere. Included with these rewards will be a staff shirt at the beginning of the year to help build comradery among the staff and create a positive culture from the first day of school. Teachers will also receive snacks and coffee to help lesson the costs of driving so far since our school is in a rural location and having to buy so many classroom supplies because our kids can't afford them. In addition to the recruitment team who will focus on recruitment and retention, Lowery Elementary also relies on partnerships such as Teach for America that helps to provide the school with passionate, certified individuals and the Teach Ascension program that alternatively certifies prospective teachers and employs them at our school.

Due to the limited services our students receive outside of school, health, nutrition, and other social-emotional conditions often impede student learning. To help alleviate the stress and anxiety associated with lack of proper care, our school will begin providing systematic wraparound services based on individual students need. LOE will start this proactive measure by hiring a full time nurse. This nurse will focus on partnering with parents, students, and community members to deepen their understanding of the developmental needs of students, as well as the nutritional and healthy practices that should be occurring outside of school. In addition to the nurse, wellness care packs that include every day hygiene and health products that students will use based on the lessons taught by the full time nurse.

- 5) **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.
- 6) 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-base strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

We will continue to implement TAP structures with our focus on instruction as it resulted in student and teacher growth and provides a research-based structure for deepened school improvement implementation.

MTSS

-Lowery Elementary School implements MTSS. MTSS –Multi-tiered System of Support is a model used in both behavior and instruction. MTSS encompasses RtI but also addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. MTSS provides multiple levels of support for all learners (struggling through advanced). MTSS also includes a focus on intervention but has a stronger goal of prevention than RtI. To assist in the implementation of MTSS and to support the number of students needing intervention, we will hire two certified interventionsionists, one certified teacher, and six paraprofessionals. MTSS at LOE includes Tier 1 instruction where teachers determine the levels of students and addresses their needs in order to meet Common Core Standards. Students utilize Fast ForWord in our computer labs daily. Fast ForWord is a program that trains students in sound perception. Clinical research indicates that students who were put into an enhanced auditory processing program made significantly greater progress in speech discrimination, language processing, and grammatical comprehension. Reading Assistant is also provided as part of the Fast ForWord program. This component of the program focuses on increasing students' oral reading fluency. We will hire a CKLA, Core Knowledge Language Arts, consultant to provide specific training on their reading foundational curriculum to ensure we are meeting the specific foundational needs for our students. Academic foundational data shows that students do not grow in the area of Math as they do ELA, so we will purchase Great Minds Eureka videos to assist in building content knowledge in Math teachers. Tier 1 behavior consists of positive narration, expectations of appropriate behavior, and the utilization of Kickboard- a behavioral management system, where students are rewarded for behaviors that contribute to a positive school community. Students not mastering the instructional and behavioral expectations are moved into Tier 2 support, where specific goals are set for their learning and support is designed to meet the needs of students. We use computer programs such as Reflex Math, IXL, and Reading Assistant, as a way to intervene and support students in meeting their goals. Weekly monitoring of data proves if support is successful. Students not meeting standards with Tier 2 support are supported in a Tier 3 level of support. Tier 3 is designed for intensive instructional and behavioral needs. Students needing this level of support are intervened with daily in an environment outside of their classroom. They are provided systematic support that is monitored daily and adjusted to meet the need. Data analysis shows that through this system, LOE has decreased the number of students considered at risk. In order to continue with this trend but at a faster pace, we will offer two hours of after school

tutoring. Instruction during this time will consist of literacy and numeracy support, an extension of Tier 2 and Tier 3 intervention.

Behavior interventions will include positive supports through the use of the “store” where students can use the paychecks from Kickboard to purchase items. Students with behavior plans are often subscribed iPad time for positive reinforcement of achieving behavior goals.

Academic Parent Teacher Teams (APTT)

This summer LOE's leadership team attended a conference at Harvard University, Closing the Achievement Gap. We learned that a key factor in closing the achievement gap was involving parents and stakeholders in the process. We have since developed a plan to involve parents and stakeholders in students' development. Family engagement is an essential, fundamental component of proficient and effective teaching and learning practice. APTT, Academic Parent Teacher Teams, are currently meeting to analyze data and set goals for student achievement. Teachers and parents join together to instruct students at home and school, in a way that will lead students to reaching their instructional goals. We are implementing The Seven Strategies of Assessment Learning and involving parents in using strong models, peer and self-assessment, providing students with a clear and understandable vision of the learning target, and teaching students focused revision. We meet with parents monthly to review data and determine where students' are in meeting their goals. We also use this time together to collaborate around strategies that are working with students. Teacher, parents and guardians collaborate about what works at home when supporting student learning. Parent leaders will be identified and supported so they can begin to facilitate parent and guardian support groups within the community. At the end of the year, we will conduct surveys and use data to identify the growing need for support within APTT. In the years to follow, we will continue to meet monthly as families, schools, and communities connect children to learning opportunities across different community settings. We will connect families and local organizations to increase family access to non-school learning resources, involving their efforts to create learning pathways that last over time, and the capacity of communities to sustain and bridge these paths.

Nurturing the Whole Child

A strong foundation in reading, writing, math, and other core subjects is important, but by itself is insufficient for lifelong success. In an effort to prepare students for success in academics and prepare them for lifelong success, we have committed to addressing students' multiple needs, for a more balanced approach. The goal of whole child education is to provide challenging and engaging academic programs while providing health education, life skills, and basic education on creating a healthy life style. We will hire additional personnel in order to accommodate addressing the multiple needs of students.

Hands-on and discovery type experiences are essential in understanding key concepts and ideas. In order to deepen students' learning experiences, we recently ordered materials to replenish FOSS kits that include materials necessary for experimentation needed to understand scientific concepts. Assessments show that if we fail to move beyond a narrow curriculum and accountability system, we will have failed to adequately prepare children for their futures.

We plan to nurture the whole child by providing students basic health care, educating children on hygiene and how to keep themselves healthy, as well as providing for their needs by giving each student a complete uniform yearly (including shorts, polo style shirts and belts, socks, underwear, school bags, fleece jackets). We will provide food bags to those students who have been identified as potentially not having nourishment over the weekends. We will partner with a locally owned supermarket to provide the food items needed for the bags. Another way we plan to impact physical fitness, cognitive health, and emotional well-being is by purchasing up-to-date fitness/play equipment. Children need to develop large motor and small motor skills and cardiovascular endurance. Extensive physical activity is also needed to address a growing problem of obesity in

American children. In addition, we will employ a full time nurse to meet the health needs of our students as well as provide health education in classrooms.

School Nurses are important lifelines to student's health, well-being and success academically. Forty percent of school-age children miss three or more days of school per year due to acute and chronic illnesses. Mental and emotional health issues can be as urgent as the acute and chronic illness seen in a school setting. All children have the potential to be successful in school. With that being said, children who suffer from unmanaged chronic conditions which include but are not limited to Asthma, Diabetes, Seizure Disorders, Mental Disorders, Emotional Disorders, Behavior Disorders and/or any diagnosis that affects a child's learning are more likely to be unsuccessful academically. A School Nurse should be a part of an interdisciplinary team collaboratively working toward of the success and well-being of the students. A school nurse would be beneficial on campus daily because understand and can assist the staff in understanding what the students need medically and emotionally. The school nurse will be able to establish rapport with the student and their families to address the basic needs of the children. Education can be provided along with referring to outside agencies as needed. Behavior seems to be a huge component affecting the children's learning in this demographic area. Many students are under the care of a physician; however, medications are not consistently given, monthly appointments are missed, medications are not being refilled and therapy sessions are not being attended. She will create a partnership with a local eye doctor so that we can provide eye glasses for children in need (as included in the SIG budget). The nurse's goal would be to collaborate with outside agencies such as Spectrum and Wrap Around services to assist parents with attending monthly therapy sessions and assisting with appointments, prescription refills or obtaining a physician. The school nurse will also connect the student and their families with Wrap Around services or Spectrum if the student is not currently provided mental health services. The school nurse's goal would also be to educate the parents on the importance of early dental care and assist them in obtaining a dentist for the student and ensuring that the child is seen by a dentist twice a year.

- 7) **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.

- 8) **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.

- 9) **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.

We learned that a key factor in closing the achievement gap was involving parents and stakeholders in the process. We have since developed a plan to involve parents and stakeholders in students' development. Family engagement is an essential, fundamental component of proficient

and effective teaching and learning practice. APTT, Academic Parent Teacher Teams, are currently meeting to analyze DIBELS and CBM data and set goals for student achievement. Teachers and parents join together to instruct students at home and school, in a way that will lead students to reaching their instructional goals. Instruction will look similar to the methods used in Tier 2 and 3 instruction. We are implementing The Seven Strategies of Assessment Learning and involving parents in using strong models, peer and self-assessment, providing students with a clear and understandable vision of the learning target, and teaching students focused revision. We meet with parents monthly to review data and determine where students' are in meeting their goals. We also use this time together to collaborate around strategies that are working with students. Teacher, parents and guardians collaborate together about what works at home when supporting student learning. Once we create a system of support among all stakeholders, we wish to connect children and their families with people who can show possible pathways of the future. This will encourage setting goals aligned to future success while engaging the community in working to meet those goals.

As we work together in the realm of education, LOE has also created opportunities to become part of the community. A large amount of our students are involved in sports, especially football. We will tailgate at each team's game at least once during the season. We plan to bring spirit sticks, signs, food, and banners for players to run through. The coaches of the teams are actively involved in their player's education. They visit the school often and have open communication with teachers and staff about the performance of their players. Coaches communicate their expectations to the players and families as well. Families will be invited to a Fall Family night to be hosted on LOE's campus providing a save environment for families to interact and go "Trick or Treating". We're hosting Christmas in the Park where families will participate in caroling lead by the Donaldsonville High School and Lowery Middle School choir. We will serve hot chocolate and sugar cookies while families stroll the lit park and visit Santa. Families will visit The River Road African American Museum during Black History month dressed a figures from history. We will host a Community Day in the park where families are invited to the park in the center of Donaldsonville where they'll play games, eat hamburgers and hotdogs, dance, and interact with members of their community as well as school faculty and staff. In May, our staff with participate in a Beautification Project. We will select areas in Donaldsonville to clean and revitalize by cutting the grass, pulling weeds, and planting new plants, flowers, and trees.

SECTION 3: GOALS

10) **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 |
| 45.7 | 54.7 | 54.7 | 60.7 | 66.7 | 72.7 | 79.7 |

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 4th grade math, 4th grade reading/language arts, 8th grade math, and 8th grade reading/language arts.

| Grade: 4th | | Subject: English | | | | |
|----------------------------|------------------|-------------------------------|------------------|------------------|------------------|------------------|
| Actual % Proficient | | Projected % Proficient | | | | |
| SY2013-14 | SY2014-15 | SY2015-16 | SY2016-17 | SY2017-18 | SY2018-19 | SY2019-20 |
| 45% | N/A | 50% | 55% | 60% | 65% | 70% |

| Grade: 4th | | Subject: Math | | | | |
|----------------------------|------------------|-------------------------------|------------------|------------------|------------------|------------------|
| Actual % Proficient | | Projected % Proficient | | | | |
| SY2013-14 | SY2014-15 | SY2015-16 | SY2016-17 | SY2017-18 | SY2018-19 | SY2019-20 |
| 41% | N/A | 46% | 51% | 56% | 61% | 66% |

- 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.

Using a backward deconstruction strategy, the ILP supports the campus in breaking down the school goal to quarterly goals; teacher SLT's; PLC/Cluster short-term wins; and teacher short term wins. Teachers are provided support and guidance, from the ILP and Leadership Team, in creating individual student goals in the areas of foundational literacy, foundational math and behavior goals as those are the areas of identified need for students at LOE. The following tables show past and current student results in those areas.

| DIBELS EOY Results | | | |
|---------------------------|-----------------|------------------|----------------|
| | Low Risk | Some Risk | At Risk |
| 2011-2012 | 28% | 25% | 47% |
| 2012-2013 | 27% | 24% | 49% |
| 2013-2014 | 38% | 21% | 41% |

| 2013-2014 Math Computation CBM EOY Results | | |
|---|-----------------|---------------------|
| | Mastered | Not Mastered |
| 3 rd Grade | 40% | 60% |
| 4 th Grade | 0% | 100% |
| 5 th Grade | 20% | 80% |

The goals for LOE throughout the implementation of the SIG interventions, in addition to increasing SPS annually, as follows:

1. Annual increase 12% in students in the No Risk category in DIBELS.
2. Annual increase of 10% of students in the Mastery category in math computation fluency.

| Month | Last Year Infraction Total 2012-13 (before Behavioral RTI) | This Year Infraction Total 2013-14 | Amount of Increase↑/ Decrease↓ |
|------------------|---|---|---|
| September | 62 | 210 | ↑238% |
| October | 254 | 192 | ↓24% |
| November | 273 | 167 | ↓38% |
| December | 229 | 142 | ↓38% |
| January | 266 | 109 | ↓41% |
| February | 331 | 232 | ↓30% |
| March | 275 | 210 | ↓24% |
| April | 359 | 144 | ↓60% |
| May | 189 | 179 | ↓5% |

3. Monthly decrease of 10% in behavior infractions – comparing month to month for the same group of children. (i.e. comparing 3rd graders from September, 2014 to the 4th graders in September, 2015)
4. Due to the changing State Standards and State Assessments, we will not create a goal to represent our district benchmark assessments at this time. When all changes have been finalized and represented in our district assessments and we have established baseline data for those assessments, we will create goals.

| |
|--|
| |
|--|

- 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).

The LEA will track progress on the following leading indicators:

1. Number of minutes within the school year – the school schedule will be monitored to ensure that at least the minimum required minutes are met and the additional after school tutoring minutes are consistently implemented.
2. Student participation rate on state assessments – all students are mandated to

participate in state assessments in some form or another (i.e. typical assessments or adapted assessments for the most severe students with special needs; and/or the ELDA assessment to monitor the language acquisition of the English Language Learners). The LEA and Tier III campus will cross-reference the student population to ensure that all students in all subgroups are participating.

3. Student attendance rates will be monitored through the SIS currently in place. The principal and ILP will request quarterly attendance rates to monitor student attendance. Data will be analyzed to determine if current attendance interventions are procuring positive results.
4. Student truancy - Student truancy will be monitored through data in the SIS system and attendance interventions will be employed to address the concerns.
5. Distribution of teachers by performance levels – results of teacher observations will be monitored throughout each of the 4 observation windows. Patterns in data will be identified in order to determine teacher support needs as they evolve over time. The distribution rates of teachers at the varying proficiency levels will be studied to determine if the support that is being provided is effective. The data will also be used to determine placement in subjects and grade levels so that there is a balance of teachers in each grade level/subject area.
6. Teacher attendance rate – will be monitored monthly as this indicator is often one that is an initial sign of teacher dissatisfaction. This data will be used to evaluate if the teacher retention intervention(s) are achieving desired results or need to be modified.

- 11) **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).

District Turnaround Office Staff: The Ascension Parish School System has reorganized the central office in order to dedicate specific staff as the primary point of contact for each of the Tier III schools. The position of Assistant Superintendent of School Turnaround and Instruction was created in order to spearhead the turnaround initiative implementing the Transformation Model. The Assistant Superintendent is a high achieving individual with a proven track record demonstrating the following abilities: develop and communicate a vision and strategic plan for aggressive change; set challenging goals with high performance standards for all students; establish a culture of high expectations for both students and adults; implement shared decision making and build strong coalitions; use data to drive decisions and make adjustments if necessary based on the data; communicate clear rationale for decisions. In addition to these abilities, he has demonstrated the ability to lead a school through significant cultural changes resulting in strong academic growth for all students. The Assistant Superintendent is primarily responsible for motivating and mentoring school partners within the Turnaround Zone. He is results oriented and is responsible for maintaining a tight focus on changing perceptions and actions in order to dramatically improve low performing schools.

Instructional Leadership Partner - The turnaround team consists of a small group of district personnel chosen specifically because of their expertise and experience working with low performing schools. Their current roles have been restructured in order to allow them to provide dedicated support to one specific low performing school. Each Instructional Leadership Partner has been matched with a school whose needs match the skillset and expertise of the ILP. LOE's ILP is the district's MTSS expert as well as a Board Certified Exceptional Needs Specialist with a Master's degree in Special Education. With the high rate of students with special needs, students with below level foundational skills, language skills and behavior concerns, her skillset allows her to support the campus with special focus on these areas.

Each of the Turnaround Partners is responsible for one of the low performing schools and will report directly to the new Assistant Superintendent School Turnaround and Instruction. As a partner with the school principal the Instructional Leadership Partner will have four main responsibilities which include:

- Monitoring and supporting the progress of student performance goals
- Assisting the schools with human capital and staffing needs
- Monitoring and supporting the integration of core academic and student support services, and
- Maintaining an embedded, consistent and intense relationship with each school

By taking away the many various district support providers who have traditionally serviced these schools, and replacing them with one dedicated and highly competent school partner, the district will be able to channel all of its energy and this will result in a coherent, radical transformation of the school.

There have been several development opportunities provided to the principal, by the LEA, in the area of Leadership. She has received received formal training in Crucial Conversations and Crucial Accountability in order to build her skillset in effectively communicating the message of change to her campus and the community. Those skills will allow her to monitor and increase accountability around student performance and other key indicators. The LEA has structures in place to provide the principal and assistant principal time to collaborate with other school leaders on a regular basis in a Principals' Professional Learning Community (PPLC). The members of the PPLC meet, set goals and hold each other accountable for achieving those goals. They support new learning through shared practices that have resulted in positive student growth on their campuses and through PPLC walkthroughs and feedback. The LOE principal is currently participating in an Educational Leadership Doctoral Cohort that is available through the partnership between the district and the local university.

Specific focus on leadership development for the principal will be included in the work of the Instructional Leadership Partner. The ILP will support the principal during the change process using Kotter's 8-Step Process for Leading Change. She will give feedback on the principal's communication skills as well as her use of data to guide the decisions on the campus. Shared leadership will be encouraged through the use of the Leadership Team, Master Teachers and Mentor teachers – keeping in mind that the Leadership Team is the "guiding coalition" that will help sustain the change efforts. Additionally, the ILP will be an encouraging figure who will positively influence the principal to persist and persevere during the challenging times of transforming a high poverty school.

School administrators and teachers will utilize the district's assessment system, Illuminate, to monitor student progress throughout the grant period. Schools administer quarterly benchmark assessments in all content areas throughout the school year in addition to teacher-made assessments. Illuminate offers administrators and teachers' access to comprehensive data reports for these assessments as well as other data points, including state assessments. These reports allow the tracking and monitoring of student growth and progress toward school performance goals through the examination of individual students and subgroups. Data collected can be disaggregated based on overall performance, standard(s) assessed, and preselected question groups. Having access to current and historical student data on benchmark assessments, teacher-made formative and summative assessments, and state testing enables administrators and teachers to triangulate these data points in order to provide strategic and appropriate instruction.

In order to intervene with students at the first sign of academic struggle or disengagement, Lowery Elementary will utilize Illuminate's early warning system, On Track reporting, to create customized dashboards that will identify students that are at-risk of academic failure. District leaders, administrators, and teachers will conduct a thorough analysis of risk indicator patterns in order to create meaningful, relevant dashboards. This data will be continually evaluated to determine the

effectiveness of the criteria used to determine at-risk students.

LOE has been selected to pilot the F.A.S.T. system (which is connected to Illuminate and together creates a "one stop data shop") during the 2015-16 school year. This data-system partnership allows for all data for students from state assessment results to progress monitoring of foundational skills to be located in one place. F.A.S.T. is a platform that allows students to be universally screened and progress monitored in math, reading and social/behavior skills. LOE is able to create intervention groups, write research-based intervention goals and monitor progress toward those goals using the F.A.S.T system.

The F.A.S.T. system also includes adaptive assessments in reading and math. The adapted assessments are simple and efficient for assessing students' broad reading and math abilities. The assessments are based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). aReading is a strong predictor of students' high-stakes test performance and we recommend that teachers use the assessment as a tri-annual screening tool. District Turnaround Office staff headed by an Assistant Superintendent will monitor student progress throughout the grant period. The district has partnered with Northrop Grumman to customize their Horizon assessment system and develop a district data warehouse. The district data warehouse is utilized to monitor and evaluate the performance of students and teachers, as well as, evaluate the overall performance of Tier III schools. Customized Data Dashboards have been developed, through the partnership with Northrop Grumman, for school leadership teams to allow for Early Warning Signals (i.e. Students Below Benchmark, Excessive Absenteeism). The data warehouse connects with existing educational systems to bring together data from student and teacher information, student assessment, instructional programs, disciplinary actions, etc. This will enable deep data analysis, ad hoc queries, and access to pre-defined reports fostering an interactive approach to school improvement. This robust reporting system is accessible to teachers from their classrooms or from home with access for administrators and district staff as well.

Super subgroup students are those that are recognized as scoring persistently below proficiency on state assessments. Based on pre-determined criteria (non-proficiency on the previous year's English Language Arts and/or math state assessment), super subgroup students are identified for schools through customized reports in the district's data warehouse. Reports combine historical and current benchmark and state assessment data straightforwardly for schools in one place. These reports and the identification of students allow administrators and teachers to track and progress-monitor their subgroup in order to provide methodical support, differentiation, and interventions and evaluate the impact of those efforts on student growth.

TAP at Lowery Elementary: TAP is an integral component of the transformation model through which the LEA will monitor and evaluate the performance of its SIG school throughout the grant period. As part of the TAP model, ongoing student benchmark testing and TAP evaluations will serve to monitor both student growth as well as teacher growth. Monitoring of student growth will occur on multiple levels - master and mentor teachers will be responsible for field testing research-based strategies that address the overall student academic need prior to introducing in clusters to all teachers. This field testing of the strategy beforehand will allow the master and mentor teachers to determine the effectiveness on this school's campus, with this school's student population. The master teachers analyze results of field testing and document its effectiveness through student tracking measures using pre and posttests. The school leadership team and ILP will analyze student work and data sets accessible through the district data-warehouse to measure instructional effectiveness. In addition to monitoring student growth, master and mentor teachers will assist and monitor the growth of all teachers with support from the administrative team, Executive Master Teacher, and Instructional Leadership Partner. TAP structures provide a vehicle for analyzing a teacher's ability to provide targeted instruction based on the student work and individualized student growth targets. Teachers will also be evaluated and rated using the TAP instructional rubric 4 times per year by master teachers, mentor teachers, administrators and the ILP. These observations will measure changes in instructional practices which revolve around 12 overarching Instructional Indicators which score on

a scale from 1 to 5. After each evaluation, a post conference will be conducted, which includes an area of reinforcement and refinement based on the 12 indicators from the TAP instructional rubric. The data collected from the evaluations will be used to further support all teachers during clusters and in classroom follow up. Five minute, targeted walkthrough observations (completed by the administrative team, Turnaround Zone staff, and school faculty) will also be used in conjunction with the 4 TAP evaluations to provide immediate feedback regarding the teacher's progress and implementation of SIG interventions. The principal will have complete autonomy to remove those teachers whose instruction consistently does not result in student growth.

After school tutoring at Lowery Elementary: Initially, summative data acquired from state assessments (iLEAP and LEAP), along with DIBELS, math CBM's and district benchmarks, and formative assessments will be analyzed to determine students' need for after school tutoring. Intensive reading and math interventions will be provided to those students who are not performing on grade level because of a lack of foundational skills. The District Turnaround Office will access the district data warehouse and Illuminate to analyze DIBELS and district benchmark assessments, classroom assessment data, and instructional program data on an ongoing basis. These data results will be used to identify specific resources needed in the school, (i.e. Reading and Math Interventions, further lowering of the teacher- pupil ratio, technology resources) School-level and District Turnaround Office walkthrough data will be analyzed on an ongoing basis and will help form the foundation for Master and Mentor Teachers work with classroom teachers.

In order to address the challenge of staffing high-poverty schools in the district, APSB has partnered with Teach For America for the last 4 years to recruit high energy, motivated, intelligent teachers who are compelled to serve in a high poverty community. Priority is given to the schools on the West Side of the Mississippi river as those schools are the most impoverished in the district. While this has helped with the recruitment and retainment challenges, it has not completely eliminated them.

This year, 2015-16, the LEA has become as a teacher certifying agent, called Teach Ascension Academy (TAA) The district is currently certifying 15 people and providing them support in the classroom. LOE currently has 4 TAA teachers. This program provides additional new teacher support in the form of the TAA Program Coordinator. The LOE has recently applied for an additional grant to certify current educators with an add-on certification in special education. In April of 2015, Ascension Public Schools was awarded a Believe and Prepare grant of \$65000 to become a certification provider. The grant has assisted in implementing the Teach Ascension Academy during the 2015-2016 school year. District staff recruited and hired high-quality college graduates who were not certified teachers but had a strong desire to become such. 112 college graduates applied for the program, 25 applicants were interviewed and 15 participants were chosen. Those participants received over 120 hours of summer training on topics such as classroom management, child and adolescent psychology, standards-based unit and lesson planning, foundational reading, teaching in high-poverty schools, early childhood education, and special education. The participants have been placed in district schools that are invested in the Teacher Advancement Program. Because of this, all new teachers have the support of a master teacher, a mentor teacher, and a supervising teacher. Additionally, the district has hired a Program Manager to oversee this entire project. Ascension Public Schools has invested additional funding to ensure that this project continues each year to recruit and retain high quality teachers in our schools that are in most need.

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

Not Applicable

SECTION 4: LEA STRATEGY

13) **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.

The district is deeply involved and well represented in state-sponsored improvement programs that are being leveraged to support the initiatives outlined in the SIG application. Participation in these programs is greatly enhancing district understanding of school improvement thus positively impacting the success the district is having with the lowest performing schools. Continued involvement and reorganization plans represented in the SIG application will propel improvement efforts. Below is a list of current district involvement in major state efforts:

- Trailblazer Initiative, team members include: Superintendent of Schools, Director of School Improvement, veteran school principal, newly appointed assistant principal, TAP Mentor Teacher from low-performing school, and a non-tenured new teacher from a high performing school. It is through this involvement with the Trailblazer Initiative that the plan for school turnaround with Tier III schools emerged.
 - Accountability Commission, the Superintendent of Schools for Ascension Parish is an acting member of the commission.
 - TAP: The System for Teacher and Student Advancement, schools currently with expansion totaling seven. Seven of the TAP schools will be clustered in the Turnaround Zone. Several TAP sites serve as demonstration models for the state. Representatives from these schools, as well as the district have served on several national policy panels and have led informational sessions at the TAP National Conference. Additionally, one of the Ascension Parish TAP schools was awarded \$50,000 TAP Founder's Award at the 2015 TAP National Conference while another was awarded the TAP Ambassador Award at the 2011 TAP National Conference. Participation in programs like TAP have caused increases in students learning already in the lowest performing schools. The creation of a District Turnaround Office has given greater support to this school improvement initiative allowing TAP to be administered with greater fidelity and provide a seamless school improvement focus for Tier III schools.
 - Ensuring Literacy for All (ELFA), representative sample of schools identified in the Turnaround Zone are ELFA schools.
 - Ensuring Numeracy for All Initiative (ENFA), representative sample of schools identified in the Turnaround Zone are ENFA schools
 - Cecil J. Picard LA4 Early Childhood Program, Universal Pre-K in all schools identified to be in the Turnaround Zone. This includes the Tier III primary school.
 - State-level Standards Review Committee, the district has had strong participation and representation across all content areas. This participation has led to a deeper understanding of the
-

Common Core Standards and the implications for curriculum, instruction, and assessment. These curriculum experts are the pipeline of talent tapped to serve as Master and Mentor Teachers in Tier III schools.

14) **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.

Federal funding under IDEA is leveraged to provide prescriptive support for our Tier III schools. The district has placed a LEAD Teacher at each school to help administrators manage all the regulatory requirements for SPED. Given the concentration of SPED students in Tier III schools, this is very beneficial and allows the district to expedite services to these students. A SPED coordinator is also assigned to each Tier III school to work with staff and students in areas of professional development, technical assistance, student specific programming, etc. This work directly aligns with the job-embedded professional development fostered by TAP and the activities aligned in both the school-level SIG applications and the district SIG application. The district consults with Tier III schools after reviewing data to determine supplemental materials and programs which would best meet their needs. A Pupil Appraisal liaison is assigned to each school to work closely with the school leadership team with respect to SBLC, DIBELS monitoring, interventions, and various other support structures specific to each school.

Previous SIG funding was utilized to make immediate, dramatic reforms in the Tier III schools. The district utilized these resources to fund the salary of an Assistant Superintendent to head the District Turnaround Office at a rate of 75% the first year, 50% year two, and 25% year three. Currently, the district fully funds this position.

The district is using Title I and Title II and general fund monies to fund the personnel cost associated with Master Teachers, the augmentation of Mentor and Master Teachers, and TAP payouts. Additionally, fifteen percent of the IDEA budget for early intervening activities will be allocated. This includes funding for Response to Interventions (RTI) - personnel, material, and supplies for academic and behavioral interventions. The early intervention budget is what is providing the pilot of the F.A.S.T. tool for Lowery Elementary for the 2015-16 school year. Transportation, materials, and supplies for the after school tutoring will be funded. Additionally, all Tier III schools are staffed by the district with a significantly lower teacher pupil ratio than their non-Tier counterparts.

15) **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.

The Ascension Parish School System's actual policy has never precluded the flexibility over operational areas such as, people, time, money, and program. However, our district SIG plan includes creating an environment in the Turnaround Zone that will allow our Tier III schools to operate under different authority than our traditional schools. The District Turnaround Office has been created to facilitate the turnaround process within our district. As previously stated, the clustering of these schools enables them

direct access to the superintendent. In doing so, it significantly reduces the amount of bureaucracy it would otherwise require to leverage appropriate resources and adjust operating conditions. This configuration and partnership will allow school leaders to make mission-driven decisions regarding people, time, money and programs. Instructional Leadership Partners are adept at securing any additional resources necessary for improving school performance. Additionally, examples have been provided below to demonstrate the culture that all leaders prescribe to in Ascension Parish with respect to operating conditions and autonomies.

- **Expenditure Autonomy:** School building administrators in Ascension Parish have complete autonomy over the expenditure of the following funds: general fund school budgets, dedicated technology millage prorated on a per pupil basis, textbook allocations from the district, library allocations from the district, school Title I allocations. Administrators working in concert with their school leadership teams make all instructional purchases with these funds and have total discretion as to how the funds are spent as long as they meet any statutory guidelines that govern the funds (i.e., Title I).
- **Hiring Autonomy:** Ascension Parish principals have autonomy when it comes to hiring new teachers. As soon as a principal learns of a need for a new teacher, that principal can begin the search for a replacement. Principals can utilize a list of prospective teachers created by the Human Resources Department in the Central Office or they can interview talent they have made contact with themselves. When the principal of a school finds the right person for the job, he turns in a Recommendation for Employment form to the Human Resources Director. That recommendation is then approved by the superintendent. In Ascension Parish, the Human Resources Department does not assign teachers to individual schools. When the principal and new teacher both agree to placement at a particular school, the hiring is done.
- **Scheduling Autonomy:** As long as principals meet the minimum number of minutes per school day as enumerated by BESE, they have the authority to schedule the length of daily instruction. The current minimum is 360 minutes. Ascension Parish School principals routinely extend their school days beyond the 360-minute minimum. There is currently no maximum standard established by the Ascension Parish School Board. There is no collective bargaining agreement with teachers that would preclude principals from extending the school day. The authority to extend the school day is granted to principals in order to increase student learning time and to build in time for early dismissals for professional development. Schools in the Turnaround Zone will utilize early dismissal time to focus on teacher collaboration designed to specifically increase the academic achievement of students.
- The superintendent has facilitated dialogue around principal autonomy during the monthly Principals' Meetings. The impetus for this dialogue was to assure principals and other school-level administrators that it was culturally acceptable to make innovative staffing adjustments when needed to better serve our students. Principals were also encouraged to be creative and innovative with the scheduling of time and course offerings, program development, budgeting, etc. to better address the needs of the students whom they serve.
- In the event that there are underperforming teachers and/or culturally negative teachers with regard to improvement efforts, a plan was collectively created and next steps were identified to allow principals make the appropriate staffing changes necessary to better serve the students. Requests are granted with support from the level directors and supervisors who assist with this process.

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

The district is committed to sustaining the activities outline in the SIG that render positive student achievement gains, such as TAP, daily tutoring, MTSS, Nurturing the Whole Child Model and additional academic supports. The district is prepared to make the necessary operational changes it takes to

sustain the school improvement activities outlined in the SIG, for example - increase class size in high performing schools in order to redirect general funds. Additionally, the district is exploring the possibility of retaining the services of an in-house grant writer to help secure competitive grants for these valuable school improvement efforts.

SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

17) **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.

18) **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.

19) **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.

20) **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 type="checkbox"/> No |
|--|------------------------------------|

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.

Additional Salaries and Employee Benefits totaling \$1,708,725 per year

The additional salaries will enable Lowery Elementary to add an administrator who will be able to focus solely on behavior support for teachers and students. Not only will this increase learning time as students will be participating in instruction rather than being in time-out or suspended; but, it will also allow the other administrators to focus more on instruction and teacher support.

Two of the additional certified teachers will provide reading, math and behavior interventions for Tier 2 and Tier 3 students. This will allow for the campus to better ensure fidelity to the research-based interventions. It will also provide the campus more opportunity to intervene with larger numbers of students. The third additional teacher will allow for even numbers of teacher teams in each grade level, thus simplifying the scheduling of class time and teacher team collaboration.

The six paraprofessionals will provide additional staff to assist with flex grouping, differentiation and interventions. This will increase the number of instructional minutes for all students during small group instruction as the paraprofessional can help to maintain classroom behavior and attention to task for those students who are working independently.

Some of the salaries will pay ten teachers per day to provide 2 hours of after school tutoring to students who need additional instructional time to get on level in their foundational reading and math skills.

Purchased Professional Services totaling \$29,400

The identified professional services will provide new learning to teachers so that they can implement curriculum resources as effectively as possible. The services include on-demand videos for math; formal, customized training in the reading resources and coaching sessions with teachers.

Other Purchased Services totaling \$201,660

The conferences that have been budgeted for are those that will allow Lowery Elementary's Leadership Team to continue to build their knowledge base so that they can deepen the implementation of the selected interventions for Professional.

Supplies totaling \$724,510

The supplies include curriculum materials that will enhance Tier 1 curriculum and provide materials for academic and behavior interventions, including student rewards for positive behavior supports. Other supplies include the Student Wellness Supplies as part of the Nurturing the Whole Child intervention. The Teacher Retention Strategy Supplies will support the teacher retention intervention.

Property totaling \$150,000

The property to be purchased is P.E./fitness/playground equipment to support the Nurturing the Whole Child intervention in the area of health and fitness.

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

1. LEA/CMO Proposing a 3-Year Implementation Plan for a School

| | Year 1 | Year 2 | Year 3 | 3-Year Total |
|---------------------------------|-------------|----------------|--------------|-----------------------|
| School-Level Activities | \$513,805 | \$291,656 | \$300,107 | \$1,105,568.00 |
| LEA/CMO-Level Activities | \$1,139,150 | | \$569,575 | \$1,708,725.00 |
| Total Budget | \$1,083,381 | \$1,430,806.00 | \$869,682.00 | \$2,814,293.00 |

Year 1 Budget: Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

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 | | | | | |
| School-Level Activities | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| LEA/CMO-Level Activities | \$ | | \$ | \$ | \$ | \$ | \$ |
| Total Budget | \$ | | \$ | \$ | \$ | \$ | \$ |

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

3. LEA/CMO Proposing a Planning Year for a School

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Total |
|---------------------------------|--------|--------|--------|--------|--------|--------------|
| School-Level Activities | \$ | \$ | \$ | \$ | \$ | \$ |
| LEA/CMO-Level Activities | \$ | | \$ | \$ | \$ | \$ |
| Total Budget | \$ | \$ | \$ | \$ | \$ | \$ |

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

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.

Year 1: 2015 - 2016 School Year

Intervention Activities

- Check here if Year 1 is for Planning
- Check here if Year 1 is for Pre-Implementation
- Check here if Year 1 is for Full Implementation

| Activities | Timeline | Costs |
|--|--|-------------|
| <ul style="list-style-type: none"> TAP - Continue current implementation. | Throughout year | |
| <ul style="list-style-type: none"> MTSS – refine practices. Create a systematic monitoring/accountability system. Use data to immediately adjust instruction. Support teachers in increasing effectiveness of interventions. Implement technology-based interventions. Behavior Conference | Throughout year 4. Spring | |
| <ul style="list-style-type: none"> Academic Parent Teacher Teams Develop Collaborative Partnerships Develop student goals Develop parents' skills so that they can become partners in education Evaluating progress and data analysis Adjust instruction Share strategies that are showing progress Survey teachers and parents to refine practice and get feedback for next school year | <ul style="list-style-type: none"> Fall Winter Spring | 1,083,38.00 |

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

| Activities | Timeline | Costs |
|--|---|----------------|
| 1. TAP - Continue implementation. <ul style="list-style-type: none"> • Deepen strategy work and monitor impact on student achievement | Throughout the year | |
| 2. MTSS – refine practices <ul style="list-style-type: none"> • Build teacher background knowledge using Eureka and CKLA training • Deeper implementation of data analysis tools • Behavior Conference | <ul style="list-style-type: none"> • Fall/Spring | |
| 3. Academic Parent Teacher Teams <ul style="list-style-type: none"> • Develop student goals • Develop parents' skills so that they can become partners in education • Evaluating progress and data analysis • Adjust instruction • Share strategies that are showing progress | | \$1,430,806.00 |
| 5. Nurturing the Whole Child <ul style="list-style-type: none"> • Harvard Closing the Achievement Gap Institute • Using data analysis and what is learned in the conference, the school will refine practices to deeper implementation | | |

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

| <i>Activities</i> | <i>Timeline</i> | <i>Costs</i> |
|-------------------|-----------------|--------------|
| | | |

Year 3: 2017 - 2018 School Year

Intervention Activities

Year 3 is for Full Implementation

| Activities | Timeline | Costs |
|---|--|--------------|
| 1. TAP - Continue implementation. <ul style="list-style-type: none">• Deepen strategy work and monitor impact on student achievement | <ul style="list-style-type: none">• Throughout the year | \$869,682.00 |
| 2. Continue MTSS implementation by refine practices <ul style="list-style-type: none">• Build teacher background knowledge using Eureka and CKLA training• Deeper implementation of data analysis tools• Behavior Conference | <ul style="list-style-type: none">• Throughout the year | |
| 3. Continue Academic Parent Teacher Teams <ul style="list-style-type: none">• Deepen community engagement and use success from previous years to increase buy in | <ul style="list-style-type: none">• Begin in August and continue through May | |
| 4. Continue with Nurturing the Whole Child <ul style="list-style-type: none">• Harvard Closing the Achievement Gap Institute• Using data analysis and what is learned in the conference, the school will refine practices to deeper implementation | <ul style="list-style-type: none">• Throughout the year | |

Year 4: 2018 - 2019 School Year

Intervention Activities

- Check here if Year 4 is for Full Implementation (Optional)
- Check here if Year 4 is for Sustainability Activities (Optional)

| Activities | Timeline | Costs |
|------------|----------|-------|
| | | |

Year 5: 2020 - 2021 School Year

Intervention Activities

Check here if Year 5 is for Sustainability Activities (Optional)

| <i>Activities</i> | <i>Timeline</i> | <i>Costs</i> |
|-------------------|-----------------|--------------|
| | | |