

**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)	East Baton Rouge Parish School System
Name of Superintendent/CEO	H. Warren Drake
Phone Number	225-922-5416
Email Address	WarrenDrake@ebrschools.org
Mailing Address	1050 South Foster Drive
City, State	Baton Rouge, LA
ZIP Code	70806
Name and Title of LEA Grant Contact Person	Pat Friedrich, District Grant Writer
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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
Howell Park Elementary School	017044	220054000385	Focus	Evidence-Based Whole School Reform	\$3,185,191.27

* Select one of the following: Turnaround, Restart, Closure, Transformation, Evidence-Based Whole School Reform Model or Early Learning Model. **The LEA has selected Evidence-Based Whole School Reform Model for Howell Park Elementary School.**

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	95.57	335	335	335	335	335	335

*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 LEA has received funding for School Transformation and School Turnaround. Final performance metrics can be found below:

	Capitol - Transformation	Melrose - Turnaround	Merrydale - Turnaround	Park - Turnaround
SPS	C – 71.2	Not Yet Determined	F – 40.4	D – 67.1
	% proficient Yr. 3 Goal	% proficient Yr. 3 Goal	% proficient Year 3 Goal	% proficient Year 3 Goal
iLEAP – Grade 3				
ELA	61 Exceeded	38 Not met	32 Not met	49 Exceeded
Math	48 Not met	58 Exceeded	35 Not met	72 Exceeded
Science	39 Not met	32 Not met	32 Not met	47 Exceeded
Social Studies	58 Exceeded	52 Exceeded	42 Not met	60 Exceeded
LEAP – Grade 4				
ELA	70 Exceeded	52 Not met	49 Not met	67 Not met
Math	67 Exceeded	48 Not met	45 Not met	67 Not met
iLEAP Grade 5				
ELA	54 Not met	52 Not met	51 Exceeded	52 Not met
Math	78 Exceeded	54 Exceeded	37 Not met	66 Not met
Science	41 Not met	28 Not met	51 Exceeded	41 Not met

Social Studies	43 Not met	48 Not met	47 Not met	48 Not met									
	<table border="1"> <tr> <td></td> <td>Glen Oaks High School Transformation</td> </tr> <tr> <td>SPS</td> <td>D-55/5</td> </tr> <tr> <td>EOC Algebra I</td> <td>18- not met</td> </tr> <tr> <td>EOC Algebra II</td> <td>41 – not met</td> </tr> </table>						Glen Oaks High School Transformation	SPS	D-55/5	EOC Algebra I	18- not met	EOC Algebra II	41 – not met
	Glen Oaks High School Transformation												
SPS	D-55/5												
EOC Algebra I	18- not met												
EOC Algebra II	41 – not met												

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

According to the February 1, 2015 Enrollment Report:
 Howell Park has 335 students of which 98.81% are minority (Non-white). Thirty-one students are classified as having a disability, less than 10 are English language learners, and 95.57% are living at or below poverty.

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.

1. Needs Assessments- The LEA, school, and stakeholders conducted a rigorous needs assessment of Howell Park Elementary School through an extensive examination of multiple data sources. The team was comprised of Howell Park staff and school leaders; the Office of Guidance and Counseling; Executive Director for Howell Park, and Associate Superintendent with assistance from families and community stakeholders, Federal Programs, Exceptional Student Services, Business Operations, Curriculum and Instruction, and ICARE. Data sources that were reviewed and analyzed included: family/parental survey results (spring 2015), classroom observations, high stakes test results and patterns (2014), and behavioral data. The needs assessment was comprised of cognitive, attitudinal, behavioral, and archival source information obtained from multiple stakeholders including teachers and staff, administrators, parents, students, and community members.

Deficiencies in Student Achievement:

- a) Classroom observations conducted by principal and Executive Director indicate a need for higher level thinking strategies.
- b) iLEAP and LEAP data (spring 2014) results show that the percent of students proficient in reading/ELA and math in grades 4 and 5 dramatically declined from prior year.

	% Proficient 2012-13		% Proficient 2013-14	
	ELA	Math	ELA	Math
Grade 4	54	59	48	47
Grade 5	55	73	29	36

- c) Data Triangulation identified the following academic weaknesses: (1) School-wide ELA with 56% scoring AP or below (Grade 3- 46% AP or below; Grade 4- 51% AP or below; Grade 5- 71% AP or below). (2) School-wide Mathematics – 48% scored AP or below. (Grade 3 – 29% scored AP or below; Grade 4-

52% scored AP or below; and Grade 5- 642% scored AP or below).

Underlying Factors include the following:

a) SACS AdvanceEd Surveys from parents/families (Spring 2015) and Round Table discussions held at Fall 2015 Open House indicate some area(s) of improvement needed:

Governance and Leadership Questions	Average score of 3.91 / 5
Resources and Support Systems Questions	Average score of 4.03 / 5
Using Results for Continuous Improvement	Average score of 4.07 / 5

b) Total disciplinary referrals increased from 159 in 2013-14 to 351 in 2014-15.

c) Leadership -The principal has less than 3 years' of experience as an administrator.

d) 2014-2015 school year indicated the 1) Half of the teaching staff taught out of their field 2) Ten new teachers were hired, and six teachers had three or less years of teaching experience. Teachers retaining with the school has been at 50% for the past two years.

e) Demographic data point to the fact that the majority of students are high-need population. The overwhelming majority of students attending the school live at or below poverty (98.6%). Poverty is considered a major at-risk factor for children to fail; (2) many students attending the school live in dangerous neighborhoods. It must be noted that students attending this school live in a high crime, high poverty area. In 2012, the City of Baton Rouge received a grant (Project BRAVE) designed to implement group violence reduction strategies beginning in the 70805 zip code. Howell Park Elementary school campus is located in this zip code. This zip code has only 13.5% of Baton Rouge's population, but has accounted for 25 percent of the city's total police calls, 30% of its homicides, and 40 percent of its gun assaults. The 2014-15 poverty rate for students was 95.57. (3) Minority (non-white) – 99.08%.

2) Linking Needs to Results- Based on the comprehensive formative and summative data analyzed, the team found it was determined that in order for Howell Park to bring about significant improvements in student learning and academic performance, the school would need to increase and build capacity in the following cognitive and non-academic areas: 1) As a new principal, the school leader requires support specific to effective governance and best use of resources; 2) Walk through observations, iLEAP and LEAP scores, and data triangulation confirm the need for teacher supports in effectively increasing higher order thinking and learning skills into lessons, increasing student reading comprehension and writing across all content areas, and using data to drive lesson planning and instruction; 3) Student data

indicates that if data was personally meaningful to the student and their family, they would better understand what was required to be academically successful. 4) Demographic data and survey results indicate that the whole school (including leaders, teachers, students, families, and community) would benefit from family and community involvement both in the home and at the school. It was determined that if all of these services and supports were implemented with fidelity, then academic outcomes and student behavior (to include attendance) would improve.

Based on the weaknesses at the leadership and classroom levels, and in the home and community, the team selected to adopt an evidence-based Whole School Reform (WSR) model. They analyzed four approved programs under the umbrella of approved whole school reform interventions and selected Success for All Foundation and its Success for All (SFA) program.

With 70% of second grade students, 75% of the third grade students, and 50% of the fourth grade students not meeting grade level standards there is a critical need for high-quality research based academic interventions found within the SFA model. Implementing SFA will address the identified performance weaknesses by providing a cross grade level reading/literacy program that is supported with high quality job embedded staff development for school leaders and teachers. The professional development will support teachers in the planning and delivery of high quality, higher order thinking, differentiated instruction and enable school staff to provide school-wide social emotional supports, and family/parent engagement.

Additionally, the school has just become a Louisiana A+ School. That program is designed to expose students to music, art, and dance. Research studies have shown statistically significant differences in reading and math achievement between students exposed to arts integration and those who have not received the arts integration (Brandon, Lawton, Krohn-Ching, 2007). The school does not have the professional development and support resources necessary to integrate the arts with content subjects.

An Arts Instructional Specialist working in conjunction with SFA Coaches to use art infused lessons in ELA/reading will be able to dramatically boost overall comprehension and academic achievement.

b) For students to be able to compete in a global economy with their peers, they must have a strong command of literacy skills that far exceed basic levels. Data Triangulation identified the following

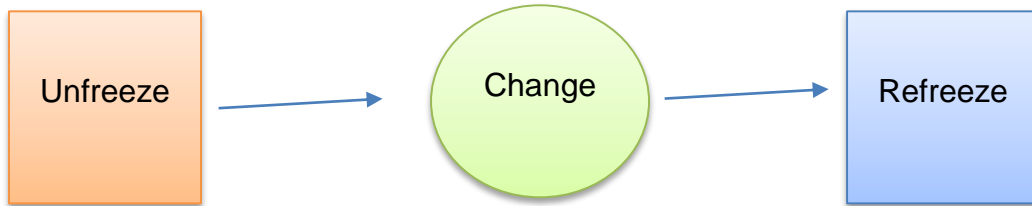
academic strengths: Grades 3-5 Writing (58%-60%); (2) Grade 3 Math (71%); (3) Grade 3 ELA (54%). The SFA model of reconfiguring the reading block to provide reading instruction on reading level (and not grade level) will accelerate reading abilities for all students, including those who are on level or above. The team found the SFA intervention model to be especially suited to the schools' needs with the model having a strong emphasis on teaching, coaching and supporting teachers in their professional development as the means towards affecting change in student academic performance. Demographic data confirm the need for non-academic support. SFA uses family and community resources to accelerate achievement. Integrated teams will focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to benefit from the powerful classroom instruction teachers offer.

School Leader and all teachers will benefit from the robust professional development, coaching, and leadership support provided by SFA program.

Research shows that when a parent is involved in his or her child's education the student is more likely to stay in school and value education. However, not all parents know that their involvement is a key factor in their children's success. Many parents are unaware of how to be involved with their children's education, especially in low-income schools where parent education levels are low and resources are scarce. SFA tools will help teachers establish productive relationships with students and their families and the parent and family involvement team (established as part of the Success Network) will set realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships.

Theory of Change- To support the identified needs of persistently low performing schools, the LEA has adopted Lewin's Change Model. The model accurately describes how the LEA intends to enable high-need students attending persistently low achieving schools to successfully graduate from high school with diplomas that are meaningful. The model allows for schools to raise student achievement and graduation rates- while simultaneously providing the community with a better-trained college and career ready workforce. The model takes into account both cognitive and non-academic goals and

involves all stakeholders.



Decrease the Following:	Strengthen Support by Providing:	Maintain and Sustain by:
1. Outdated values (Example- "Not everyone will graduate with a high school diploma." 2. Outdated ineffective behaviors (Examples – teacher led learning strategies, punitive disciplinary approaches, minimal family engagement)	1. Facilitation strategies 2. Job embedded professional development 3. Mentoring and coaching for adults 4. Mechanisms for input	1. Institutionalizing improved and effective values and behaviors 2. Reinforce change with new norms and new operating procedures Continue to assess and modify (unfreeze-change- refreeze) when appropriate to the overall success of goals and mission
Stabilize		
1. New attitudes towards instructional procedures 2. Behaviors to minimize resistance 3. Disconfirm incorrect data		

Strategies include the evaluation of current practices to ensure they are improving student outcomes, shifting of resources to practices/programs with the greatest evidence of effectiveness, using data to monitor and support teachers and leaders, provide relevant need-specific job embedded training; provide social and emotional support for students and families; and provide for parent awareness efforts communicated as needed. As a result teachers and leaders increase their capacity to facilitate effective learning and the LEA is able to reduce and eliminate gaps and barriers that interfere, reduce, and/or negatively impact learning. This will enable students to demonstrate improved social, emotional, and learning outcomes so that academic achievement increases and ultimately students leave school with meaningful diplomas and the community is able to receive a better trained college and career ready workforce.

SIG funds will offer persistently low achieving schools the resources necessary to provide support for the

leaders, the teachers, the students, and their families. By offering full-service (social, emotional and academic) structures, the school(s) can build capacity to improve and sustain that improvement.

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

(3) Family and community input – The LEA has been using data to improve instruction at Howell Park. For the purpose of writing this SIG application, in addition to examining student, teacher, and leader data, the district reviewed SACS accreditation (AdvanceED) surveys from families/community and input obtained from Round Table discussions held during Fall 2015 Open House. Issues raised by families included the following:

- Families felt that there was not enough of individualized learning – The selected intervention model will assess each child's reading ability and provide the child with level appropriate reading materials and instruction. All students will be assessed every nine weeks and moved according to their level.
- Parents and families surveyed and questioned indicated that the school would benefit from greater involvement of stakeholders and advocates for their children within the school. – Selected intervention includes a strong family engagement component and provides for social and emotional support (non-academic) as well as academic supports for their children. The model will provide for a parent and family involvement team who will work to identify what activities families can participate in that will best impact the children.
- AdvanceEd survey results reflected many families felt dissatisfaction with the use of resources. The selected model will therefore provide for leadership training (Schoolwide Solutions) to assist leaders in focusing all resources on avenues that will most effectively bring about student success.

For more detailed parental/community involvement provided by SFA refer to SECTION 9 Family and Community Engagement.

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:

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

(4) Actions aligned to final requirements of WSR model

After a comprehensive review of the four (4) Whole School Reform (WSR) models, the LEA and school leaders at Howell Park Elementary School have chosen to partner with the Success for All (SFA) Foundation to implement its SFA Prekindergarten to grade 5 evidence-based whole school reform model. This model relies on the following integrated components:

Leading for Success (School Leadership/Teaching and Learning)

Leading for Success is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every student. During this time, staff members will assess/review (quarterly), and set next short term (quarterly) improvement measures. For the new inexperienced principal, this will help support her professional growth.

Online Data Tools: Member Center (Teaching and Learning)

The Success for All Member Center is a suite of data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks to make data easy to use for discussion and decision making throughout the year. Teachers will be able to access daily.

Professional Development and Coaching (School Leadership, Professional Development-Teaching and Learning)

The SFA Prekindergarten to grade 5 approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of Success for All's research-proven approach. Coaches will provide on-site support 14 days in year 1; 11 days in year 2; 7 days in year 3; 11 days in year 4; and 7 days in year 5. Additionally, Professional development for school leader and teachers will be offered for 3 days in year 1 (planning) and from 7-11 days in years 2-5.

Schoolwide Support and Intervention Tools (Family/Community Engagement & Non-Academic Support)

SFA's research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. Made up of a diverse group –principal, teachers, parents, and support staff that examine and address barriers, the group will meet monthly. Coupled with the Parent Involvement Team that designs plans for reaching, educating and involving parents/families.

Cooperative Learning and Powerful Instruction (Teaching and Learning)

Research shows that cooperative learning provides opportunities for cognitive rehearsal, clarification, and re-teaching having a positive effect on academic achievement. The SFA curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving.

Differentiation and Grouping (Teaching and Learning)

In SFA Prekindergarten to grade 5 schools, all teachers of grades 1–5 teach reading for ninety minutes (90 minutes) at the same time each day. During this time, students move to reading classes in which every student is reading at one instructional level. Each nine-week grading period, each student is placed in a reading class at his or her instructional level. The levels include the following:

Curiosity Corner -A comprehensive program for three- and four-year-old prekindergarten students (Early Childhood) designed to provide a strong foundation in language and literacy, mathematics, science, listening and social skills, creative expression, and positive self-esteem through a holistic, thematic approach to instruction.

KinderCorner- A comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children's phonological awareness, phonemic awareness, phonics, fluency, comprehension, and oral-language development.

Reading Roots 4th Edition is a ninety-minute (90 minute) comprehensive program that targets the needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension.

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute (90 minutes) daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.

Tutoring: with Alphie (TWA) is a web-based reading-intervention program for struggling readers including students with disabilities.

Academic Enrichment- (Teaching and Learning)The school will implement a high quality after school

and 4-week summer academic enrichment program designed to broaden and enhance the educational experience by incorporating hands-on project based instruction that will increase rigor and relevance of content. Both after school and summer programs will be aligned to Common Core State Standards (CCSS) and emphasize cross curricular content.

Field Trips – (Teaching and Learning) Students will attend purposefully planned field trips that connect students with community resources and that are aligned to course content.

Leveled Libraries- (Teaching and Learning) In order to accelerate reading growth across content areas, leveled libraries will be placed in all prekindergarten to grade 5 classrooms. The libraries will allow students to read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move onto higher texts.

Arts Integration Instructional Specialist – (Professional Development- Teaching and Learning) Common to all subject areas across the curriculum are various “overarching” skills and processes, such as synthesis, analysis, reasoning, and communication. Integrating the fine arts with Reading / ELA will assist in developing those higher level skills and processes. The Arts Integration Instructional Specialist will provide comprehensive, high-quality research-based professional development and follow up class support within the ELA/Reading classes.

In order to implement the interventions (around school leadership, teaching and learning, professional development regarding teaching and learning, student non-academic support, and family/community engagement) with fidelity, funding will be provided for a grant project manager (GPM). The GPM will monitor, coordinate, and assist with all activities and functions of the grant to include program and budget management. The GPM will collaborate with teachers and school leadership in analyzing data, identifying problems/gaps, and provide ongoing feedback which links the data to instruction. The GPM will work with an external evaluator to ensure activities are implemented and growth targets are met.

NOTE: Although the entire salary is listed in the budget, there will only be one GPM paid for equally by any and all LEA grant projects that are selected for funding. The third party external evaluator will work with the GPM to improve educational outcomes, collect and analyze data, and produce semi- annual

and annual progress reports and a grant final report. NOTE- There will be one external evaluator for all funded projects.

- 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.

(5) Evidence-Based Strategies – The team selected Success for All as the external provider for the intervention model for Howell Park Elementary School. SFA has been federally approved as a Whole-School Reform provider by the What Works Clearinghouse. In addition to the extensive professional development and software designed to help students in persistently low performing schools, SFA provides research proven strategies designed to ensure reading success. The project will incorporate the following SFA strategies to support the whole school reform model:

- Active, language-focused teaching in preschool and kindergarten (**Early Childhood**) to build oral language, school skills, and phonemic awareness;
- Beginning reading instruction in kindergarten and first grade emphasizing systematic phonics, vocabulary, fluency, and comprehension, with children working frequently in pairs;
- Comprehension-focused instruction in grades 2 and above in which students work in four-member teams (Cooperative Learning) to help each other learn and use comprehension strategies (e.g., clarification, prediction, summarization, graphic organizers), deep reading, writing process, and other means of building skill and enthusiasm in reading. Instruction will follow the Cycle of Effective of Instruction which is based upon STAD (Student Teams Achievement Division defined by Robert Slavin;
- Small group or one-to-one computer-assisted tutoring for struggling readers;
- Family literacy programs to engage parents in support of their children's reading, as well as involvement of parents to solve problems such as poor attendance, need for vision and hearing services, and social services;
- Schoolwide reading assessments to make sure that students are on track toward success in reading

and intervene early if problems are detected. Formal assessments will be given quarterly and informal assessments will be given very frequently as formative feedback to teachers and students;

- Schoolwide data-driven leadership structures to help all teachers constantly improve their skills and make the whole school more effective in ensuring reading success for all; and
- Extensive professional development to ensure effective implementation and coaching to constantly improve teachers' skills in teaching reading.

The afterschool and summer enrichment components are designed to meet the qualities listed by Southwest Educational Development Laboratory (SEDL) National Center for Quality Afterschool in which SEDL states that the best afterschool programs do two things; 1) Engage students in fun activities that create a desire to learn; and 2) Build on what students are learning during the school day to extend the knowledge they already have.

(6) Strategy Aligned with State –

Success for All Common Core-focused model specifically supports the goals of the Common Core State Standards (CCSS). SFA provides a balance of texts as defined in the standards. Categories of texts that serve as the center, subject, and reading material of planned lessons include informational and literary texts. Students read from common texts and collaborate in interdependent teams. To meet the demanding standards, SFA instructional process provides:

- Direct, explicit instruction and scaffold practice in meta-cognitive strategies;
- Regular use of rubrics with peer and teacher feedback; and
- Weekly goal setting, progress monitoring, and celebrations of success.

The research-proven regrouping process places students at just the right level of instruction to ensure motivation and ability to improve. Students work to improve on prior individual and team goals. Students receive regular and meaningful feedback from teachers and peers. Students who are below level are given the tools to move up more quickly and as importantly, students who are above level can continue to move up.

Alignment to Common Core State Standards can be found at:

http://www.successforall.org/SuccessForAll/media/PDFs/410495000_CommCore_forPDF_1.pdf

Because this is not a priority school – the section on early childhood/ career is not applicable

- 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.

(7) External Providers

The LEA examined WSR approved models seeking to find a model that had documented evidence of success with students of similar population demographics including urban, high minority, high poverty, students with disabilities.

Success for All (SFA) was ultimately selected as the external because the interventions provided by SFA most closely aligned with the school's needs, goals and purpose. The SFA model allows for all stakeholders to be involved in and a part of the success of every child. Through this model, the school will be able to engage not only the students, but community, parents, families, principals, teachers, and staff. The Whole-School Reform model and specifically SFA enables the school to meet social, emotional (non-academic) and educational needs of all students attending this persistently low achieving school.

SFAF, is a nonprofit organization with 216 employees that is dedicated to the development, evaluation, and dissemination of educational programs with a strong research base for preschool, elementary, middle, and high schools, especially those serving many children considered at risk. SFAF offers high-quality, research-proven educational programs to increase student learning and achievement and SFA programs have been used in schools for more than 25 years by more than 2 million students. Success for All has been researched by over thirty institutions for more than two decades and has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, increase the achievement level of students with disabilities, and prepare teachers to support the needs of English language learners (a small but growing population).

Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

SFA has been federally approved as a Whole-School Reform provider by the What Works Clearinghouse. The evidence-based strategies cited by SFA for which SFA was approved for Whole School Reform by the U.S. Department of Education can be found at the following link:

<http://www2.ed.gov/programs/sif/sigevidencebased/successforallnarrativedescription.pdf>

Studies conducted include the following:

Final Reading Outcomes of the National Randomized Field Trial of Success for All in which Success for All was evaluated in a three-year randomized control trial (the gold standard of research), funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Interim Findings from the Investing in Innovation (i3) Scale-Up The Success for All Model of School Reform,

July 2014 Janet Quint, Rekha Balu, Micah DeLaurentis, Shelley Rappaport, Thomas J. Smith, Pei Zhu.

Success for All: Longitudinal Effects of a Restructuring Program for Inner-City Elementary Schools

Author(s): Nancy A. Madden, Robert E. Slavin, Nancy L. Karweit, Lawrence J. Dolan and Barbara A.

Wasik. Source: American Educational Research Journal, Vol. 30, No. 1 (Spring, 1993), pp. 123-148

Published by: American Educational Research Association Stable

URL: <http://www.jstor.org/stable/1163192>.

Specific for student with disabilities- SFA believes that the grouping students by reading ability for reading instruction, which delivers focused classroom instruction at their skill level and the cooperative learning structures that are tightly integrated into the curriculum, which provides consistent opportunities for cognitive rehearsal, clarification, and re-teaching are of particular benefit for special education students and students on the cusp of being referred for special education services.

Additionally, the tutoring component which provides additional instructional support for the lowest performing readers is of great benefit to these students

Research has demonstrated that SFA significantly reduces referrals for special education. Borman, G., Hewes G., Overman, L., & Brown, S. (2003). Comprehensive School Reform and Achievement: A Meta-

Analysis. Review of Educational Research, 73(2), 125–230.

External Evaluator- The LEA will advertise for, screen and select an external evaluator with experience with evaluation of the following:

- 1- Elementary programs within public school settings
- 2- Literacy
3. Social and emotional support programs
- 4- Federal and state grants

A contract will be developed and signed by LEA and Evaluator detailing deliverables, timeline, and fees. The evaluator will answer to the GPM who will determine if deliverables are being met. Deliverables will include (but are not limited to) the following:

- Weekly conference calls with GPM (status calls)
- Targeted timeline to ensure activities are met (monthly)
- Written semi -annual and annual progress reports
- Written evaluation and explanation of data (semi-annual and annual)
- Written recommendations for improvement (semi-annual and annual)
- Annual presentation of findings to district and school leadership and parents/community

A contract will be developed and signed by LEA and Evaluator detailing deliverables, timeline, and fees.

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.

8) Planning/Pre-Implementation Activities:

To prepare for the full whole-school reform implementation, Howell Park Elementary School will need to hire additional staff, complete various trainings necessary to implement the introductory school-wide Success For All components, and continue with SFA comprehensive planning for full implementation in Year 2.

Implementation Plan

The plan for implementation in Year 1 will be as follows:

1) Preparing for Implementation

Year 1 Materials - Delivery of materials for school wide structures provided for start-up including the *New Leader's Guide*, *Leading for Success Schoolwide Solutions Guide*, and *Getting Along Together* classroom materials.

2) Implementation Planning

Success for All Foundation consultants will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, and developing partnerships with community resource organizations. An initial two-day assessment will be conducted with district/school leadership, community organizations, unions and School Board representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.

3) Holding two town meetings in which parent, family and community input is obtained and advised of implementation status.

4) Hiring of personnel

The LEA will advertise for, interview, and select a Grant Project Manager (GPM)/Facilitator to coordinate

and oversee planning activities, and act as a liaison with SFA.

5) Introductory Workshops

a) Success for All coaches will present New Leaders workshops for the superintendent, principal, the Success for All GPM/Facilitator, and the School wide Solutions coordinator. Participants will gain an understanding of the school wide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA Prekindergarten to grade 5 approach.

b) The Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.

c) An SFA coach will present introductory workshops for the staff responsible for implementing the school wide Solutions component. This component establishes a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health. Implementing this component in Year 1 will lay a strong foundation for full implementation of the academic components starting in Year 2.

6) Program Implementation

Implementation begins for the SFA component: School wide Solutions.

Success for All coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, and meetings with school staff responsible for schoolwide initiatives.

Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Timeline

November 2015

- New Leaders workshops for superintendent, principal, facilitator, Schoolwide Solutions coordinator

-
- Leading for Success training with Leadership team (All members of the school Leadership team attend this training.)
 - Schoolwide Solutions introduction (superintendent, principal, Turnaround Officer/SFA facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members)

January/February 2016

- Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)*
- Leading for Success quarterly review
- Parent/community town meeting
- Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):
 - Meeting with principal
 - Leading for Success
 - Setting targets
 - Reviewing data
 - Meet with subcommittees of Schoolwide Solutions components to review goals.
 - Discuss the structure of a Leading for Success quarterly meeting.

February 2016

- Attendance at three-day Experienced Sites Conference for Principal, GPM/SFA Facilitator, Schoolwide Solutions Coordinator

April/May 2016

- Planning for upcoming site visit (via phone conference or webinar)
- Additional professional-development opportunities for staff
- Leading for Success quarterly review
- Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):
- Coaching

- Leading for Success
- Contract planning
- Review accomplishments and results
- Review goals and direction for the next year.
- Parent/community town meeting group
- Celebrate!

June 2016

- Hire External Evaluator
- Begin Planning for afterschool enrichment
- Hire an instructional specialist (with data analysis expertise)

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.

9) Family and Community Engagement In order to provide for substantive, continuous, and meaningful family and community engagement, the following strategies will be implemented:

- Two parent/community town meetings will be held during planning year in which to gain support, obtain input, and impart informational updates.
- A Parent and Family Involvement Team will be one of the programs implemented as a part of the Schoolwide Solutions component. Participants in the parent and family involvement component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community. This links directly to parent/family survey citing need for greater stakeholder involvement. Members of this team participate in quarterly meetings. They identify needs of specific parent/family groups and design plans to implement initiatives that most meet those needs. Several essential elements that are based on best practices and research are designed to involve families and the community in ways that best support the students, teachers, and the school. Some of these essentials are:

- **SFAF Success Cards:** Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child based on a recent accomplishment.
- **Positive Home Visits:** Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher.
- **Second Cup of Coffee:** This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents are encouraged to stop and have a cup before heading off to work. Members of the Leading for Success teams and other staff are available to greet parents and discuss upcoming projects of interest.
- **Read and Respond:** Read and Respond facilitates parental involvement by requiring them to read with their child for 20 minutes each school night.

3) **Volunteer Listeners:** A volunteer listener is generally an adult who is willing to listen to a few children read, give encouragement, and, most importantly, give praise for a job well done. Staff members, older students, other parents, college students, retirees, and business and community partners should all be considered as possible listeners. This links directly to needs identified by parents/ community for advocates for children.

SECTION 3: GOALS

8) **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
56.3	46.2	50	52	54	56	58

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: 3,4,5		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
54	56	61	66	71	76	81
48	50	55	60	65	70	75
29	31	36	41	46	51	56

Grade: 3,4,5		Subject: Math					
Actual % Proficient		Projected % Proficient					
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20	
71	73.5	78.5	83.5	88.5	93.5	98.5	
47	49.5	54.5	59.5	64.5	69.5	74.5	
36	38.5	43.5	48.5	53.5	58.5	63.5	

- 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.

(10a) Establishing and Monitoring Annual State Goals- The LEA has set growth targets for measuring School Performance Score (SPS) and percent proficient on iLEAP and LEAP for students in grades 3, 4, and 5 in reading/ELA, mathematics, science and social studies. Growth targets are based on state guidelines. (See charts found above).

In order to monitor progress throughout the school year, the LEA will administer benchmark assessments using the Educational Assessment Data Management System (EADMS). The assessment program will consist of three types of tests:

- A comprehensive pretest administered in August and posttest administered in May to monitor and determine student growth on the standard taught during the school year;
- LEA created common assessments administered at the end of each grading period (every 9 weeks). These tests will follow curriculum and mirror in style and content the students' spring state mandated iLEAP or LEAP assessment; and
- Formative assessments created by classroom teachers and/or school level instructional specialist to monitor student progress between district assessments.

NOTE: Kindergarten and grade 1 students will be assessed in ELA and Mathematics

NOTE: Students in grades 2-5 will be assessed in ELA, Mathematics, Science, and Social Studies.

In order to measure progress from one year to the next the LEA will use iLEAP and LEAP data. The Office of Accountability will train and assist the instructional specialist on providing data analysis that examines students as they move from one grade to the next.

(10b) Establishing and measuring progress of annual goals beyond State Goals: The Grant Project Manager, SFA Coaches, and instructional specialist will work together and with school personnel and school leaders to conduct monthly reviews designed to examine current data and data trends related to academic, behavioral, and attendance. Data will be shared with teachers during job embedded professional development to include professional learning community time.

To ensure that growth targets are improving at appropriate rates, and that progress is measured in real time, the GPM will collect data on a weekly basis. Data will be shared with school, district and SFA personnel. Additional professional development, coaching and other support will be implemented when deemed necessary. All data will be shared with the external evaluator on a quarterly basis. Parent, community and other stakeholders will be presented with evaluation findings and recommendations (semi-annually and annually). All students in all subgroups will be monitored for progress.

In addition to evaluating and measuring progress of annual goals related to school performance growth, the LEA will with the assistance of an external evaluator evaluate Success for All Whole School Reform Model. The evaluation will include both process and outcome measures. An external evaluator will review data quarterly and provide a semi-annual and annual analysis of how much our school improved that year. To the extent that valid and reliable data exist for prior years, these data will be collected and compared across multiple years. Having data from multiple years before SFA is important to track the trend over time. Data from prior years can be graphed to see the trend. Data from years of SFA implementation can then be added to the graphs. It is anticipated that the implementation of SFA with fidelity will lead to improvements from that trend, either slowing down or reversing a deteriorating trend or accelerating an already improving trend in attendance/absenteeism, social- emotional (non-academic) skills, and academics.

All data will be analyzed by grade and sub-groups (ethnic/racial, poverty, English language learners, and Students with Disabilities). Process evaluation will include monitoring of program activity implementation Outcome evaluation will include academic performance, discipline, and attendance.

If school leader and/or GPM determine that the school is not on track for meeting its goal, the following systematic processes for making adjustments to the intervention will be enacted:

1. Conference call with SFA, Evaluator, GPM, and Principal- to discuss data trends and deficiencies noted and develop adjustment plan
2. Targeted Professional Development for any noted weaknesses (school wide or teacher specific)
3. Increased classroom observations, additional support (to include coaching, modeling and assistance with lessons) by Instructional Specialist
4. More frequent teacher made assessments
5. If warranted- change in personnel

Process Evaluation -Will include continuous real-time evaluation that focuses on the following:

- Number of Professional Developments (Sign-in Logs/ Agendas)
- Number of Coaching sessions (Sign-in Logs/ Agendas)
- Number of Parent/Family meetings (Sign-in Logs / Agendas)

Outcome Data

a) Academic

- EDAMS administered as a pre/post and every nine weeks. EDAMS is aligned to state standards and will be used to track/monitor students as they move from one reading level to the next.

b) Behavioral Data (Tracked and monitored daily)

- Disciplinary referrals
- Suspensions/expulsions
- PBIS Data

c) Attendance Data (Tracked and monitored daily)- Tardiness and absentees

- 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).

(10c) Leading Indicators.

GPM, Principal and evaluator will monitor annually regarding expected growth targets.

Leading Indicators	2014-15 BASELINE	2015-16	2016-17	2017-18	2018-19	2019-20
# minutes w/in school year	64,282	64,282	64,282	64,282	64,282	64,282
Student participation rate- iLEAP/ LEAP by subgroup – For ALL SUBGROUPS	100	100	100	100	100	100
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
Student Attendance Rate <small>>2%</small>	94.08	94.26	94.44	94.62	94.80	94.98
# and % - students completing advanced course work	N/A	N/A	N/A	N/A	N/A	N/A
Discipline Incidents <small>>10%</small>	202	182	164	148	134	121
Truants Truant Flag Report <small><10%</small>	49.43	44.49	40.05	36.05	32.45	29.25
Distribution of teachers by performance level on LEA Teacher Evaluation and support system*	HE- 32% EP- 55% ----- EE- 5% I – 9%	EP or above 90%	EP or above 93%	EP or above 96%	EP or above 98%	EP or above 100%
Teacher Attendance Rate <small><10%</small>	22.07 Average absences/teacher	19.87	17.97	16.27	14.67	13.27
School Performance	F- 46.2	50	52	54	56	58

Score						
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Truancy – Measured using LDOE Truancy Flag Report

Teacher Performance - Based on 2013 Principal's Report Card – The goal to move all categories up to EP or higher. Principal's Report Card will be used in future analysis.

Teacher Attendance -Average # of absences per teacher based on absentee count divided by number of teachers at school. This process will be used for all years.

SPS- Based on 2013-2014 (2014-15 not yet available).

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).

11) Oversight and Support

Each SIG school will be supported and assisted through a Grant Project Manager. The GPM will work directly with school leaders, Executive Directors (ED), and SFA to support and assist in the full and effective implementation of the project. The GPM will have prior experience managing large grants and have classroom teaching experience. The GPM will monitor and support the day to day operation of the grant activities and manage budgets and fiscal responsibilities.

The Office of Accountability will support and provide training to instructional specialists and school personnel to assist with the accurate collection and analysis of school and student data.

The Office of Operations and Business Management is responsible for developing and managing the district's annual budget of approximately \$400 million, its investment portfolio and assisting with an additional \$72 million of externally funded programs/grants. The office will provide fiscal oversight.

An external evaluator will be hired to provide third party examination and reporting of progress and any gaps. Data will be examined quarterly and written reports/recommendations disseminated on a semi-annual and annual basis.

General Counsel will provide legal assistance regarding contract development with SFA and external evaluator.

In addition, the LEA will continue to provide capacity building support through the following offices:

Professional Development, Federal Programs, Office of Counseling and Guidance, ICARE (drug,

alcohol, and violence prevention) services, Curriculum and Instruction, and Exceptional Student Services. The capacity building will result in a train the trainer model whereby personnel working during the grant will have the capacity to train new employees in the model.

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.

(12) Accountability

The LEA will enter into a contract with SFA that includes a provision for targeted outcomes. The contract will ensure that a revision in implementation plan will be instituted if targeted outcomes are not met.

Outcomes include the following:

1. Increased reading comprehension as seen by benchmark assessments, iLEAP and LEAP results
2. Decreased behavioral issues including absenteeism and disciplinary referrals
3. Increased parental/family/community involvement and support as seen by attendance logs

The LEA will enter into a contract with an external evaluator that includes a provision for specific services. The contract will include the provision for contract termination if the evaluation is not being conducted in a timely and comprehensive manner. The evaluation deliverables include conference calls, reports, recommendations and presentations.

If, in the determination of the LEA, the external provider(s) fails to fulfill in a timely and proper manner its obligations under this contract, including meeting goals and objectives set forth within this contract and the attached proposed scope of work, or violated any of the covenants, agreements, or stipulations of this contract, the LEA shall thereupon have the right to terminate this contract for cause by giving written notice to the external provider(s) of such termination and specifying the effective date thereof, at least ten (10) business days before the effective date of such termination.

In the event of early termination by the LEA for cause, copies of all finished or unfinished documents, data studies, surveys, drawings, maps, models, photographs, reports, and other prepared materials shall be provided to the LEA.

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.

(13) Capacity –

After data analysis, and after stakeholders identified the selected whole school reform model using SFA interventions, an internal examination was conducted. It has determined that the LEA and the school have capacity to successfully design, support, and monitor and assess the implementation of the model in partnership and collaboration with SFA and it was decided to therefore apply for SIG funding.

The staff at Howell Park has the capacity to implement the intervention. All teachers are highly qualified and all teachers were rated as Effective Emerging or higher.

Budgets (based on needs assessments) have been developed for years 1-5.

The LEA's Office of Human Resources has trained staff that will work with the ED and school to recruit, screen and hire the Grant Project Manager and Instructional Specialist. The GPM will be responsible for the day to day monitoring of the program. In addition, the ED will provide oversight and support. The ED is a former principal of a high minority school that had successfully implemented a SIG. She has expertise in providing supports for persistently low performing schools and is familiar with the SFA model. The LEA and school will work together to contract with an external evaluator. The ED will monitor school progress and principal capacity based on school walk-throughs, classroom observations, and benchmark/testing data.

Teachers have agreed to be trained and work with SFA Coaches, GPM, and an Instructional Coach to understand and fully implement SFA curriculums and non-cognitive components.

The principal and other school leaders have agreed to implement the program with fidelity and to undertake any and all trainings necessary for this to occur.

The school counselor has agreed to work with the GPM, SFA Coaches, and Arts Integration Instructional Specialist in the collection of data and in the implementation of non-academic components.

The LEA has developed a realistic timeline for implementation and job responsibilities for all school staff, school and district leaders, SFA personnel, and outside contracts (evaluator).

The Office of Business and Finance will provide fiscal oversight. It has received the Association of School Business Officials (ASBO) Certificate of Excellence in Financial Reporting (the highest form of recognition in school financial reporting issued by the ASBO International) for twenty-eight consecutive years.

The School-Wide Plan for Howell Park includes funds for professional development, parental involvement activities, and focus funds for additional teacher.

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.

14) Resource Alignment – The LEA has a number of resources aligned to improve academic outcomes.

They include the following federal, state, and local resources:

FEDERAL RESOURCES-

- Title I - Professional development regarding Tier I universal instruction to all students and Tier I and Tier III through the use of data reports and include ELA/Reading district PD on enhanced delivery instruction and effective instructional strategies.
- Title I – Parental engagement – includes such activities as Literacy Night, iLEAP/LEAP Parental Awareness Workshop Sessions (PAWS), and School Improvement Meetings.
- Title I – (1) Prekindergarten class
- Title II- Professional Development and instructional support
- Title III – Assistance for English Language Learners –(< less than 10 population rule).
- Title IX- Provide needed services and additional tutoring for homeless children
- Child Nutrition Program- (CNP) provides over 50,000 meals daily, including breakfast, lunch, and snacks. Through the U.S. Department of Agriculture (USDA) Community Eligibility Provision, the CNP

offers all students breakfast, lunch and extended day snacks at no charge Forty-three schools participate in the after school Supper Program monitored by the USDA Child and Adult Care Food Program which is free of charge. Nine schools participate in the Fresh Fruit and Vegetable Program sponsored by the USDA. All students are eligible for free breakfast and free lunch. Students attending the after-school and/or summer enrichment program will also be eligible for after school snack or supper program

STATE RESOURCES

- State Textbooks
- Gifted and Students with disabilities receive specialized instruction based on an Individual Education Plan (IEP)S (state and federal funds)

LOCAL

- ICARE -provides prevention education to students in the areas of alcohol, tobacco, other drugs, violence, and crisis response and management. The programs provided by the ICARE Department are research based with built in evaluation measures. The department administers the Caring Youth Survey (national survey) every two years. The survey provides the district with data on attitudes, beliefs, and behaviors related to substance abuse, violence, anti-social behavior, bullying, and suicide. The ICARE staff works with school administrators to develop prevention service plans based on the needs of each school. The plans are revised and updated each year. The department has 13 ICARE Specialists.
- Capital Area Human Services District (CAHSD) has partnered with EBRPSS for over twenty-eight years to provide behavioral health services.

- 9) **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.

(15) Practices and Policies All schools within the LEA already have autonomy over staffing/budget

decision. The principal is given the budget allocation each spring and can determine staffing decisions based on needs and projected student enrollment.

In order to implement this project effectively and with fidelity, the school/LEA will reconfigure/modify the reading block so that students are assigned to teachers by reading level and not grade level. Teachers will be made aware of the new reading block schedule and receive training. SFA curriculums will be implemented in conjunction with the Journeys reading program.

The LEA will hire additional personnel to include an arts integration instructional specialist and grant project manager and contract with an external evaluator.

The LEA has policies and procedures regarding requisitions, purchases, service providers, contracts, employment, evaluation, and staffing duties.

The school will develop procedures and policies for the afterschool and summer enrichment programs.

There are no policies and procedures that have been identified that might interfere with the Whole School Reform model – and specifically with the implementation of SFA. SFA curriculums will be implemented in conjunction with the current Journeys reading program.

The LEA will eliminate any red tape that may interfere with or cause barriers to the success of this project.

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

(16) Sustainability

The Success for All Foundation will provide robust professional development over the course of the grant to enable Howell Park Elementary School to build the internal capacity to sustain the implemented strategies to improve student achievement. Key leadership staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFA. The level of professional development tapers off during the five years of the grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 5, Howell Park Elementary School may choose to maintain a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support. It is expected that Howell Park will be achieving these goals before Year 5 and be well positioned to support the refinement of the model with school staff and only minimal support from SFAF.

After the five year term of the grant has ended, Howell Park will seek to secure other funding sources to continue efforts under the Whole-School Reform Model and may opt to continue to partner with SFAF to provide professional development. Planned funding sources may include Title I, other state/local funds, and grants that are available.

It is expected that long before the end of the project that the Parent/Family Involvement Team will have significantly strengthened family and community engagement at Howell Park Elementary School. The Parent/Family Involvement Team will have become a sustained part of the school and will continue to provide new families with the support they need to be a successful part of their children's achievement in school. Title I Parental Involvement Funds may be used to support this team's activities.

Through the Office of Accountability, the formative and summative data collection (including benchmark assessment) that is already occurring will continue.

School-wide plans (already a district-wide requirement) will continue to include goals and action steps that will sustain efforts including professional development activities.

The LEA will continue to have the support services provided by the Offices of Professional Development, Federal Programs, Title I, Office of Counseling and Guidance, ICARE (drug, alcohol, and violence prevention) services, Curriculum and Instruction, and Exceptional Student Services.

SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

- 11) **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.*

N/A

12) **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.

(18) WSR Model- Howell Park Elementary School has chosen to partner with the Success for All Foundation (SFAF) to implement their Evidence-Based, Whole-School Reform Model because of the foundation's well-documented and long history of success working with high-poverty student populations, similar to that of our PreK-5 school.

SFAF, headquartered in Baltimore, Maryland, is a nonprofit organization with 216 employees that is dedicated to the development, evaluation, and dissemination of educational programs with a strong research base for preschool, elementary, middle, and high schools, especially those serving many children considered at risk. The Success for All Foundation, in partnership with Johns Hopkins University, was officially founded in 1998. SFAF offers high-quality, research-proven educational programs to increase student learning and achievement with a special focus on cooperative learning. Success for All (SFA) programs have been used in schools for more than 25 years by more than 2 million students. SFAF currently serves more than 500 schools in at least 47 states, including schools in large urban districts, and rural schools. Most SFA schools include many economically disadvantaged children qualifying for free lunches.

Success for All has been researched by over thirty institutions for more than two decades. SFA has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students in high poverty schools over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

Success for All is also one of the evidence-based, whole-school reform models identified by the United States Department of Education (<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>). (<http://www2.ed.gov/programs/sif/sigevidencebased/successforallnarrativedescription.pdf>)

The SFA Prekindergarten to grade 5 comprehensive approach to school improvement focuses on ensuring grade-level performance in reading for every student—the key to success in school. The approach relies on these important components:

- Cooperative learning is the basis of the Cycle of Effective Instruction. Students work together productively to learn and take responsibility for one another;
- Reading approaches and materials emphasize phonemic awareness, phonics, comprehension, vocabulary, and fluency;
- Technology is deeply embedded in daily teaching and learning;
- Students are highly motivated and engaged and discuss curricular content every day;
- Proven strategies are used to support English language learners;
- The pace of instruction is fast, and students keep up with the pace;
- Every minute of teaching is well planned, exciting, and engaging;

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- Learning is consistently monitored, and problems are solved immediately;
 - Teachers teach the whole child because social/emotional learning, behavior, and cooperation are as important as academics;
 - Professional development is high quality and continuous. Teachers know their craft and apply it with intelligence and adapt it to students' needs;
 - Everyone is involved in supporting student success—teachers, parents, community members, and the students themselves;
 - A facilitator from the school's own faculty helps every teacher succeed and grow in skill and sophistication;
 - Teachers work in teams to help one another develop as professionals;
 - A coach is assigned to each site to assist and guide each school in refining its implementation.

Success for All Prekindergarten to grade 5 Comprehensive Integrated Components

Leadership for Continuous Improvement

The SFA K–5 collaborative leadership system focuses energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. The Leading for Success component provides the framework for a collaborative leadership approach. Online data-management tools organize the information necessary for student success, and the online Member Center provides flexible access to this important information.

Leading for Success

Leading for Success is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every student. Together, staff members:

- Assess the current status;
- Set annual and quarterly goals for growth;
- Identify measurable targets for short-term improvement;

-
- Make a detailed action plan based on root causes and leverage points to ensure achievement of those targets; and
 - Review progress quarterly, celebrate targets met, and then plan the actions to be taken.

The Leading for Success process is built around teams of staff members who take responsibility for different aspects of building school and student success. Instructional teams examine student progress and address the implementation quality for each of the academic components. Team members support one another to improve instruction and increase student learning.

Schoolwide Solutions teams, including those for attendance, intervention (which focuses on referrals of individual students from teachers), parent and family involvement, cooperative culture (Getting Along Together program), and community connections, focus on creating systems to support students, parents, and teachers. They design solutions to meet the needs of individual students.

Every team makes a quarterly plan, meets regularly to put it in place, and reports progress to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no student falls between the cracks.

Online Data Tools: Member Center

The Success for All Member Center allows each teacher to have an ongoing record of students' progress to facilitate differentiated instruction, celebration of students' successes, and easy communications with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students' spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.

Professional Development and Coaching

The SFA PreK–5 approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of Success for All's research-proven approach.

Each Success for All partner school in the United States is assigned an area manager in its region. Additionally, each school is assigned one or more point coaches specializing in components of the program. These individuals are school's first points of contact with SFAF, and ensure that other supports are available as needed. The relationship with SFAF coaches is developed through topic-specific workshops, school visits, telephone conferences, e-mail, online resources, and online data sharing.

The school's GPM/Facilitator, Leading for Solutions coordinator, and district point staff receive additional training in the GREATER Coaching process, which provides skills and practice to give coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build internal capacity to sustain the whole-school reform model in subsequent years, with minimal support from SFAF.

The SFAF coaching network is comprised of more than one hundred former teachers, school leaders, principals, and superintendents. SFAF coaches monitor schools' reading-achievement data and work with school leaders to create schoolwide and individual-student achievement goals through achievement planning, data reviews, and program monitoring.

Schoolwide Support and Intervention Tools

SFA's research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent

involvement, attendance, school climate, behavior, and health.

The parent involvement team sets realistic expectations for reaching families, educating them on what is occurring at school, and creating opportunities to build partnerships to support learning. Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:

- Behavior-tracking mechanisms;
- Proactive behavior management;
- Behavior-management workshops; and
- End-of-year data reviews to update plans;
- Getting Along Together (Success for All Foundation's schoolwide social problem-solving curriculum)- classroom resources implemented throughout the year teach students to think critically, productively solve problems, and work cooperatively in teams.
- Attendance tracking mechanism's;
- Community Connections;
- Structured individualized student interventions to help individual students who are identified as having difficulty.

Cooperative Learning and Powerful Instruction

Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative-learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Teachers still initiate the learning process with fast-paced lessons, but after the initial instruction, more of the responsibility for learning rests on students and teams, allowing teachers to spend more time working with individuals and small groups of learners.

Research shows that cooperative learning provides opportunities for cognitive rehearsal, clarification,

and re-teaching that have a positive effect on academic achievement.

When students collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get to practice new ideas and ask questions in a small group before speaking to the whole class or finishing a written product. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. And they learn that, in the end, the responsibility for learning still rests with them.

The SFA prekindergarten to grade 5 curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving. The task is not only to do something as a team, but also to learn something as a team. Because individual students compare their scores only with their own past performance, every team member is able to contribute equally to the success of the team.

Differentiation and Grouping

In SFA Prekindergarten to grade 5 schools, all teachers of grades 1–5 teach reading for ninety minutes at the same time each day. During this time, students move to reading classes in which every student is reading at one instructional level. Students are grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students' progress in developing reading skills. Each grading period each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year.

Programs Proposed for Implementation at Howell Park Elementary School

Curiosity Corner (pre-kindergarten):

Curiosity Corner is a comprehensive program for three- and four-year-old preschoolers designed to provide a strong foundation in language and literacy, mathematics, science, listening and social skills,

creative expression, and positive self-esteem through a holistic, thematic approach to instruction.

Curiosity Corner provides teachers with well-structured thematic units that are aligned with state and national early learning guidelines. The program includes detailed instructions and provides many of the materials necessary to implement a stimulating, engaging program while training and supporting the educators who are implementing it.

KinderCorner (kindergarten):

KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners.

KinderCorner helps children make sense of the world around them, fostering the development of their language, literacy, math, interpersonal, and self-help skills and science and social studies concepts.

KinderCorner consists of thematic units that are designed to relate to children's lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose from among Learning Labs and engage in reflection activities to promote their problem-solving skills. The literacy development emphasized through KinderCorner also includes the development of phonics and during the second half of the school year, a formal introduction to reading phonetically controlled text through

KinderRoots provides kindergarten students with an introduction to reading, beginning halfway through the school year. Through structured lessons and Shared Stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension.

Reading Roots (reading level 1):

Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension.

Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading levels every quarter to ensure that they receive the most focused instruction.

Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second- and third-grade nonreaders can be regrouped into Reading Roots classes.

Extensive video vignettes and electronic materials for use on interactive whiteboards, computers with projectors, or DVDs include numerous presentations of letter sounds, sound blending, and vocabulary in addition to modeling of cooperative learning.

Reading Wings (reading levels 2–6):

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.

To ensure that students become proficient readers, Reading Wings uses SFA's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository texts.

Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused

on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension-strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and expository texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning.

Tutoring: Tutoring with Alphonie (TwA) is a web-based reading-intervention program for struggling readers. Tutors use Tutoring with Alphonie to assess students, develop instructional plans, and deliver effective, fun instruction. Tutoring with Alphonie provides the assessment, planning, and instructional tools for one-to-one tutoring with the Alphonie's Alley component and for small-group tutoring with the Team Alphonie component. Alphonie's Alley and Team Alphonie provide reading instruction and practice at the 1st-3rd grade levels and address skill development in phonemic awareness, phonics, vocabulary, fluency, and comprehension. TwA instruction is aligned to the classroom objectives being taught.

In addition, the school will offer afterschool and summer enrichment designed to support learning through interactive project based learning and exposure to community through field trips.

13) **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.

N/A

14) **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
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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.

SIG funds will be used to support evidence-based whole school reform model to include interventions supported by Success for All (cognitive and non-academic), LEA personnel to include grant project manager and instructional specialist, afterschool and summer academic enrichment, and external evaluator.

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

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

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

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	\$0	\$918,304.65	\$706,613.07	\$716,856.24	\$700,763.78	\$3,042,537.75
LEA/CMO-Level Activities	\$142,653.52	0	\$0	\$0	\$0	\$142,653.52
Total Budget	\$142,653.52	\$918,304.65	\$706,613.07	\$716,856.24	\$700,763.78	\$3,185,191.27

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

NOTE: Teacher Retirement rate and salaries are based on current 2015-16 rates. Will adjust in years 2-5 as required.

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<p>The plan for implementation in Year 1 will be as follows:</p> <p>Preparing for Implementation</p> <p>Year 1 Materials</p> <p>Delivery of materials for schoolwide structures provided for start-up including the New Leader's Guide, the Leading for Success Schoolwide Solutions Guide, and Getting Along Together classroom materials.</p> <p>Implementation Planning</p> <p>Success for All Foundation consultants will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues, and developing partnerships with community resource organizations. An initial two-day assessment will be conducted with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to</p>		<p>Staffing: \$84,070.00</p> <p>Training/Support: \$44,050</p> <p>Materials: \$674.00</p> <p>IDC- \$13,859.52</p>

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<p>continue developing the plan for full implementation in Year 2.</p> <p>Hire Success for All Facilitator (Grant Project Manager) to coordinate and oversee planning activities, and act as a liaison with SFA.</p> <p>Town Meetings for families/community</p> <p>Introductory Workshops</p> <p>Success for All coaches will present New Leaders workshops for the superintendent, principal, Success for All Facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK–5 approach.</p> <p>The Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.</p> <p>An SFA coach will present</p>		

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
<p>introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.</p> <p>Program Implementation</p> <p>Implementation begins for the SFA component: Schoolwide Solutions.</p> <p>Success for All coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, and meetings with school staff responsible for schoolwide initiatives. Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.</p>		
<p>Attendance at three-day Experienced Sites Conference for Principal, Turnaround Officer/SFA Facilitator, Schoolwide Solutions</p>	<p align="center">February 2016</p>	

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
Coordinator		
Planning for upcoming site visit (via phone conference or webinar) Additional professional-development opportunities for staff Leading for Success quarterly review Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members): <ul style="list-style-type: none">• Coaching• Leading for Success• Contract planning• Review accomplishments.• Review results.• Review goals and direction for the next year.• Celebrate!	April/May 2016	

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
<p>The plan for implementation in Year 2 will be as follows:</p> <p>Beginning Implementation</p> <p>Year 2 Materials Materials delivered for the Curiosity Corner, KinderCorner, Reading Roots, and Reading Wings components.</p> <p>Online Tools Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers that provide tools to track student progress on both classroom measures and formal assessments throughout the year and provide a wide variety of reports. In addition, teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the Success for All Foundation community for implementation support. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p>Workshops The Success for All point coach will conduct a Leading for Success planning meeting with</p>		<p>Staffing: \$568,159.98</p> <p>Training/Support: \$61,200.00</p> <p>Materials: \$207,087.12</p> <p>IDC- \$81,857.56</p>

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
<p>the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the program-introduction workshops.</p> <p>Success for All Coaches will deliver program-introduction workshops that present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for introductions to Curiosity Corner, KinderCorner, Reading Roots, and Reading Wings.</p> <p>Program Implementation Implementation begins for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, and Reading Wings. Implementation continues for the SFA component: Schoolwide Solutions.</p> <p>Ongoing Coaching Success for All coaches will visit each school throughout the year (approximately two to four days per month) to provide coaching related to all</p>		

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
<p>aspects of SFA PreK–5 implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.</p>		

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
<p>Delivery of materials</p> <p>Planning for upcoming site visit (via phone conference or webinar)</p> <p>Leading for Success follow-up implementation:</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting <p>Faculty overview with faculty (Principal/Leadership team presents part of this day.) Program-introduction workshops (all school staff)</p> <p>Plan for afterschool enrichment</p>	<p>August 2016</p>	
<p>Baseline assessment and implementation visit:</p> <ul style="list-style-type: none"> • Regrouping • Initial coaching with all faculty • Leading for Success • Meeting with principal • Setting goals <p>Implement afterschool enrichment</p>	<p>August/September 2016</p>	
<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly</p>	<p>November/December 2016</p>	

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
<p>review Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):</p> <ul style="list-style-type: none"> • Assessment and regrouping assistance • GREATER coaching practice and modeling • Meeting with principal • Leading for Success • Setting targets • Reviewing data 		
<p>Planning for upcoming site visit (via phone conference or webinar)</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions <p>Webinar training for Reading Roots teachers (online)</p> <p>Leading for Success follow-up implementation</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team 	<p>January/February 2017</p>	

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting.		
Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator	February 2017	
Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff Leading for Success quarterly review Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members): <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! Plan for summer enrichment	April/May 2017	
Implement summer enrichment	June 2017	

Year 3: 2017 - 2018 School Year

Intervention Activities

Year 3 is for Full Implementation

Activities	Timeline	Costs
<p>The plan for implementation in Year 3 will be as follows:</p> <p>Refining Implementation</p> <p>Year 3 Materials</p> <p>New materials for comprehension-strategy instruction, The Savvy Reader—Predicting and The Savvy Reader—Questioning, are included for the Reading Wings instructional groups. Online Tutoring licenses are renewed. In addition, consumable materials for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings may need to be replenished.</p> <p>Online Tools</p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the Success for All Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p>Workshops</p> <p>The Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the</p>		<p>Staffing: \$568,159.98</p> <p>Training/Support: \$29,500.00</p> <p>Materials: \$40,302.00</p> <p>IDC- \$68,651.09</p>

stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 3 refinement workshops for the full staff.

Success for All Coaches will deliver refinement workshops that focus on areas in which improved implementation can accelerate student growth in achievement.

Program Implementation

Implementation continues for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and Schoolwide Solutions.

Ongoing Coaching

Success for All coaches will visit each school throughout the year to provide coaching related to all aspects of the SFA PreK–5 implementation. Specific activities will be geared toward observing the levels of implementation of all program elements and utilizing classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem

<p>solve between visits.</p>		
<p>Planning for upcoming site visit (via phone conference or webinar)</p> <p>Program workshop refresher training sessions.</p>	<p>August 2017</p>	
<p>Leading for Success follow-up implementation:</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly Meeting <p>Begin Afterschool enrichment</p>	<p>August/September 2017</p>	
<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):</p> <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 	<p>November/December 2017</p>	
<p>Planning for upcoming site visit (via phone conference or webinar)</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p>	<p>January/February 2018</p>	

<p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 		
<p>Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator.</p>	<p>February 2018</p>	
<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):</p> <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning 	<p>April/May 2018</p>	
<p>Summer enrichment</p>	<p>June 2018</p>	

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
<p>The plan for implementation in Year 4 will be as follows:</p> <p>Building Internal Capacity for Supporting Implementation Quality</p> <p>Year 4 Materials Online Tutoring licenses are renewed. Schools may need to replenish consumables for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings.</p> <p>Online Tools Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p>Workshops The Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 4</p>		<p>Staffing: \$568,159.98</p> <p>Training /support: \$41,900.</p> <p>Materials: \$37,150.00</p> <p>IDC: \$69,646.27</p>

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
<p>capacity-building workshops for the full staff.</p> <p>Success for All Coaches will deliver capacity-building workshops that focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of the school.</p> <p>Program Implementation Implementation continues for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Schoolwide Solutions.</p> <p>Ongoing Coaching Success for All coaches will conduct on-site support days at each school, distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary</p>		

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
<p>report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.</p>		
<p>Deliver materials</p> <p>Planning for upcoming site visit (via phone conference or webinar)</p> <p>Program workshop refresher training sessions.</p>	<p align="center">August 2018</p>	
<p>Leading for Success follow-up implementation:</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting <p>Afterschool enrichment</p>	<p align="center">August/September 2018</p>	
<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams</p>	<p align="center">November/December 2018</p>	

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
support (Schoolwide Solutions teams' members): <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of Interventions 		
Planning for upcoming site visit (via phone conference or webinar) Additional professional-development opportunities for staff Leading for Success quarterly review Second quarter review – implementation visit: <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of Interventions 	January/February 2019	
Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator	February 2019	
Planning for upcoming site visit (via phone conference or webinar) Additional professional-development opportunities for staff	April/May 2019	

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
Leading for Success quarterly review Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members): <ul style="list-style-type: none">• Assessment and regrouping assistance• Coaching• Leading for Success• Contract planning		
Summer Enrichment	June 2019	

Year 5: 2020 - 2021 School Year

Intervention Activities

■ Check here if Year 5 is for Sustainability Activities (Optional)
Year 5 will transition from implementation to sustainability

Activities	Timeline	Costs
<p>The plan for implementation in Year 5 will be as follows:</p> <p>Sustaining Implementation Quality</p> <p>Year 5 Materials Online Tutoring licenses are renewed. Schools may need to replenish consumables for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings.</p> <p>Online Tools Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p>Workshops The Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 5 capacity-building workshops</p>		<p>Staffing: \$568,159.98</p> <p>Training /support: \$29,500.00.</p> <p>Materials: \$35,021.00</p> <p>IDC: \$68,082.80</p>

Year 5: 2020 - 2021 School Year

Intervention Activities

- *Check here if Year 5 is for Sustainability Activities (Optional)
Year 5 will transition from implementation to sustainability*

Activities	Timeline	Costs
<p>for the full staff. Success for All Coaches will deliver capacity-building workshops that focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of the school.</p> <p>Program Implementation Implementation continues for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Schoolwide Solutions.</p> <p>Ongoing Coaching Success for All coaches will conduct on-site support days at each school, distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data, selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching.</p>		

Year 5: 2020 - 2021 School Year

Intervention Activities

■ Check here if Year 5 is for Sustainability Activities (Optional)
Year 5 will transition from implementation to sustainability

Activities	Timeline	Costs
Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
Deliver Materials Planning for upcoming site visit (via phone conference or webinar) Program workshop refresher training sessions.	August 2019	
Leading for Success follow-up implementation: <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting 	August/September 2019	
Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar) Leading for Success quarterly review Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams' members): <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success 	November/December 2019	

Year 5: 2020 - 2021 School Year

Intervention Activities

■ *Check here if Year 5 is for Sustainability Activities (Optional)*
Year 5 will transition from implementation to sustainability

Activities	Timeline	Costs
<ul style="list-style-type: none">• Meeting with principal• Reviewing progress of interventions		
Planning for upcoming site visit (via phone conference or webinar) Additional professional-development opportunities for staff Leading for Success quarterly review Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members): <ul style="list-style-type: none">• Assessment and regrouping assistance• Coaching• Leading for Success• Contract planning	April/May 2020	