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)	
Name of Superintendent/CEO	Jay Altman
Phone Number	504-228-5491
Email Address	jaltman@firstlineschools.org
Mailing Address	P.O. Box 791729-1729
City, State	New Orleans, LA
ZIP Code	70119
Name and Title of LEA Grant Contact Person	Ericka Windon
Phone Number	ewindon@firstlineschools.org
Email Address	504-402-3619
Name and Title of Fiscal Contact Person	Heather Guidry
Phone Number	504-655-6216
Email Address	hguidry@firstlineschools.org

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

Official Name of School	Site Code (6 digits)	NCES ID (12 digits)	Priority or Focus School	Intervention Model*	Amount Requested
Joseph S. Clark Preparatory	399005	220004 600865	Yes	Turnaround	$1,445,509.50

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

School Profile

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Urban	92.42 %	Currently SY 15-16	437 (at 8/11/15)	453	505	550	600

*Complete for all years for which funding is requested.

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

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

<u>Restart Model:</u>

In the first two years of its first SIG grant, Clark Prep showed significant improvement; it moved from a 27.1 SPS to a 57.7 SPS. However, the school struggled in its third year as a charter and dropped back down to a 45.4 SPS in the 2013-14 school year. The school now has a projected SPS of 54 from the 2014-15 school year, its fourth year, making it a "D" school.

Student scores on end of course exams have shown significant improvement in four of six subject areas since 2012. Most notably, the percentage of students scoring good or above on the US History EOC has more than tripled from 20% to 67% since 2012. The percentage of students scoring good or above in Geometry has increased 17 percentage points to 29% in that same time period. The percentage of students scoring good or above in English II and biology have increased modestly by four to five percentage points, while Algebra and English III scores have declined by about the same amount. Even with these overall improvements, Clark still performs relatively low compared to statewide averages with much room for improvement.

Also, the original targets during the first round of SIG funding were wildly optimistic for the first three years, although, as noted above, the school has made significant progress from its initial baseline. The figures below are the original SIG goals through the third year of the school's initial turnaround.

State assessment	Projected annual goals			Actual Performance		
	2011-2012	2012-2013	2012-2013	2011-2012	2012-2013	2013-2014
GEE science (11th grade)	40% % proficient, all students	N/A % proficient, all students	N/A % proficient, all students	31%		
GEE social studies (11th grade)	40% % proficient, all students	N/A % proficient, all students	N/A % proficient, all students	46%		
Algebra I*	60% % proficient, all students	70% % proficient, all students	80% % proficient, all students	37%	39%	23%
English II*	40% % proficient, all students	70% % proficient, all students	80% % proficient, all students	22%	45%	49%
Geometry*	40% % proficient, all students	70% % proficient, all students	80% % proficient, all students	12%	34%	19%
Biology*	40% % proficient, all students	70% % proficient, all students	80% % proficient, all students	13%	29%	21%
English III*	40% % proficient, all students	50% % proficient, all students	80% % proficient, all students	20%	5%	37%
American History*		45% % proficient, all students	60% % proficient, all students		20%	38%

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

None

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) The Need
History
Joseph S. Clark High School was founded in 1947 and established to educate African-American students in the Treme neighborhood. For years the school was a pillar in the community and provided a solid educational foundation for many New Orleans. Over the last twenty years, however, the school slowly declined and became an underperforming school. At the time FirstLine Schools assumed governance of Clark in 2011, the high school was the lowest performing non-alternative school in the state. In the first two years of becoming a FirstLine school, Clark Prep showed significant improvement; it moved from a 27.1 SPS to a 57.7 SPS. However, the school struggled in its third year as a charter and dropped back down to a 45.4 SPS in the 2013-14 school year. The school now has a projected SPS of 54 from the 2014-15 school year, making it a "D" school.

Student scores on end of course exams have shown significant improvement in four of six subject areas since 2012. Most notably, the percentage of students scoring good or above on the US History EOC has more than tripled from 20% to 67% since 2012. The percentage of students scoring good or above in Geometry has increased 17 percentage points to 29% in that same time period. The percentage of students scoring good or above in English II and biology have increased modestly by four to five percentage points, while Algebra and English III scores have declined by about the same amount. Even with these overall improvements, Clark still performs relatively low compared to statewide averages with much room for improvement.

Needs Assessment Process and Identified Needs
A needs assessment was conducted by our network academic team, led by our Chief Academic Officer. When evaluating the school's performance regression, the academic team analyzed interim and benchmark assessment data, observed classrooms, met with school leaders and teachers, and consulted with parents and students. The team also used survey data from teachers, students, and parents in it assessment. Additionally, this needs assessment included data and recommendations from an external school review conducted by NSNO, a partner organization that has significant expertise in conducting external reviews that incorporate student and teacher surveys, classroom and school-wide observations, and one-on-one interviews with each teacher and school leader. Finally, FirstLine's CEO met with the Clark Community Council, an advisory group of alumni and community members, to gather their perceptions and input regarding the school's needs and potential strategies for improvement.

The assessment determined that Clark Prep's slower than expected improvement is attributable to the following factors:

- Lack of leadership capacity to develop consistently high quality instruction and to establish a culture of high expectations and accountability across the school
- Poor cultural consistency with different expectations among staff regarding student behavior and academic performance has led to mixed messages to students
- Insufficient consistency of instructional quality, including classroom rigor and data-driven instruction
- High teacher turnover, leading to a high proportion of teachers needing significant professional development
- Insufficiently effective learning supports
- The need for much more intensive social-emotional and social service supports for the high proportion of students with significant needs
- The need for more individualized pathways to success given the range of academic skills and post-secondary interests of the students

Parents and community members were particularly vocal regarding the need for a robust career and technical education curriculum that trains students for high-wage entry level positions immediately upon completing high school. In addition to assessing the needs of our students and their families, we assessed the needs of the local business community. Not only does New Orleans have a gap between workforce needs and the number of workers who have technical skills beyond high school, but a gap also exists between the maturity and professionalism required to succeed in the workplace and the soft skills of many young people in the city. Our region has a total need of nearly 100,000 skilled crafts workers over the next five years. Many of these positions will be in the science, technology, engineering and math (STEM) fields. Louisiana ranks third in the nation for STEM jobs available that do not require a bachelor's degree. In a 2012 report, the City of New Orleans and the New Orleans Workforce Investment Board noted, "Many positions — known as 'middle-skill' jobs — do not require a degree from a four-year institution, but due to the skills gap, many job seekers are under qualified." This same report also noted the deficiencies in soft skills, such as customer service skills, social skills, punctuality, reliability, good conflict resolution skills, initiative, problem-solving skills, and teamwork.

Students also expressed and exhibited a need for additional social-emotional supports. A number of our students have experienced traumatic and violent events, suffer from the effects of chronic urban poverty, are homeless, and/or handle adult situations such as being the head of a household and/or raising a child(ren) and as a result present behavioral and/or emotional issues that interfere with academic success. As previously mentioned, Clark Prep is located in the historic Treme neighborhood; a neighborhood that is well known for its music as well as for having the highest proportion of New Orleanians living below the Federal Poverty Level. Since Katrina, the neighborhood has only seen 75% re-population. In the 2014-15 school year, Clark Prep served 427 students - 99% minority (95% African-American) of whom 82% qualified for free or reduced lunch and 23% received special education services. Additionally, 6% of students had witnessed or been the victim or perpetrator of violence, 5% were or had previously been in the criminal justice system, 7% had previously dropped out of school, 14% were homeless, and 18% were suspended or expelled for physical violence. The range and scope of these needs must be comprehensively addressed in order to develop Clark Prep into a high-quality high school.

Selected Interventions and Links to Identified Needs
We have chosen the "turnaround" intervention model to address the needs of Clark, because it provides the breadth of approach needed and the resources this comprehensive set of strategies will require in the short term. Specifically :

Need	Intervention
Create a culture of consistently high expectations for students, particularly for behavioral norms that facilitate teaching and learning	*Improving school culture:* new Assistant Principal for School Culture and Discipline; additional capacity for behavioral supports and revised discipline policy; significant collaborative professional development regarding classroom and school behavioral norms and embedding school values; and after school practice sessions for teachers struggling in these areas; intensive support from network Director of Culture and Wellness.
Expand range and depth of social-emotional supports and social services for students with significant needs	*Improved student supports:* created a Student Support Services program with a dedicated Director of Family and Student Support Services two social workers, and external partnerships to provide intensive psycho-social support services and comprehensive social services as needed
Improve instruction, particularly in terms of high expectations for student achievement and use of data driven instructional practices	*Improving instruction:* new Assistant Principal for Academic Support; additional network support from the Director of Teaching and Learning and the Director of Middle and Secondary Literacy ; intensive professional development on data driven instruction and calendared data review and action planning cycles; tiered schedule of lesson observations and feedback based on teacher needs; after school coaching and practice workshops for teachers
Improve responsive learning supports for students	*Improved RTI and Special Education:* new RTI coordinator; improved RTI system with intensive support for continuous improvement from network Director of Family and Student Support Services; additional time in the school day and after school to provide more academic support and credit recovery; external Special Education consultant working with Special Education Coordinator and teachers to improve quality of special education program through ongoing professional development and monitoring
Provide additional time for increased learning supports, enrichment activities and for professional development	Adding an additional period to the school day for responsive learning supports, increased elective offerings, and increased time for teacher job-embedded professional development
Create multiple graduation pathways for students based on students' interests and skills	*CTE program:* development of NOLA Tech CTE program in partnership with Delgado Community College, other CTE providers, and local employers
Retain and develop effective teachers	*Teacher retention and development:* additional support for all teachers and tiered support system to help more teachers become effective; teacher career pathways linked to teacher effectiveness; job embedded professional development.
Leadership capacity to develop	*Leadership change:* reconfigured school leadership team, with a new

consistently high quality instruction and to establish a culture of high expectations and accountability across the school	Principal and two new additional senior leaders; intensive leadership team support from network Chief Academic Officer.

Underlying Key Factors and FirstLine's "Theory of Change"

FirstLine Schools has extensive experience improving low performing schools. While Clark Prep has improved from an F to a D school and increased its SPS from 27 to 54 since becoming a FirstLine School four years ago, it is still below the state average and below the cut off for a C school. Thus, we are planning this comprehensive intervention to take the school to the next level.

FirstLine Schools' theory of change is based upon the key factors underlying the needs described in detail above. These underlying factors include:

- Nearly all of our students live in poverty – sometimes severe poverty – and the stresses associated with poverty lead to significant social-emotional needs for many of our students. Related to this, many of our students require wrap around support services in order to be able to focus on learning in the classroom.
- Many of the students at Clark are significantly below expected skill levels. Based on the Spring 2015 NWEA MAP assessment, more than half of Clark students perform in the bottom quartile nationally of reading and math skills and only 11% and 9% respectively perform above the 50th percentile.
- While most of the students are eager to learn, a significantly sizable group of students consistently exhibit behavioral norms that are disruptive or not conducive to teaching and learning.
- Many students are not on track to college readiness and so need a compelling post-secondary goal to be motivated to achieve in high school.
- The challenges of working in an intense turnaround situation along with the relative inexperience of the teaching staff have led to greater than average teacher turnover. Teachers and school leaders will require more intensive support to develop the collective skills to improve the school to the next level and to create more sustainable working conditions.
- The school leadership team in the past has not had sufficient capacity to effectively address the above issues and they require more support in instructional leadership and in embedding a culture of high expectations.

Based on the underlying factors, FirstLine's theory of action consists of seven parts:

(1) Embed behavioral norms that facilitate teaching and learning through consistently high expectations and a values-based culture.
(2) Provide intensive social-emotional supports and wraparound support services as needed so that students with significant needs can be ready to learn.
(3) Improve teaching and learning practices:
    a. in the general classroom through increased job-embedded professional development practices
    b. through responsive learning supports, such as RTI, special education, and credit recovery
(4) Provide the additional time needed for the additional learning supports and for the enrichment opportunities.
(5) Develop a career and technical education pathway so that every student can have a motivating and purposeful post-secondary goal.
(6) Hire, develop and retain highly effective teachers through devoting a significant amount of time to collaborative professional learning and through compelling teacher career pathways.
(7) All of the above are driven by effective leadership with sufficient capacity that is given autonomy within a framework of accountability that drives continuous improvement and that is provided with external support as needed.

This theory of action and the related strategies described below are drawn from research identifying the practices of highly effective open admissions urban schools serving low-income student populations in the United States. Three sources of evidence support the common thread of these principles as key levers in highly effective urban schools: the *Urban Excellence Framework*[1] developed by New Leaders for New Schools; the aligned instructional approach used initially by the Brazosport, Texas schools and now widely copied across the country[2]; the effective schools research of Ron Edmonds, Larry Lezotte[3]; and Roland Fryer's more recent work on the characteristics of the high performing urban charter schools[4].

SIG funding will be used to support the identified strategies as outlined in the table below:

Intervention Strategy	Use of SIG Funding
Improving school culture: new Assistant Principal for School Culture and Discipline; additional capacity for behavioral supports; revised discipline policy; significant collaborative professional development regarding classroom and school behavioral norms and embedding school values; and after school practice sessions for teachers struggling in these areas; intensive support from network Director of Culture and Wellness.	SIG funding is requested for two additional Assistant Deans who will provide behavioral supports to students to embed behavioral norms that facilitate teaching and learning across the school and to teach students the behavioral and emotional skills they will need to be successful in life outside of school.
Improved student supports: created a Student Support Services program with a dedicated Director of Family and Student Support Services, two social workers, and external partnerships to provide intensive psycho-social support services and comprehensive social services as needed.	SIG funding is requested for the Director of Family and Student Support Services who will directly provide and coordinate intensive supports for students with significant social-emotional and social services needs. This will include in-school supports as well as coordinating with external agencies. SIG funding will also support an additional social worker for the Student Support Services program.
Improving instruction: new Assistant Principal for Academic Support, additional network support from the Director of Teaching and Learning and from the Director of Middle and Secondary Literacy; intensive professional development on data driven instruction and calendared data review and action planning cycles; tiered schedule of lesson observations and feedback based on teacher needs; after school coaching and practice workshops for teachers.	Funding for all of these positions will be provided by the school's recurring revenues and by other dedicated fundraising for the network academic support team.
Improved RTI and Special Education: new RTI coordinator; improved RTI system with intensive support for continuous improvement from network Director of Family and Student Support Services; additional time in the school day and after school to provide more academic support and credit recovery; external Special Education consultant working with Special Education Coordinator and teachers to improve quality of special education program through ongoing professional development and monitoring	Funding for these positions will be provided by the school's recurring revenues and by network shared services, so no SIG funding is required.

[1] *Key Insights of the Urban Excellence Framework*, *Version 2.0*, New Leaders for New Schools, May 30, 2008.

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

[3] "Correlates of Effective Schools: The First and Second Generation", Larry Lezotte, Effective Schools Products, Ltd., 1991. http://www.effectiveschools.com/main/resources/resources-44-45.html

[4] "Getting Beneath the Veil of Effective Schools: Evidence from New York City", Fryer and Dobbie, *American Economic Journal: Applied Economics*, November 2011

Adding an additional period to the school day for responsive learning supports and increasing time for teacher job-embedded professional development	No SIG funding requested
CTE program: development of NOLA Tech CTE program in partnership with Delgado Community College, other CTE providers, and local employers	SIG funding is requested for the Program Director of NOLA Tech and for the Workforce Readiness Coordinator, who will develop and coordinate workplace learning experiences, such as part-time and summer jobs, internships, and career exposure activities. SIG funding will also cover the salaries of three part-time CTE instructors and one full-time instructor.
Retaining and developing effective teachers: additional support for all teachers and tiered support system to help more teachers become effective; teacher career pathways linked to teacher effectiveness; job embedded professional development.	No SIG funding requested – covered by school recurring revenues.
Leadership change, support, autonomy, and accountability: reconfigured school leadership team, with a new Principal and two new additional senior leaders; intensive leadership team support from network staff.	No SIG funding requested – covered by school recurring revenues and by network funding.

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

Intervention planning for the 2015-16 school year included input from parents, students, teachers, and community members. During the spring of 2015, FirstLine's Chief Academic Officer and the CEO met with school leaders and teachers, and consulted with parents and students. The team also used survey data from teachers, students, and parents in its assessment. Additionally, this needs assessment included data and recommendations from an external school review conducted by NSNO, a partner organization that has significant expertise in conducting external reviews that incorporate student and teacher surveys, classroom and school-wide observations, and one-on-one interviews with each teacher and school leader. Finally, FirstLine's CEO met with the Clark Community Council, an advisory group of alumni and community members, to gather their perceptions and input regarding the schools' needs and potential strategies for improvement.

Clark Prep engages the community on an ongoing basis through meetings of the Clark Community Council. This group, comprised of representatives from various stakeholder organizations, meets on a quarterly basis with the director of NOLA Tech and other school leaders. Representatives from the council were also part of the school leader interviewing and selection process.

Input from parents, students, and community members all emphasized the need for additional social-emotional supports for students, particularly those who are struggling the most. The stakeholders also strongly encouraged and supported the development of the NOLA Tech CTE initiative to provide compelling graduation pathways that would help all students be successful after high school.

NOLA Tech administrators worked closely with representatives from the local business community in the design and continuous improvement of the program. When the program was being designed, the program directors met with more than 20 business leaders and owners to discern their needs and to set up workplace learning partnerships. Additionally, as described earlier, employers offering student internships provide feedback on these experiences from the employer perspective that help improve the program.

SECTION 2: INTERVENTION DESIGN

3) **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 professional development within and across grades and subjects.

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

We conducted our needs assessment during the 2014-15 school year and so have begun to implement our turnaround strategy for the 2015-16 school. Without SIG funding we will not be able to fully implement the strategy beyond this year and even fully implementing the plan for this year requires some external funding.

Below is an outline of the plan that FirstLine is implementing this school year that fully meets the requirements of the SIG **turnaround model**. The plan directly aligns with the needs analysis and our theory of action. All of the activities described below are ultimately aimed at increasing student achievement and helping students attain their post-secondary goals for college and/or careers and for living healthy, productive lives.

1. **Improving school culture** -- create a more motivational culture with consistently high expectations for behavior by:

   a. Providing a range of enrichment and CTE programming, from band to athletic teams to dance/drill squads to clubs to CTE special programs, such as digital literacy
   b. Creating a more nurturing and values based school culture through *daily and weekly school culture rituals*, such as morning meetings, staff morning greeting to students and afternoon farewell to students, and student of the week awards, and through *special events,* such as awards assemblies, student performances (dance, music, Talent Show);
   c. Restructuring and adding capacity to the culture and discipline team -- bringing aboard a new Assistant Principal for Culture and Discipline and adding two additional Assistant Deans. This team is supported by the school Principal and by the network Director of Culture and Wellness.
   d. Revising the discipline policy, with significant input from staff during summer planning and preparation
   e. Providing significant professional development regarding classroom and school behavioral norms and embedding school values

   The above activities help improve student achievement by creating an environment with behavioral norms that facilitate teaching and learning and by increasing student engagement with school and motivation to own their own learning. These activities also help students develop behavioral values that will help them succeed in life. Fryer's research on high performing urban schools, referenced earlier, clearly emphasizes this link between a culture of high behavioral expectations and student academic achievement. Specific goals are outlined in the table below.

2. **Developing a more comprehensive student support services program** with a new Director of Family and Student Support Services and an additional social worker. This initiative will provide intensive support to our most at-risk students who are struggling with social-emotional issues and/or who need additional social services to address issues such as homelessness, substance abuse, family crises, post-traumatic stress, re-integration to school after being incarcerated, parenting, and other issues that prevent students from focusing on their education. This team of the Director, two social workers, and a full-time nurse will partner with external agencies and will provide crisis intervention as well as developing prevention programming, such as customized classes, partnerships with external agencies for therapeutic and family support services, and services for homeless students to ensure every student has adequate food and shelter. This team is supported by the school leader with additional support from the network Director of Culture and Wellness and from the network Director of Family and Student Support Services.

   For our students struggling with basic needs -- mental health, social-emotional, food, shelter – it is critical that their needs are met if we want them to achieve academically. Also, some of these students disrupt the learning of others when their needs are not met. Given the large number of students struggling with these basic needs, this additional student support services program is critical to the school's success. Specific goals are outlined in the table below.

3. **Improving instruction** by**:**

   a. Hiring a new Assistant Principal for Academic Support
   b. Providing additional instructional improvement support from the FirstLine network Academic Support Team, specifically from the Director of Teaching and Learning and from the Director of

Middle and Secondary Literacy.

    c. Ensuring systematic use of formative assessment data, including interim assessments, to guide curriculum development, instructional improvement, and learning interventions. All teachers receive intensive professional development on using formative assessment data and Clark Prep dedicates one afternoon per week for regular data review and one half day per quarter to data deep dives.

    d. Implementing curriculum aligned with the continued transition to Common Core State Standards or similarly rigorous standards. The curriculum programming in each grade is vertically aligned by subject with the State academic standards. For ELA and Math, we are using curricula recommended by the LDOE as aligned vertically and to the state standards: HMH Collections for ELA and Eureka Math for grades 9-11. Our RTI ELA curriculum for Tier 2 and Tier 3 students is Expert Texts and is also research based. The Math RTI curriculum for Tier 2 students is Think Through Math and is research based, and for Tier 3 students the curriculum is VMath, which is research based as well. For Science and Social Studies, we are using the curriculum programs from Collegiate Academies, the school with the highest student achievement gains in New Orleans. Clark Prep is part of a consortium of high schools that shares data on EOCs, interim assessments, and benchmark assessments, and after analyzing the data the Clark Prep team concluded that Collegiate Academies, serving a similar population of students, had the best curriculum and related instructional practices for helping students master the Louisiana standards in science and social studies.

    e. Providing job-embedded professional development: devote one afternoon per week to collaborative planning and data review, a tiered system of lesson observation and feedback with frequency (up to daily observation and feedback) based on teacher skill level, after school practice sessions for teachers struggling with particular skills, and collaborative department meetings.

    All of the above strategies should improve student achievement by improving the quality of instruction in the classroom. Specific goals are outlined in the table below.

4. **Personalizing learning support** to provide an academic program that is more effectively differentiated according to students' needs through a comprehensive RTI program for ELA and math and through improving the quality of special instruction to more effectively meet the needs of the 23% of students who receive special education services. For the 2015-16 school year Clark Prep is improving personalized learning supports by adding additional time to the school day (described below), bringing aboard a new RTI Coordinator who is receiving intensive support from the network Director of Student Support Services, and using the services of a network provided special education support consultant who is providing professional development and monitoring to drive continuous improvement.

This responsive support is aimed at helping all students master the skills they need and graduate from high school. Specific goals are outlined in the table below.

5. **Adding additional time to the school day**: providing an extra 45 minute block to the school day to enable more additional learning time for the core subjects. Additional increased learning time for core ELA and Math is provided through a tiered scheduling system that increases the number of Math and ELA blocks on a student's schedule, based on that student's individual academic needs. Students who do not pass Math EOC tests will receive Geometry and Algebra remediation during the summer as well. Other core academic courses are offered during summer and after school programming, such as Government, Economics, and Physical Science.

    a. Clark offers 405 minutes of instructional time daily during the regular school day with 180 school days, compared to the state required 330 minutes and 177 days. The school has early release one day per week for three out of every four weeks, so in total Clark has more than 173 hours more instructional time than the state requirements, which is more than six weeks additional instructional time above state requirements.

    b. Additionally, Clark offers an after school program of 90 minutes that includes athletics, band, dance and drill teams, tutoring, and credit recovery.

    c. Clark also offers a tuition-free summer school program for credit recovery.

    d. Students can also enroll in Delgado concurrently as part of Clark's CTE program, both during the school year and in summer.

    e. The increased school time also provides additional professional development and planning time to

teachers during the year (see "Improving Professional Learning" below).

    f.   The extra time also allows Clark Prep to offer a wide range of elective classes that take place during forty-five minute enrichment blocks. These electives include: Edible Schoolyard (Garden and Culinary), Tech Team, Peer Facilitation, Leadership Development, Yearbook, Art, P.E., ACT Prep, Band, and Debate. Clark Prep also offers a 90-minute Adult Responsibilities class for students selected by the Director of Student Support Services as needing this additional support.

The additional time allows more responsive learning supports, a greater range of electives to make school more engaging, and time for more job-embedded professional development. These all help improve student academic achievement and improve the culture of the school. Specific goals are outlined in the table below.

6. **Career and technical education:** in addition to a college preparatory academic program, Clark Prep has developed a comprehensive CTE program called NOLA Tech. By partnering with Delgado Community College, where Clark students can participate in dual enrollment, and through offering some courses in-house, NOLA Tech is able to offer students the choice of four career pathways, including Allied Health Sciences, Creative Digital Media, Manufacturing and Construction, and Business Management. Within these pathways students can earn specific credentials aligned with their specific interests. In addition to the partnership with Delgado Community College students are also able to take dual enrollment courses with Nunez Community College and SUNO.

NOLA Tech was Clark Prep's response to feedback given by alumni, community members, students and their families, who all expressed a desire for career and technical education, because while not every student may elect to go on to pursue a college degree, every student needs the skills to be successful during and after high school.

NOLA Tech's overall goal is to prepare our students for high-wage, high-growth occupations. The program is comprised of the following four foundational components:

    a.   Foundational Academic Knowledge – this includes both core academic courses required for a high school diploma and learning supports as needed to advance, develop, or remediate basic skills in reading and math.

    b.   Career and Technical Education – for the first two years of high school, all students will go through a series of experiences that expose them to a variety of career pathways, including the "Education for Careers" class, a sophomore year career education course. At the end of their 10th grade year, students will determine whether to continue with the traditional high school college preparatory path, pursue a career and technical education high school diploma, or supplement their traditional high school diploma with CTE courses leading to a credential.

    c.   Life Skills – this innovative curriculum focuses on character development, growth mindsets for success, increasing students' sense of social belonging, grit, personal responsibility, workplace character skills, conflict resolution skills, and independent living skills such as financial management, substance abuse awareness, civic duties, and home economics.

    d.   Career Exposure – this includes both exposure and real work experiences. Students participate in a number of career exposure activities, such as field trips, guest speakers, and career days. The Workforce Readiness Coordinator helps link NOLA Tech students with part-time jobs after school, summer jobs, and for-credit CTE internships during the summer following a student's junior year.

           Specific goals are outlined in the table below.

7. **Retaining and developing effective teachers** through:
    a. Increased time devoted to teacher professional development – new teachers have four weeks of training and preparation in the summer prior to the start of school, while veteran teachers new to Clark have three weeks and returning teachers have two and a half weeks. Additionally Clark Prep releases 2.5 hours early one day per week for three out of every four weeks during the year, providing teachers an additional 67.5 hours of department level and school-wide planning and professional development. Clark Prep also employs a differentiated lesson observation and coaching

system based on teacher needs, ranging from observation and feedback every other week for strong teachers to multiple observations with real-time coaching daily for teachers who are struggling. Additionally, struggling and emerging teachers participate in after school practice, coaching, and lesson planning sessions 2-3 times per week.

   b. Teacher Career Pathways - a career progression pathway that is designed to reward and retain teachers based on performance, with increased compensation and opportunities for teacher leadership based on teacher effectiveness (described in more detail later in the application).

   This strategy aims to improve the quality of instruction and thus student achievement by developing teachers to become effective and by retaining the most effective. Specific goals are outlined in the table below.

8. **Leadership restructuring, autonomy, support, and accountability:**
   a. FirstLine has brought in a new Principal for the 2015-16 school year and restructured the leadership team, replacing the Assistant Principal for Academic Support and the Assistant Principal for Culture and Discipline, and adding a new Assistant Principal level position in the Director of Family and Student Support Services.
   b. FirstLine's theory of action regarding school leadership is to take as many operational responsibilities off the school leaders, without loss of decision making autonomy, so that they can focus on school culture, curriculum, and instruction, and on relationships with students, parents, and teachers. Principals control their own budget, staffing, daily/weekly schedule, calendar, professional development, instructional leadership, school culture leadership, and all educational programming. FirstLine provides centralized support and technical assistance in the areas of program improvement (CAO, Director of Teaching and Learning and the members of her team, Director of Culture and Wellness), operations (COO, finance team, operations team), and talent management/human capital (Director of HR/Talent Management and her team).
   c. FirstLine's Chief Academic Officer (CAO) provides extensive hands-on support at the school, combining autonomy for the school's Principal with significant accountability and responsive support as needed. The Principal reports directly to the CAO.

Final note on turnaround model requirements: in addition to hiring a new school leader for the current school, FirstLine's CAO along with three other network team members provided intensive support at Clark during the second semester of the 2014-15 school year. During this time, all staff received extensive feedback through the performance management and evaluation process, with a number of staff members being put on action (intervention) plans. FirstLine has developed its own teacher evaluation rubric and process, based on the characteristics of highly effective urban teachers drawn from a synthesis of several models of teacher effectiveness. Some of these staff members improved significantly, while a number of these staff members did not and were not rehired for the current school year, with some other staff members choosing not to return. In total 53% of staff members last year were not rehired for the current year. Beginning in the late spring and then into early summer, new staff were interviewed and hired.

Performance goals for the above interventions are outlined in the table below, which is congruent with the table in *Section 3 – Goals* but is required in both sections. The academic goals are outlined in detail in the tables in *Section 3 – Goals* below.

Additional Goals Associated with Proposed Interventions

Intervention Strategy	Annual Goals
Improving school culture *Developing a more comprehensive student support services program*	• See academic goals above and in previous subsection • Reducing percent of homeless students to 0 each year • Increase Cohort Graduation Rate by 5 percentage points per year • Increase Graduation Index by 5 points per year • Increase attendance rate by 2 percentage points per year • Increase student re-enrollment by 5 percentage points per year until above 85% per year • Suspensions decrease by 10% per year • Expulsions less than 1% annually

Improving instruction	• See academic goals above and in previous subsection
	• Increase Cohort Graduation Rate by 5 percentage points per year
Personalizing learning support	• Increase Graduation Index by 5 points per year
Adding additional time to the school day	
Career and Technical Education program	• 90 students enroll in NOLA Tech for the 2015-16 school year
	• More than 80% earn core and complementary credentials
	• 100% of students pass dual-enrollment courses
	• Average GPA in dual enrollment courses is a 2.5 or higher
	• More than 80% of students score a 3 or higher on Life Plan rubric in Education for Careers and NOLA Tech Advisory
	• More than 80% of students continue with or complete NOLA Tech program
Retaining and developing effective teachers	• See academic goals above and in previous subsection
	• Reducing percent of homeless students to 0 each year
	• Increase Cohort Graduation Rate by 5 percentage points per year
	• Increase Graduation Index by 5 points per year
	• Increase attendance rate by 2 percentage points per year
	• Increase student re-enrollment by 5 percentage points per year until above 85% per year
	• Suspensions decrease by 10% per year
Leadership change, support, autonomy, and accountability	• See academic goals above and in previous subsection
	• Reducing percent of homeless students to 0 each year
	• Increase Cohort Graduation Rate by 5 percentage points per year
	• Increase Graduation Index by 5 points per year
	• Increase attendance rate by 2 percentage points per year
	• Increase student re-enrollment by 5 percentage points per year until above 85% per year
	• Suspensions decrease by 10% per year
	• Expulsions less than 1% annually
	• NOLA Tech goals above are met

4) **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.

5) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State's academic standards. For Priority schools, the State has identified two additional priorities for which LEA's may choose to align evidence-based strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

Most of our intervention strategies are supported by the research on the practices of highly effective schools in general and of open admissions urban schools serving low-income student populations in particular, as referenced above in the Needs Assessment section of this proposal. Three sources of evidence support the these principles as key levers in highly effective urban schools: the *Urban Excellence Framework*[5] developed by New Leaders for New Schools; the aligned instructional approach used initially by the Brazosport, Texas schools and now widely copied across the country[6]; and the effective schools research of Ron Edmonds, Larry Lezotte[7], and others. The effectiveness based human capital practices are drawn from cross sector practices beyond education.

[5] *Key Insights of the Urban Excellence Framework*, *Version 2.0*, New Leaders for New Schools, May 30, 2008.
[6] *Closing the Achievement Gap: No Excuses*, Pat Davenport and Gerald Anderson, American Productivity and Quality Center: Education Initiative, 2002
[7] "Correlates of Effective Schools: The First and Second Generation", Larry Lezotte, Effective Schools Products, Ltd., 1991. http://www.effectiveschools.com/main/resources/resources-44-45.html

The strategies common to this research are listed below (along with the related intervention from this proposal):

1) Creating a culture that is both calm and orderly and characterized by high expectations and by the teaching of desired behaviors *(Improving school culture)*
2) Instructional leadership, including data-driven instructional practices *(Improved instruction* and *Leadership change and support)*
3) Emphasis on success for all students by meeting the learning and social-emotional needs of all students *(Developing a more comprehensive student support services program* and *Personalizing learning support)*

Our strategies to address the root causes of Clark Prep's underperformance also borrow from Roland Fryer's findings in his September 2012 discussion paper "Learning from the Successes and Failures of Charter Schools," where Fryer analyzed and determined which practices separated high-achieving schools from low-achieving schools.[8] After examining charter schools across the quality spectrum, Fryer determined that high-achieving schools implemented the following strategies: data-driven instruction, increased time spent on learning, teacher development and frequent feedback, a school culture of high expectations, and small group instruction.

One of the strongest connections across all of the research described above is the theme of personalizing instruction for students based on systematic use of formative assessment data. This theme underpins two of our intervention strategies: *Improving instruction* and *Personalizing learning support.* Both of these strategies rely on teachers using assessment data to guide instruction, re-teaching, and responsive learning supports for students, with an aim of all students mastering priority standards.

Clark Prep will systematically use formative assessment data as described below. Clark Prep will measure academic progress using NWEA MAP, with a beginning, middle, and end-of-year assessment. Interim assessments will be either internally created unit assessments aligned with the shared curriculum or, in the case of external curriculum packages, aligned unit assessments that come with the curriculum package. Thus, all interim assessments will be closely aligned with the school's curriculum. All curriculum will be aligned with CCSS, so these interim assessments will be aligned with the state assessments. Curriculum will be modified as needed based on the results of the formative assessment data.

Student formative assessment data will be analyzed weekly and on unit cycles. Each week, teachers will analyze assessment data and modify curriculum and interventions based on indicated needs. Each unit cycle, teachers will meet with school leaders to create an "instructional battle plan" based on the interim data. This plan will require analysis of the interim data and a plan for responsive re-teaching and interventions as appropriate. Benchmark and interim assessment data, along with state assessment data, will be shared during the year with the Board of Directors.

FirstLine's Director of Information Systems oversees dissemination of data as well as development and quality assurance of data reporting systems for Clark Prep. FirstLine's Director of Information Systems collaborates with the academic support team to create data reports that are actionable for school leaders and teachers. School level professional development and data analysis sessions will be led by senior leaders and teacher-leaders depending on assigned roles and responsibilities.

Clark Prep will receive instructional leadership support and professional development from FirstLine's Chief Academic Officer and the network Director of Teaching and Learning. Additional support in data analysis will be provided by the Director of Information Systems. Regular time within the weekly department/team meetings at the school will be devoted to data analysis and associated professional development. Additionally, beginning this year, Clark Prep's leadership team will participate in quarterly data-driven instruction step backs. These sessions, led by FirstLine's CAO, are designed to improve school leaders' skills in implementing data-driven instruction. These sessions also provide the opportunity for a deep dive review of the results of Clark's weekly data meetings.

Career and Technical Education
With the creation of the new Jump Start high school initiative and revamped career diploma for career and technical

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[8] "Learning from the Successes and Failures of Charter Schools", Roland G. Fryer, Jr. The Hamilton Project September 2012 http://scholar.harvard.edu/files/fryer/files/hamilton_project_paper_2012.pdf

education, Louisiana is recognizing the needs of the community and of the range of students being served. As referenced above in the Needs Assessment section, a 2012 report by The City of New Orleans and The New Orleans Workforce Investment Board indicates that there is a significant gap between the set of skills in the New Orleans labor market and the skills required by employers in high growth/high wage industries. Specifically, the local labor market is deficient in basic reading, writing, mathematics, biology, statistics, chemistry, computer literacy, and "soft skills", i.e. social skills and work habits, due to workers' direct interactions with consumers and/or teamwork to solve complex problems. Additionally, the quality of high school graduates and the number of high school dropouts have negatively affected the labor market pool. This report also cites a study by the Brookings Institute that measured the "education gap" of the largest 100 metro areas to determine the extent to which demand for educated workers in industries surpassed the supply of those workers in each specific regional market. The New Orleans metro had one of the largest educational gaps and scored in the lowest quartile among the largest 100 metro areas included in the study.

NOLA Tech offers four pathways, three of which are aligned with the greater New Orleans region's Jump Start industries of focus: (1) Allied Health Sciences, (2) Digital and Information Technology, and (3) Skilled Crafts and Trades. Our Business Management pathway, leading to the Customer Service credential, has been approved as an Integrated statewide Jump Start pathway. NOLA Tech students will earn a CTE Jump Start credential, signifying that the student has acquired marketable job skills in a high-growth industry, as well as a set of complementary industry credentials providing lifelong value to the student. NOLA Tech students are expected to earn the TOPS University Diploma and a core Jump Start career credential, along with complementary credentials e.g. First-Aid / CPR, OSHA-10, or Microsoft Office Professional.

5) **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.

Clark Prep's NOLA Tech program for CTE partners with several organizations for CTE dual enrollment courses, financial literacy training, and summer internships.

For CTE dual enrollment courses, Clark Prep partners primarily with Delgado Community College, but also has some students in dual enrollment courses at Nunez Community College and Southern University of New Orleans. Additionally, students take CTE courses offered by NOVAC (New Orleans Video Access Center), and ABC Bayou, which are both state-approved providers. All of these providers were selected based on personal interviews with their administrators or based on the availability of courses of interest to students and filling the high-wage criteria set by NOLA Tech. For each of these partnerships, we are evaluating the dual enrollment experience of the students by monitoring grades and through student surveys. We also meet with administrators from Delgado each semester to address any issues and provide mutual feedback on the partnership. If we have a partnership where students are not passing courses or students rate the experience as sub-par, we will discontinue facilitating student enrollment at the institution in question.

Clark Prep partners with JUMA to provide part time job opportunities for students and Junior Achievement to deliver financial literacy training. Both partners were chosen based on their proven track records and excellent reputations, both locally and nationally. In 2013, 97% of JUMA's youth graduated from high school and 96% enrolled in higher education. In 2013, JUMA opened 751 Individual Development Accounts (IDA) accounts for students, who saved more than $238,000 for higher education (taken from jumaventures.org).

When selecting internship partners, Clark Prep strives to replicate the LDOE's selection process to the extent possible. NOLA Tech's program director selects potential partners based on their reputation in the community and type of organization. Interested organizations interview with the Program Director and are evaluated for their capacity to participate, CTE pathway alignment, reputation, and type of organization. Several internship partners are non-profit organizations or are affiliated with universities. This selection criteria helps to ensure their commitment to students' success as well as their alignment with NOLA Tech's mission. The program director delivers his recommendations to the NOLA Tech team, which then makes the final decision on whether or not to move forward with a partnership.

All partnerships are formalized through an MOU that clearly outlines the expectations of the intern, school, and employer. The contents of the MOU ensure that: the internship is a high quality educational experience, the intern will receive direct and close supervision by an appropriate supervisor, and that the company will evaluate the student's

performance regularly and more extensively at the end of the internship.

Within the first two weeks of a student's internship, either the program director or the workplace learning coordinator will conduct a site visit where he will observe the student's internship experience and environment and conduct a walk through review of the student's internship to ensure that all elements of quality programming are present. The results of the initial walkthrough determine the frequency and method of communication going forward. At minimum, a NOLA Tech staff member will communicate with the site supervisor every two weeks via email or phone. If the initial site visit is deemed unsatisfactory, weekly site visits will continue to occur until conditions improve.

In addition to regular communication with partners and students, Clark Prep relies on survey data to ensure quality programming and to hold partners accountable for the performance standards outlined in the MOU. Students are surveyed on the quality of their internship experiences at the midpoint and the end of their internship experience. Questions touch on topics including the overall quality of the experience, supervision received, rigor and relevance of the experience, training, and knowledge and skills obtained. Employers are surveyed on their perception of the program and on students' performance at the internship. Completion of these surveys is required by the MOU and is an important method by which to hold employers accountable for student results.

Survey results are analyzed regularly by the NOLA Tech leadership team who look for trends in student and employer responses and uses the results to inform follow-up conversations. At the end of each year, NOLA Tech leadership reviews their list of partners and collectively decides whether or not to continue the partnership in the next year, based on the results of the ongoing communication and survey data.

6) **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.

N/A

7) **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.

Family Engagement: Clark Prep engages families on an ongoing basis through meetings of the Bulldog Parent Advisory Committee. This group, open to parents of all Clark Prep students, meets monthly with the Principal and the Director of Family and Student Support Services to discuss topics such as: student attendance, teacher communications, trends in students' social-emotional needs, parent volunteer opportunities, post-secondary placement, and completion of the FAFSA. During these meetings, the Principal and the Director of Family and Student Support Services also solicit parental input on major school initiatives such as the introduction of CTE programming and changes in school leadership.

Clark Prep also included parents and students in selection of the new Principal, with candidate interviews including a student panel and a parent panel. Parents are randomly selected to sit in on leader interviews in order to encourage representation from all grade levels as well as from both special and general education. This key piece of parental input is vital to the hiring of staff members with the qualities and skills necessary to meet the unique needs of the students at Clark Prep. Additionally, new teacher interviews include a student panel.

Parental involvement is also a required component for a student's acceptance into the NOLA Tech program. Parents of prospective applicants are invited to attend NOLA Tech's open houses throughout the year, and a student must be recommended by a sponsor (parent, guardian, or other family member) in order to be accepted into the NOLA Tech program. Parents of NOLA Tech students are required to attend a parent orientation at the beginning of the year that outlines the program's components, expectations, and calendar of scheduled events. NOLA Tech engages families on an ongoing basis by requiring that parents meet with NOLA Tech leaders and counselors following 1st and 3rd quarter report cards to discuss their student's progress and individual graduation plan.

Community Engagement: Clark Prep engages the community on an ongoing basis through meetings of the Clark Community Council. This group, comprised of representatives from various stakeholder organizations, meets on a quarterly basis with the Director of NOLA Tech and other school leaders. The primary foci of this group are to ensure that the school's rich historical heritage is preserved and that the academic and social needs of its students are met. Representatives from the council are also part of the school Principal interviewing and selection process. The council serves as a forum for community stakeholders to share concerns, to clarify issues, and to offer advice and support to the leadership team as they work through challenges to implement the interventions described in previous sections. Clark Prep also holds quarterly alumni meetings where local alum can weigh in on key issues facing the school.

NOLA Tech administrators work closely with representatives from the local business community in the design and continuous improvement of the program. When the program was being designed, the program directors met with more than 20 business leaders and owners to discern their needs and to set up workplace learning partnerships. Additionally, as described earlier, employers offering student internships provide ongoing feedback on these experiences from the employer perspective that help improve the program.

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 requesting School Improvement funds.

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
57.7	45.4	54.6	63	70	76	80

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 requesting 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:		Subject: English II EOC				
Actual % Proficient (scoring Good or above on EOC)		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
49%	27%	42%	52%	60%	66%	72%

Grade:		Subject: English III EOC				
Actual % Proficient (scoring Good or above on EOC)		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
37%	15%	32%	47%	57%	65%	71%

Grade:		Subject: Algebra I EOC				
Actual % Proficient (scoring Good or above on EOC)		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
23%	33%	43%	52%	60%	67%	73%

Grade:		Subject: Geometry EOC				
Actual % Proficient (scoring Good or above on EOC)		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
19%	29%	38%	48%	57%	65%	72%

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.

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).

FirstLine's CAO and Clark Prep's Principal set annual goals for state EOCs and other assessments based on the absolute goal of each student achieving a 21 or higher on the ACT test. From there, backwards mapping occurs and goals for performance on EOCs, interim assessments, and NWEA MAP are set for each grade level. These targets are approved by FirstLine's CEO each year.

As noted above, Clark Prep will measure academic progress using NWEA MAP, with a beginning, middle, and end-of-year assessment. Interim assessments will be either internally created unit assessments aligned with the shared curriculum or, in the case of external curriculum packages, aligned unit assessments that come with the curriculum package. Thus, all interim assessments will be closely aligned with the school's curriculum. All curriculum will be aligned with CCSS, so these interim assessments will be aligned with the state assessments.

Student formative assessment data will be analyzed on weekly and unit cycles. Each week, teachers will analyze assessment data and modify curriculum and interventions based on indicated needs. Each unit cycle, teachers will meet with school leaders to create an "instructional battle plan" based on the interim data. This plan will require analysis of the interim data and a plan for responsive re-teaching and interventions as appropriate. Benchmark and interim assessment data, along with state assessment data, will be shared during the year with the Board of Directors.

Clark Prep will receive instructional leadership support and professional development from FirstLine's Chief Academic Officer and the Director of Teaching and Learning. Additional support in data analysis will be provided by the Director of Information Systems. This training will include intensive on-boarding for new leaders and ongoing support during the year, with collaborative data analysis for school leaders taking place on a regular basis during the weekly school directors' meetings. The school directors will support and develop the leaders at Clark Prep in how to use data-driven instructional cycles (DDI) to improve student achievement. Regular time within the weekly department/team meetings at the school will be devoted to data analysis and associated professional development. Additionally, beginning this year, Clark Prep's leadership team will participate in quarterly data-driven instruction step backs. These sessions, led by FirstLine's CAO, are designed to improve school leaders' skills in implementing data-driven instruction. These sessions also provide the opportunity for a deep dive review of the results of Clark's weekly data meetings.

Culture data is tracked through a data dashboard that is reviewed weekly and monthly at the school. This dashboard includes attendance, in-school and out-of-school suspensions, expulsions, and graduation rate. Additionally, we will be tracking the percentage of homeless students.

Annual academic goals and other goals associated with the proposed interventions are outlined in the tables below.

Annual Academic Goals

9th	ELA	• Percent of students are meeting individual growth MAP goals set by backwards mapping from an 11/12th grade RIT score of 239 (80%) • Interim Standards Mastery (15+ BOY to EOY)
	Math	• Percent of students are meeting individual growth MAP goals set by backwards mapping from an 11/12th grade RIT score of 258 (80%) • Interim Standards Mastery (15+ BOY to EOY) • Think Through Math (Pass 1-2 TTM lessons/week)
	Other Subjects	• Interim & Final Exam Standards Mastery (15% BOY to EOY)
10th	ELA	• Percent of students are meeting individual growth MAP goals set by backwards

		mapping from an 11/12th grade RIT score of 239 (80%)
		• Interim Standards Mastery (15+ BOY to EOY)
	Math	• Percent of students are meeting individual growth MAP goals set by backwards mapping from an 11/12th grade RIT score of 258 (80%)
		• Interim Standards Mastery (15+ BOY to EOY)
		• Think Through Math (Pass 1-2 TTM lessons/week)
	Other Subjects	• Interim & Final Exam Standards Mastery (15% BOY to EOY)
11th & 12th	**ELA**	• Percent of students are meeting individual growth MAP goals set by backwards mapping from an 11/12th grade RIT score of 239 (80%)
		• Interim Standards Mastery (15+ BOY to EOY)
	Math	• Percent of students are meeting individual growth MAP goals set by backwards mapping from an 8th grade RIT score of 258 (80%)
		• Interim Standards Mastery (15+ BOY to EOY)
		• Think Through Math (Pass 1-2 TTM lessons/week)
	Other Subjects	• Interim & Final Exam Standards Mastery (15% BOY to EOY)
9-12	**All EOC Tested Subjects**	• End Of Course Exams (see annual progressive targets for improvement in tables in previous subsection)
Self-Contained SPED	**All Grades & Subjects**	• IEP Goals Met (+15% from BOY to EOY)

Additional Goals Associated with Proposed Interventions

Intervention Strategy	Annual Goals
Improving school culture *Developing a more comprehensive student support services program*	• See academic goals above and in previous subsection • Reducing percent of homeless students to 0 each year • Increase Cohort Graduation Rate by 5 percentage points per year • Increase Graduation Index by 5 points per year • Increase attendance rate by 2 percentage points per year • Increase student re-enrollment by 5 percentage points per year until above 85% per year • Suspensions decrease by 10% per year • Expulsions less than 1% annually
Improving instruction *Personalizing learning support* *Adding additional time to the school day*	• See academic goals above and in previous subsection • Increase Cohort Graduation Rate by 5 percentage points per year • Increase Graduation Index by 5 points per year
Career and Technical Education program	• 90 students enroll in NOLA Tech for the 2015-16 school year • More than 80% earn core and complementary credentials • 100% of students pass dual-enrollment courses • Average GPA in dual enrollment courses is a 2.5 or higher • More than 80% of students score a 3 or higher on Life Plan rubric in Education for Careers and NOLA Tech Advisory • More than 80% of students continue with or complete NOLA Tech program
Retaining and developing effective teachers	• See academic goals above and in previous subsection • Reducing % of homeless students to 0 each year • Increase Cohort Graduation Rate by 5 percentage points per year

	• Increase Graduation Index by 5 points per year • Increase attendance rate by 2 percentage points per year • Increase student re-enrollment by 5 percentage points per year until above 85% per year • Suspensions decrease by 10% per year
Leadership change, support, autonomy, and accountability	• See academic goals above and in previous subsection • Reducing percent of homeless students to 0 each year • Increase Cohort Graduation Rate by 5 percentage points per year • Increase Graduation Index by 5 points per year • Increase attendance rate by 2 percentage points per year • Increase student re-enrollment by 5 percentage points per year until above 85% per year • Suspensions decrease by 10% per year • Expulsions less than 1% annually • NOLA Tech goals above are met

c) Below is an overview of how Clark Prep, with support from with FirstLine's network office, will measure and monitor progress on the leading indicators as defined by the final requirements of the SIG grant.

Number of minutes within the school year: FirstLine's network-based Director of Teaching and Learning monitors the number of minutes in each school's year to ensure compliance with state requirements and increased learning time goals at the school.

Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup: The school tracks this and the data is monitored by FirstLine's Director of Information Systems.

Dropout rate, student attendance rate, discipline incidents, and chronic absenteeism rate: These culture metrics will be tracked on a daily basis using School Runner, FirstLine's comprehensive student data tracking system. Progress will be evaluated weekly and monthly during the year by the Principal and school culture team, with monitoring and support by the network's CAO and the Director of Culture and Wellness. In addition to these weekly reviews, FirstLine has set aside two half days for quarterly data-driven culture step-backs. These sessions, led by the network Director of Culture and Wellness, will engage school leaders across all FirstLine Schools in a deep dive into their culture data with the intent of discovering trends, challenges, and solutions.

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes: The AP/IB and early college high school metrics are tracked by the school counselor. The dual enrollment data is tracked by the director of NOLA Tech. During weekly team meetings, the NOLA Tech team will review progress towards the targets set for students completing CTE and dual enrollment courses. The NOLA Tech teams will meet at least monthly with the CEO to ensure the program is on track to meet or exceed all set goals, including CTE and dual enrollment.

Distribution of teachers by performance level on an LEA's teacher evaluation system: FirstLine's Director of Research, Development, and Systems Improvement compiles and sends out quarterly performance management dashboards to Clark Prep's instructional management team. The contents of the dashboard include the distribution of teachers by performance level and allows for progress monitoring over the course of the year. Additionally, the Director of HR/Talent Management conducts monthly "Talent Talks" that address teacher progress with school leaders. Data on teacher performance is also shared and discussed at network directors meetings.

Teacher attendance rate: This metric will be tracked on a daily basis using School Runner, FirstLine's comprehensive data tracking system. All school leaders receive training on this system at the beginning of the school year as well as ongoing technical assistance from FirstLine's director of information systems. School leadership will monitor this metric regularly and receives support improving teacher attendance rate from FirstLine's Director of HR/Talent Management.

9) **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).

In the past three years we have increased our efforts to build capacity at the network level to provide the needed support and intervention for our schools, particularly when they are struggling. We believe the school would have continued its upward trajectory after the second year if we had a more robust network support and intervention team in place. The network support is outlined below, with areas of responsibility, including for the intervention strategies described in this proposal. Overall support and monitoring of the academic program is coordinated by the Chief Academic Officer who works closely with the Principal on a daily basis. Overall support for school operations is provided by the Chief Operating Officer.

The aims of the network supports described below are to build capacity at the school site so that progressively less support is needed, to provide quality assurance monitoring, and to provide responsive support as needed.

Chief Executive Officer	Strategic review and monitoring; quarterly review of progress towards goals across all areas of the school with the Principal and CAO
Chief Operating Officer	The COO and his team provide support to the Principal and School Operations Manager in the following areas: transportation, IT, food service, financial management, and facilities management.
Chief Academic Officer	Provides direct leadership coaching and support to the school Principal and coordinates all educational program support from the network, with regular review of performance metrics across all areas of the school. The CAO directly manages and evaluates the Principal. The CAO is also responsible for on-boarding the new Clark Prep Principal and for providing intensive support and monitoring at Clark during its turnaround phase.
Director of Teaching and Learning	Responsible for supporting school leaders in general curriculum development, teacher development (particularly new teacher induction), and state testing. This position also monitors compliance during state testing.
Director of Middle and High School Literacy	This position will serve as ELA department chair, leading curriculum design and providing direct teacher coaching and professional development.
Director of Special Education	Supports our schools, particularly Special Education Coordinators, with providing quality special education services and complying with applicable laws.
Director of Student Support Services	Supports the development and implementation of high quality student support services at each site, including professional development for special education and intervention teachers and RTI coordinators, nurse, and ELL teachers. Also provides additional support for high needs cases.
Director of Information Systems	Provides data systems support and ensures accurate collection and analysis of data
Director of R&D and Systems Improvement	Creates dashboards for schools to measure monthly progress across work streams and tracks regular monitoring of progress towards goals
Director of Culture and Wellness	Supports Principal and the culture team in creating a positive, calm, and orderly school culture and in meeting the school's goals associated with culture
Director of HR/Talent Management	This position along with her team assists schools with teacher recruitment and provides support for using the performance management system as well as providing support on any personnel and HR issues.

For each area of support and monitoring responsibility indicated above, the network lead ensures there are clear goals and regularly reviews progress towards the goals. All of these positions have specific metrics they are tracking in their area, such as formative assessment data, attendance, and where teaching candidates are in the recruitment process. While these metrics vary by topical area, the process of setting goals and regularly reviewing progress towards goals is the same across all areas and the network staff members liaise with the appropriate leader in the school to conduct these regular progress reviews and then problem solve together when progress is not on track. On a strategic level, the Principal, CAO and appropriate school leaders and network support staff review progress towards goals as outlined in the timeline below.

FY16 Data Review Schedule	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Academics											
Interims			X		X		X				
NWEA MAP		X			X						X
State Assessments (EOCs and ACT)		X	X		X						X
RTI (tentative)		X		X			X			X	
Culture											
OSS/ISS/Expulsions			X		X		X		X		X
Attendance			X		X		X		X		X
Send Outs			X		X		X		X		X
Surveys						X			X		
Culture Walkthrough			X						X		
Organizational											
Grade distribution				X			X	X			X
Staff Retention			X						X		
Staff Attendance			X						X		
Enrollment	X		X				X				X
Finance			X			X			X		
Teacher Evaluation Data											
Formative (performance/observation map)			X			X					X

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

N/A

SECTION 4: LEA STRATEGY

11) 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.

FirstLine Schools founded the first charter school in New Orleans in 1998, with the mission of creating a strong open admissions school. Since the creation of the Recovery School District, FirstLine Schools been dedicated to turning around low performing schools and as such, has staffed its central office with personnel who have the knowledge, skills, education, and experience to do so. Evidence of our school and network's leadership teams' capacity to successfully transform low performing schools is outlined below.

Since the commencement of the second phase of the school's turnaround last school year, all school leaders of Clark Prep have received ongoing intensive technical assistance and professional development from the FirstLine network staff. These staff provide general support and specific assistance in their respective areas of expertise. This support comes in the form of ongoing weekly on-site coaching, direct technical service assistance, a comprehensive professional development program for senior and mid-level school leaders, and on-demand specialist expertise. This support has built the school-based staff's capacity to effectively implement the required activities of the turnaround model. Additionally, the leadership team participated in three weeks of leadership development in the summer of 2015 with other leaders from across the FirstLine network. This network support continues during and beyond the three years of the grant's implementation in order to continuously improve the capacity of the school staff.

Key personnel in the school and network are:

Clark Prep Principal: Margaret Leaf joined Clark Prep this August, bringing a proven track record of results at a New Orleans high school with a similar student population. Evidence of Margaret Leaf's capacity to implement the elements of the turnaround model are summarized below:

- She holds a Masters Degree in Educational Leadership and Research and is a National Principals Academy Fellow in the Relay Graduate School of Education.
- At her previous school, Edna Karr, she created flexible achievement bands and three curricular pathways within the school to offer support and opportunities for post-secondary education to students at all achievement levels. This resulted in a 100% graduation rate in 2014 and 2015 and a projected SPS score of an A in 2015.
- She has experience overhauling procedures to improve selection and hiring of teachers, which resulted in significantly improved quality and retention of effective teachers at her previous school.
- Students in her high school met or exceeded CMO goals on ACT and all EOC tests in 2014-2015.

Clark Prep Director of Family and Student Support Services: Reginald Coleman, who will be implementing the social-emotional interventions discussed in previous sections, is uniquely positioned to assist the students at Clark Prep as he served as the school's Principal from 2011-2015 prior to the creation of this new position. His familiarity with the student body, past traumas of the school community, and uniqueness of ongoing challenges will prove invaluable in the successful implementation of the turnaround model. His background in both school leadership and mental health services will also prove invaluable in his newly created role. Mr. Coleman served for five years as the program director of Maryville Academy, an organization offering residential care, mental health services, healthcare services, family support services, education, and youth development programs to families in the Chicago area. He went on to work for five years as a mental health counselor and then as dean of students at charter schools in Chicago before joining the Clark Prep team in 2011.

Clark Prep Director of NOLA Tech: David Durand has worked for FirstLine Schools since 2011 when he began working as FirstLine's general counsel and director of community partnerships. Prior to working at FirstLine Schools, Mr. Durand served as Director of Operations for Cesar Chavez Charter Schools in Washington, D.C . He is a founding board member of Educators for a Quality Alternative and 44th Education Initiatives and was named a Jones Scholar by Tulane University's Cowen Institute for Public Education Initiatives in 2009. His knowledge of community engagement, school operations, education policy, and school governance is critical to the successful turnaround of Clark Prep. He has been involved in the design and development of NOLA Tech for the past two years.

Clark Prep Workforce Readiness Coordinator: Andre Harris has eight years of leadership experience in charter high schools in both Baton Rouge and New Orleans. He served as Dean of Students at Priestly School of Architecture and Construction and as School Director of Mentorship Academy before joining NOLA Tech's leadership team. He has extensive experience in CTE programming and in working with similar populations to the students at Clark.

FirstLine CAO (Chief Academic Officer): FirstLine's CAO, Sabrina Pence, originally taught in southern Louisiana through Teach for America and received her Master's Degree from Louisiana State University in Educational Administration in 2005.   In 2008, she joined New Leaders for New Schools and after completing her New Leaders residency at Arthur Ashe Charter School, she served as principal of Albert Wicker Literacy Academy, where the school saw unprecedented gains. She served as the school co-director at Arthur Ashe Charter School from 2012-2014 and became FirstLine's Chief Academic Officer in July 2014. She served as interim principal of Clark Prep last year and will continue to offer intensive support this year during the transition to new leadership.

FirstLine CEO: FirstLine's CEO, Jay Altman, has worked with public schools in New Orleans since 1990. He taught in New Orleans for several years before co-founding New Orleans Charter Middle School in 1998. He is also a founder of New Orleans Outreach, New Orleans Summerbridge (now Breakthrough), and Leading Educators, a national program for training teacher leaders that started in New Orleans. As Director of Education for London-based ARK schools from 2005 to 2008, he helped develop a British network of academies, charter-like schools in complex urban environments. This network included turning around struggling secondary schools. He also was instrumental in establishing two training programs there – Future Leaders for aspiring principals of open-admission schools, and Teaching Leaders for mid-level school leadership.

FirstLine COO: FirstLine's COO, Joseph Neary, has over fourteen years of experience working with charter schools, many of which were underperforming. He brings expertise in finance, budgets, legal, contract performance, school operations, federal and state statutes and regulation compliance, human resources and grants management to assist in the transformation of Clark Prep and the successful management of the School Improvement funds.

Below is a table summarizing the selected interventions and the corresponding internal capacity and use of SIG funds to provide adequate resources to successfully implement the interventions.

Intervention Strategy	Internal Capacity and Use of SIG Funding
Improving school culture	Capacity at the school is provided by the Principal and the Assistant Principal for School Culture and Discipline. This Assistant Principal, Chris Cantu, has previously been a Dean of Students and then an Assistant Principal and two different turnaround middle schools, helping both schools move respectively from F to C and from D to C in the state accountability system. The AP will lead the culture team consisting of three Assistant Deans, including the additional two requested in this proposal. This intervention will receive support from the network through FirstLine's Director of Culture and Wellness. SIG funding is requested for two additional Assistant Deans who will provide behavioral supports to students to embed behavioral norms that facilitate teaching and learning across the school and to teach students the behavioral and emotional skills they will need to be successful in life outside of school
Developing a more comprehensive student support services program	Internal capacity for this intervention will be provided by the Director of Family and Student Support Services (background described above) who will directly provide and coordinate intensive supports for students with significant social-emotional and social services needs. This will include in-school supports as well as coordinating with external agencies. The Director of Family and Student Support Services will lead a team of two social workers and a school nurse. This team will receive support from the network Director of Culture and Wellness and from FirstLine's Director of Student Support Services. SIG funding is requested to cover most of the salary of the Director of Family and Student Support Services and to cover the salary and benefits of the second social worker.
Improving instruction	Internal capacity will be provided at the school by the Principal and the Assistant Principal for Academic Support. The Assistant Principal, Lindsay Cross, was previously FirstLine's Director of Teacher Development, and prior to that she was a teacher and a Program

	Manager for Teach for America, responsible for supporting and developing TFA teachers across a number of schools. The school will receive additional support from network staff, including the Director of Teaching and Learning, Kirsten Feil, who has held this position for the past seven years and has supported the successful turnaround work at four other schools, and including the Director of Middle and Secondary Literacy, who will also serve as the English Department Chair. Funding for all of these positions will be provided by the school's recurring revenues and by other dedicated fundraising for the network academic support team.	
Personalizing learning support	Internal capacity will be provided by the school's RTI Coordinator and by the Special Education Coordinator. They will report to and be supported by the school Principal and they also will be supported by FirstLine's Director of Special Education and by FirstLine's Director of Student Support Services. Because of the exceptionally high proportion of students with special needs and the high number of students with significant needs, FirstLine will also provide a part-time special education consultant with extensive expertise to support the program development. Funding for these positions will be provided by the school's recurring revenues and by network shared services, so no SIG funding is required.	
Adding additional time to the school day	No SIG funding requested. The after school program is supported by a 21st Century Community Learning Center grant.	
Career and Technical Education program	Capacity in the school will be provided by the NOLA Tech Program Director and by the Workforce Readiness Coordinator, along with one full-time CTE teacher and three part-time CTE teachers. They will receive network support from the Director of R&D and Systems Improvement, who will assist with program development and tracking progress towards goals. FirstLine's CEO will also meet with this team monthly to review progress. SIG funding is requested for the Program Director of NOLA Tech and for the Workforce Readiness Coordinator. SIG funding will also cover the salaries of three part-time CTE instructors and one full-time instructor. Additionally, SIG funding is requested to cover some of the dual enrollment tuition costs for students.	
Retaining and developing effective teachers	The Principal and the school leadership team will lead this work by providing increased time for professional development and ensuring this professional development is of high quality. They will receive network support from the CAO, the Director of Teaching and Learning, and the Director of Middle and Secondary Literacy. Teacher retention will also be supported by improving the school culture to create a less stressful environment. This work will be led by the Assistant Principal for School Culture and Discipline and supported by the network Director of Culture and Wellness. Additionally, teacher retention and development will be facilitated by FirstLine's Teacher Career Pathways, which are managed by FirstLine's Director of Talent Management, Saima Zaman, and her team. Saima was involved in the design, development, and adoption of the career pathways. No SIG funding requested – covered by school and network recurring revenues.	
Leadership change, support, autonomy, and accountability	This work is led by FirstLine's CAO and her team, and supported by FirstLine's CEO. The school Principal and her team also receive support from FirstLine's COO and his team. NO SIG funding requested – covered by school recurring revenues and by network funding.	

12) 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.

The SIG funding is critical to embedding the proposed interventions over the next three years. At the same time, FirstLine and Clark have marshaled and aligned a range of resources to complement the SIG funding.

Title 1 funding at Clark Prep supports the salary and benefits of the school's social worker who will assist in the implementation of the social-emotional and support services intervention strategy described above. Title 1 funding also supports a portion of the City Year Tutoring and Intervention Program. The City Year Corps members provide additional capacity for small group interventions, thus helping implement the intervention to provide more personalized learning supports.

IDEA-B funding supports the special education and RTI coordinators' salary and benefits. The special education coordinator manages the physical health and mental health services that are offered to students through the school and through outside providers. The RTI coordinator manages the personalized learning system which allows for increased learning time through systematic response to intervention, tiered scheduling, and blended learning.

Additionally, we have pending grant applications with the Institute of Mental Hygiene for support of the Student and Family Support Services team, with the Louisiana Construction Educational Foundation for support of NOLA Tech.

Clark Prep has a robust network of partnerships with community-based organizations and providers to assist with our strategy to increase student and family support services. Current partners include SUNO School of Social Work, the 100 Black Men mentoring program, God's Dollhouse mentoring program; Project Fleur de Lis, Boys Town and Triple P (Positive Parenting Program), Grow Dat Youth Farm, College Map, Loving Hearts Social Services of New Orleans, Bridge to Hope, Grace Behavioral Center, and Louisiana Specialized Coordinated Care. Potential partners include Son of A Saint, LEI Behavioral Center, Waldo Burton Boys Home, and the Council on Alcohol and Drug Abuse (CADA). Clark Prep's Director of Student and Family Support Services will coordinate this set of partnerships.

Additionally, as described early in *Section 5 – External Providers*, Clark Prep's NOLA Tech CTE program also coordinates a wide range of community partnerships and resources for approved CTE credential programs, student internship and employment opportunities, and the delivery of professional and life skills workshops and extended programming. These resources are coordinated by the NOLA Tech Program Director.

As described above in *Section 11 – Capacity*, FirstLine has also provides a range of network services. These resources are coordinated by FirstLine's CAO and COO who work closely with Clark's Principal and leadership team to make sure they are responsive to the school's needs to and to provide these resources in a way that maximizes school autonomy and support simultaneously.

13) **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.

Because Clark Prep is already a charter school, the school already has significant autonomy to modify policies and practices for its specific needs and particular stage of development. Specifically, the Clark Prep Principal already has autonomy in the areas of curriculum, staffing, length of school, daily/weekly schedule, and budget decisions.

The only significant policy requiring modification was the Teacher Career Pathways policy that went into effect for the 2014-15 school year, with the aim of better developing, retaining, and expanding the reach of effective teachers.

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

As described in Section 11 (Capacity) many of the interventions being proposed are covered by network funding and so do not place a burden on Clark Prep's budget. As the school improves, it will require progressively less time from the network support staff and they can turn their attention to the other schools and to the two additional schools FirstLine is currently planning to serve, with the costs of their salaries borne by the entire network of schools.

The SIG-funded positions solely dedicated to Clark fall into two categories: 1) Student Support Services, and 2) NOLA Tech (CTE program). We anticipate that Clark Prep will continue to serve a high number of students who have a significant need for intensive support services. At the same time, we hope that by building strong relationships with families and by establishing strong community partnerships, the need for some of these services will decrease and the proportion of services provided by community partnerships will increase. This program's financial sustainability is tied directly to enrollment. We currently serve approximately 400 students with a goal of serving 600 students. To get to our goal of 600 students will take about three years. As the school improves, we anticipate a corresponding enrollment increase, which will allow us to fund the Student Support Services program with recurring revenues. Already two of the team's four positions are funded by recurring revenues.

We plan to fund the CTE program via recurring public funds and private fundraising for the first few years following the end of the SIG grant. We are currently working with other community organizations to create a partner non-profit that would assume some of the responsibilities of the Workforce Readiness Coordinator. It is our hope that community partnerships can help institutionalize and sustain this part of the program. Private donations will be necessary until the program is able to scale up to a financially sustainable number of students. Historically, FirstLine has been extremely successful in reaching and, at times, surpassing our fundraising goals.

For both programs, continued input from and partnership with Clark parents and the Clark Community Council is critical in order for these two groups of stakeholders to continue to inform the ongoing development of the program to ensure it meets the needs they identify as critical so that they can remain convincing advocates for the need for these programs and ensure their long-term efficacy.

SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

15) 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

16) 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.

N/A

17) 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

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

The timeline below lists the major categories of intervention activities that will take place in the 2015-16 school year. The activities in **bold** will continue in the following years. It is assumed that once capacity is added, eg. social worker, this capacity will remain for subsequent years.

Intervention Activities	Timeline (all dates are 2015-16)
Implement Teacher Career Pathways	Piloted in 2014-15 school year and now in full implementation for 2015-16
Design schedule with additional time added to school day	May 2015
Staff training and preparation prior to start of school	4 weeks in July & August
Restructure and add capacity to school leadership team	May – July
Restructure and add capacity to school culture and discipline team	June – July
Add additional social worker to student and family support services team	September
Begin after school enrichment program	August
Student and parent orientation for NOLA Tech	July and August
Begin NOLA Tech Program for year, including off-site overnight student induction, dual enrollment courses in partner organizations, in-house courses, and placements in part-time jobs and internships	August - September
Begin providing intensive student support services and building partnerships with external support agencies	August – June
Provide wrap around services and stable placements for homeless students	August – June / August – June
Begin job embedded professional development and data driven instructional cycles	August – June
Begin personalized learning supports through RTI program	September – June
Provide on-going leadership support and monitoring from the network	August - June

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:	
☒x Yes	☐ No

Budget Summary

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

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

One hundred percent of the grant funds will be applied to the school level, with funding going directly towards supporting school personnel in priority implementation areas and in supporting some dual enrollment for the CTE program.

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	$480,436.50	$482,536.50	$482,536.50	$1,445,509.50
LEA/CMO-Level Activities	$		$	$
Total Budget	$480,436.50	$482,536.50	$482,536.50	$1,445,509.50

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	$	$	$	$	$0	$0	$
LEA/CMO-Level Activities	$		$	$	$0	$0	$
Total Budget	$		$	$	$0	$0	$

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

Year 1 Budget: Planning
Year 2 Budget: Full Implementation
Year 3 Budget: Full Implementation
Year 4 Budget: Full Implementation
Year 5 Budget: Sustainability Activities

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:	
☒X Yes	☐ No

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 (covered by SIG)*
Staff training and preparation prior to start of school	4 weeks in July & August	
Restructure and add capacity to school leadership team	May – July	
Restructure and add capacity to school culture and discipline team	June – July	$95k in salaries and benefits for two Assistant Deans
Add additional social worker to student and family support services team	September	$59k in salary and benefits for Social Worker
Begin after school enrichment program	August	
Student and parent orientation for NOLA Tech	July and August	$153k for salaries and benefits of CTE program leadership team
Begin NOLA Tech Program for year, including off-site overnight student induction, dual enrollment courses in partner organizations, in-house courses, and placements in part-time jobs and internships	August - September	$96k for salaries for FT and PT in-house CTE teachers and for dual enrollment tuition. Salaries for program leadership contained above under school leadership.
Begin providing intensive student support services and building partnerships with external support agencies	August – June	$83k for salary and benefits of Director of Student and Family Support Services
Provide wrap around services and stable placements for homeless students	August – June	
Begin job embedded professional development and data driven instructional cycles	August – June	
Begin personalized learning supports through RTI program	September – June August - June	

Provide on-going leadership support and monitoring		

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs (covered by SIG)
Staff training and preparation prior to start of school	4 weeks in July & August	
Begin after school enrichment program	August	
Student and parent orientation for NOLA Tech	July and August	$153k for salaries and benefits of CTE program leadership team
Begin NOLA Tech Program for year, including off-site overnight student induction, dual enrollment courses in partner organizations, in-house courses, and placement in part-time jobs and internships	August - September	$98k for salaries for FT and PT in-house CTE teachers and for dual enrollment tuition.
Begin providing intensive student support services and restarting partnerships with external support agencies	August – June	$83k for salary and benefits of Director of Student and Family Support Services $59k in salary and benefits for Social Worker
Provide wrap around services and stable placements for homeless students	August – June	
Begin job embedded professional development and data driven instructional cycles	August – June	
Begin personalized learning supports through RTI program	September – June	
Provide on-going leadership support and monitoring	August – June	
Continue strong focus on establish positive, calm, and orderly school culture	August - June	$95k in salaries and benefits for two Assistant Deans

Year 3: 2017 - 2018 School Year

Intervention Activities

Year 3 is for Full Implementation

Activities	*Timeline*	*Costs* *(covered by SIG)*
Staff training and preparation prior to start of school	4 weeks in July & August	
Begin after school enrichment program	August	
Student and parent orientation for NOLA Tech	July and August	$153k for salaries and benefits of CTE program leadership team
Begin NOLA Tech Program for year, including off-site overnight student induction, dual enrollment courses in partner organizations, in-house courses, and placement in part-time jobs and internships	August - September	$98k for salaries for FT and PT in-house CTE teachers and for dual enrollment tuition.
Begin providing intensive student support services and restarting partnerships with external support agencies	August – June	$83k for salary and benefits of Director of Student and Family Support Services
Provide wrap around services and stable placements for homeless students	August – June	$59k in salary and benefits for Social Worker
Begin job embedded professional development and data driven instructional cycles	August – June	
Begin personalized learning supports through RTI program	September – June	
Provide on-going leadership support and monitoring	August – June	
Continue strong focus on establish positive, calm, and orderly school culture	August - June	$95k in salaries and benefits for two Assistant Deans

Year 4: 2018 - 2019 School Year

Intervention Activities

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

Activities	*Timeline*	*Costs*

Year 5: 2020 - 2021 School Year

Intervention Activities

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

Activities	*Timeline*	*Costs*