

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

**SUBMISSION INSTRUCTIONS**

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

**APPLICANT CONTACT INFORMATION**

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**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
Tallulah Elementary School	033003	220105000781	Focus School	Transformation	\$2,000,000.00

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

**School Profile**

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Rural	95%	278	337	355	370		

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

Has the LEA been awarded a SIG grant prior to SY14-15?	
Yes	<input checked="" type="checkbox"/> No

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

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

Tallulah Elementary School (TES) is located in Madison Parish which is a rural parish in Northeast Louisiana. The school currently serves approximately 337 students in grades PK-2<sup>nd</sup>. Tallulah Elementary underwent a reconfiguration from a Pk-5<sup>th</sup> grade facility to a Pk-2<sup>nd</sup> grade facility at the beginning of this school year. It is comprised of four PK classrooms, three kindergarten classrooms, three 1<sup>st</sup> grade classrooms, and four 2<sup>nd</sup> grade classrooms.

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## 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.

Madison Parish School District (MPSD) which serves approximately 1,430 students, is comprised of two elementary schools, one middle school, and one high school. This school year, the district reconfigured the two elementary schools serving Pk-6th grade students into one lower elementary school (Pk-2nd) and one upper elementary school (3rd-6th). The lower elementary school (Tallulah Elementary) is comprised of approximately 337 students and the upper elementary school (Wright Elementary) is comprised of approximately 350 students. Both elementary schools in the district reflect low student achievement in reading and mathematics. The district realizes the need for radical changes in current practices to rectify these problem areas.

Since Tallulah Elementary School is now a foundational support for early learners it is critical to address the early learning skills of these students to ensure later success. The instructional focus at this level is fundamental skills in reading, spelling and writing. Math instruction emphasizes the understanding of concepts, and process, as well as accuracy in computation. It is the goal of TES to equip students with these vital skills in order to prepare them for future learning.

A comprehensive needs assessment of all stakeholders was completed at the district and school levels to identify critical areas that need to be addressed at TES for future growth toward improved student achievement. Sources of data included:

School leader interviews  
Teacher interviews and surveys  
Student interviews and surveys  
Community stakeholders and parents surveys  
Longitudinal academic data  
Teacher evaluations  
School leader evaluations

The need for the project is demonstrated in our compelling description of information gained from the data review and needs assessment completed for TES. Based on the data provided from the various sources, significant risk factors for the school are summarized below.

- Low student performance in reading and mathematics - Data revealed severe weaknesses in reading and mathematics. Although results have not been received for last school term, previous data from state assessments showed that only 45% of students were proficient in ELA and only 35% were proficient in mathematics. Also the DIBELS results from the spring showed that only 44% of third grade students were on level in Reading.
- School leader and teacher effectiveness -MPSD is challenged with severe teacher turn-over, lack of teacher experience, and teachers in need of support. Although 82% of teachers were rated at the proficient level on evaluations, 56% of students were identified as strategic or

intensive on 3<sup>rd</sup> grade DIBELs and 63% were below level on STAR Reading Assessments. These results indicate that current teaching practices are not effective for meeting the wide variety of student needs. This also shows a need to assist principals with support in effectively observing teachers on teaching practices.

- There is a need for rigorous professional development that is appropriate for individual teachers with different experiences and expertise. Observations revealed infidelity in the implementation of research-based strategies to improve student performance. Presently professional development is more of a one size fit all approach.
- Lack of family involvement and support in student learning – Teacher surveys revealed a serious concern about the lack of parental support in academic areas. Parent surveys also showed that parents feel inadequate in helping to support their children with homework assignments.
- Targeted support for students – There is limited school-wide implementation of effective strategies to meet the varied needs of learners attending Tallulah Elementary School. There is also a need to consistently monitor student performance and use the data to guide instruction. Currently, there are few practices in place to ensure that the needs of all students are being met.

The district team along with key stakeholders comprised of parents and community members completed a detailed analysis of each intervention model and evaluated it against the identified needs at TES. After careful analysis of the needs assessment and collaboration with all stakeholders, MPSD proposes the implementation of the Transformation Intervention Model at TES.

MPSD believes that a comprehensive approach to change has to include district, school and stakeholders working together. Clear long-term goals, measurable indicators of success, and actions to achieve goals must be in place. Comprehensive change includes strategic planning, on-going decision making and evaluation. Utilizing the LDOE Planning Guide as a key tool in the decision making process, MPSD formulated a strategic plan for implementation of the Transformation Intervention Model.

The plan of action includes the following steps:

**Scope out the big picture**

A general summary of what we want to accomplish with objectives, budget, time, potential risks and issues that may arise and tie it to a goal

**Break out the smaller tasks**

Specific tasks assigned to team members to support how to achieve the goals

**Create a list of action steps**

For each task, a list of steps ranked in sequential order should be followed. This list can be changed, shared, re-ordered and deleted when evaluating progress of the program

**Prioritize relative importance**

All activities are important in the Transformation Process. However, activities should be prioritized in order of the amount of time needed and also on impact on student learning.

**Collaborate, evaluate, readjust**

Effective action plans require regular evaluation and making adjustments as needed

SIG funds will be utilized to ensure that the components critical to the transformation of a school are addressed. The components addressed below list strategies that will address each of the areas of need identified at TES.

**School Leader and Teacher Effectiveness**

- Establish a rigorous evaluation process for school leaders and teachers
- Train school leaders on conducting evaluations with fidelity to standardized procedures
- Provide timely, clear, constructive feedback
- Establish a reward system for teachers with superior performance
- Establish procedure for removing ineffective staff

**Rigorous Staff Development**

- Align professional development with identified teacher needs

- Provide all staff high quality, on-going, job-embedded PD
- Allow time for collaboration and active learning
- Provide district and school level staff access to the latest school improvement initiatives and teaching strategies by attending state level conferences and workshops.
- Establish goals for PD and monitor the degree to which it changes teaching practices
- Create a school culture of continuous learning
- Promote a school culture in which professional collaboration is valued and emphasized

#### Coherent Instructional Program

- Align CCSS, curriculum, instructional strategies, assessments, and professional development
- Monitor and assess student mastery of standards-based classroom objectives to make appropriate curriculum adjustments
- Frequently track student performance
- Utilize a data specialist to input and compile data and provide the school support in interpreting and analyzing results
- Utilize principles of UDL to provide sound instruction in a variety of modes
- Establish sound homework practices and communication with parents

#### Increased Learning Time –

- Provide a coordinator for extended learning program and select programs and strategies to be implemented
- Create enthusiasm for extended learning program
- Allocate funds for extended learning time
- Ensure that teachers use extended time effectively and efficiently
- Monitor progress of the extended learning program

#### Family and community engagement –

- Provide meaningful activities to create a culture of high expectations and full partnership in improving student achievement
- Provide opportunities for collaboration with district and school teams
- Provide professional development opportunities on school initiatives and strategies

#### District Support –

- Appoint a district transformation team
- Assess team and district capacity to support transformation
- Regular collaboration between district and school team to evaluate progress of transformation intervention

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

A parent/community focus group was formed to meet with the district leadership team to discuss possibilities for improving the school community. The group shared concerns about student performance and instructional matters.

Major concerns expressed by the family and community were:

- Number of students identified below grade level
- Lack of consistent on-going communication with families by the school
- Need for support in assisting their children with assignments
- Understanding what students are expected to accomplish under the CCSS

Community meetings were held at TES for the parents and other community stakeholders to discuss options for improvement. Surveys and program evaluations were completed during the meetings. MPSD took suggestions and feedback from parent and community stakeholders and used them to help devise a plan to meet the needs of all students at the school.

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## SECTION 2: INTERVENTION DESIGN

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

The Madison Parish School District and Tallulah Elementary have chosen the Transformation Model to implement.

The District Leadership Team, community, and staff have chosen to implement the "SIX Essential Practices of Effective Schools" as provided by Generation Ready. The six practices include:

1. Rigorous standards-based curriculum
2. Effective teaching in every classroom
3. Strong home, school, and community partnerships
4. A culture and climate that promotes learning
5. A school wide assessment framework
6. Organization Structures that promote learning

Within these six practices, all elements of the Transformation model are implemented.

To ensure that the plan is fully implemented with fidelity, the district has considered the following roles and responsibilities:

The Principal of Tallulah Elementary School was replaced last year and she is demonstrating the ability to lead the school in the improvement efforts. The Principal has the operational flexibility to manage the facilities and the finances of the school. She has input in all staffing decisions, calendars and time, and budgeting.

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Staff will continue to be evaluated using the La. Compass evaluation system. Staff will be replaced as necessary and new staff hired as needed. Staff and Principal will also be evaluated for effectiveness using a District evaluation tool aligned with the Six Essential Practices. Immediate interactive feedback for improvement will be provided on an individual basis. Informal evaluations will occur weekly and formal evaluations along with regularly scheduled Generation Ready leadership evaluations will be completed. Following all evaluations, feedback on strengths and weaknesses will be provided and professional development to address the needs will be implemented. Incentives will be awarded to staff as deemed applicable.

The district leadership and school leadership teams along with all staff will receive high-quality job embedded professional development that is aligned with Common Core and the school's comprehensive instructional program. The teachers will be equipped with the tools they need to facilitate effective teaching and learning and with the help of Generation Ready coaches, they will successfully implement research-based strategies.

A Transformation Leader will be named and have the responsibility to monitor and evaluate the effectiveness of strategies used within the school. This leader will give immediate feedback to the Superintendent and the Generation Ready Team and adjustments will be made as necessary.

A thorough data analysis using the student test scores, the school report card, observations and evaluations, was used to determine the schools strengths and weaknesses and is the basis for the decision to implement the research-based Six Essential Practices of Effective Schools. These practices are vertically and horizontally aligned to the State Standards and Core Curriculum. Student data is analyzed daily and summative data is used to allow the instruction to be differentiated and meet the needs of ALL students. Adjustments are made continually based on the data.

There has been and will continue to be community oriented services, meetings, and trainings that will contribute to the learning of the students. The SIG funds will continue to support this.

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**To meet the requirements of the transformation model, the LEA will:**

- (a) implement strategies to equip the administration and staff with the skills necessary to meet the needs of all students
- (b) partner with Generation Ready to increase administrator and teacher effectiveness
- (c) use rigorous evaluation systems for teachers and principal
- (d) give regular feedback to Principals and teachers
- (e) use data to determine professional development needs
- (f) provide for increased learning time
- (g) use data to identify and implement an instructional program that is research-based and vertically aligned
- (h) use student data to differentiate instruction
- (i) provide high quality professional development
- (j) complete evaluations and reviews to ensure that curriculum is being implemented correctly with the desired impact on student learning

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.

Tallulah Elementary will remain open a minimum of 10 hours per week during the regular school year for a minimum of 300 hours annually. Increased learning time will be provided before and after school from 7:30-8:00 a.m. and from 3:15 – 5:30 p.m. There will be an 85% time commitment to academic enrichment such as tutoring, project-based instruction, homework assistance, and computer assisted instruction programs, to increase proficiency in reading, language arts and math. Tutorial supports, focused instruction, and project-based enrichment that support Common Core will be provided daily. Enrichment activities that support Common Core inclusive of partnership participation will be provided 30-45 minutes daily including STEM focused projects; recreation, art, music, nutrition, and physical education.

Staff and teacher support teams will develop data-driven individual plans for student progression and integration of Common Core to ensure a smooth transition between school day and extended day services.

A 30 day summer enrichment and remediation program will be provided for all students in June. The



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program will be a continuation of the extended day program from the regular school year.

Leadership and staff will receive job embedded professional development as well as professional development beyond the school day. All teachers will have collaborative planning time within the day for weekly horizontal planning. Vertical alignment planning will occur after the regular school day. Tallulah Elementary School will build on the Six Essential Practices to develop strong organizational structure throughout the school. Professional learning services will promote leader and teacher effectiveness.

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

SIG funds will help to support the school in addressing a wide range of school wide issues and will target school challenges such as:

- School Improvement to address performance at all levels
- Implementation of Common Core State Standards
- Extra assistance for students
- Literacy Improvement to prepare students for continued learning
- Integration of technology into curriculum and classroom

This funding will allow schools to transform school leader and teacher practices to improve student performance by providing the school with the following services and activities:

- External consultants for school leader and teacher support
- Internal support for classroom teachers
- Reward system for teachers with excellent performance on rigorous evaluation process
- Academic initiatives which include use of UDL, tracking student performance, and writing across the curriculum
- Alignment of curriculum instruction, materials and assessment
- Job Embedded PD
- Extended Learning Program
- Professional training for administrators, teachers, and support staff
- Parent University to equip parents to help their children
- Technology to enhance learning

**5. Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

Generation Ready, a national provider of professional learning services, will provide evidence – based strategies for the staff at TES. Their learning services uniquely combine deep instructional job-embedded expertise, targeted professional growth and improved student learning on site. Generation Ready’s evidence-based strategy “Six Essential Practices of Effective Schools” are at the center of each engagement. For the past 20 years the primary focus for Generation Ready has been improving instructional practice in the classroom. Consultants will serve as coaches for teachers and Principal working side by side with them. Consultants will support school leaders and teachers in school-wide improvement initiatives including but not limited to the following:

1. Developing data plans to impact differentiated instruction for all students (Love, 2008)

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2. Analyzing and using multiple data points to correlate student achievement to teacher effectiveness (Wiggins, 2015)
  3. Monitoring alignment between curriculum, instruction, and assessment through a comprehensive planning process (Schmoker, 1999)
  4. Integrating data systems and instructional programs to ensure student engagement and ongoing improvement (Brookhart, 2010)
  5. Ensuring school safety and behavioral/social emotional well-being of all students (Wong, 1998)

TES will receive training and support through individual coaching and Professional Learning Communities on data analysis and interpretation. Coaches will assist with implementation of program resources and targeted student interventions all based upon the data reviewed with the primary purpose to increase the achievement of all students. The Generation Ready system is time-tested and proven to produce results. The process is brain-based, evidence-based and research-based with essential components that complement and reinforce one another (Cain, 2005).

The process that the school will implement is:

Step 1 – Data gathering and assessment

Step 2 – Create an action plan

Step 3 – Disciplined execution

Step 4 – Ongoing monitoring and reporting

As the plan is implemented the following will occur: Coaching, Demonstration Lessons, Study Groups, Measurement and Assessment, Embedded Best Practices.

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

To provide for quality curriculum development, the teacher coaches /consultants will analyze the teacher lessons /assessments and work with teachers and Principals to correlate the curriculum, units of study, instruction, and assessment and ensure that the curriculum used by the school is aligned with state standards and Common Core. District personnel will work with Generation Ready and school to ensure that curriculum and assessments are aligned. The standards-based curriculum provided by the LDOE will be used to provide guidance to teachers for course work. Teachers will review assessment guides and suggested curriculum in planning courses. Generation Ready teacher coaches will work with teachers in PLCs and individually in classes to plan and develop curriculum that will meet these standards.

7. **External Providers.** *(If applicable)* The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

MPSD evaluated the effectiveness of a number of external evaluators for partnership with the SIG Grant.

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The district evaluated the services offered by the company and their record of effectiveness in reference to their ability to meet the needs identified for TES. Of the ones evaluated, the services offered by Generation Ready most closely met the needs of the school. Research from Generation Ready showed that the company has had consistent success in schools for school improvement and with support in SIG grants. The company also has successfully moved schools out of school improvement status for the last 20 years and was the only provider evaluated with that degree of long-term success in schools.

Generation Ready has considerable evidence to show their long history of success in school improvement. Major evidence that supports this model follows.

The Arkansas Bureau of Legislative Research was commissioned by the Arkansas Legislature (2012) to evaluate the effectiveness of Vendors providing services in schools using School Improvement Grant 1003G funds from 2006-2011. This statewide study evaluated all schools change in academic performance (nearly 300 schools) that received funds to determine if significant gains were made in student achievement. JBHM (now Generation Ready) was found to be one of only 3 vendors to have significant gains in literacy and the only vendor found to have significant gains in mathematics. For example one Arkansas high school showed tremendous growth with Generation Ready. In 2 years the high school improved from 29% proficiency in Algebra to 53% proficiency.

In an evaluation of schools in New York's Middle School Quality Initiative, 11 of the top 13 schools that made the most significant growth were schools Generation Ready education consultants provided job-embedded professional development.

In North East Louisiana, of the schools that Generation Ready provided services schools showed tremendous improvement in School Performance Scores in one year. The 6 elementary schools showed an average increase of 13 points. The 3 middle schools showed an average increase of 20.7 points with one middle school increasing by 31 points. The one high school they provided services showed a 7 point SPS gain (2007 to 2008). Two school districts in South Louisiana also showed tremendous growth with the Generation Ready Provider for high schools. These 7 high schools showed an average SPS growth of 18 points (2011 to 2012).

The provider will be held accountable for work in the schools by the LEA. Each month, monthly reports will be reviewed by district, school leadership, and Generation Ready leadership. In these Blended Services meetings a comprehensive review of work will take place by Generation Ready leadership and teacher coaches as well as work completed by school teachers and school leadership in implementing SIG activities. The continuation of contracted services with Generation Ready for the next implementation year will only be established if the company has delivered all promised services and progress is being made towards the goals of the grant. This determination will take place upon completion of the annual evaluation of SIG implementation done by school and district leadership of the LEA.

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

N/A Our program will be implemented immediately once approval of the grant is received. The LEA will immediately engage leadership and teacher coaches to begin professional development and implementation of grant activities.

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

MPSD will engage families and community in the Transformation process through the following activities:

Parent University – Professional development for parents to help families learn what they can do to support their child’s academic success and well-being. Services are based on four strands:

- **Strand I is Parenting Awareness.** These offerings will provide information that can empower parents to raise confident, educated children ready for the 21st century. Strengthening parents means strengthening children.
- **Strand II is Helping Your Child Learn in the 21st Century.** These offerings will provide parents information about how to support children’s academic opportunities and challenges today.
- **Strand III is Health and Wellness,** and these offerings will support information and activities to help families build healthy lifestyles physically as well as emotionally.
- **Strand IV is Personal Growth and Development.** These offerings will help parents to grow personally and professionally, so they can become the most effective advocates for their children.

Community Network – Partnership between community businesses and school to support student achievement.

- Partnership with community stakeholders to promote literacy throughout the community: Partners will participate in Family Literacy Night, volunteer to read in classrooms, and help promote all literacy initiatives by the school.
- Partnership with a Community Network team to provide input in continuous school improvement
- Partnership with LSU Ag Center to provide family workshops for the community

Mobile Instructional Caravan – Taking learning to the community.

- Using iPADS and Kindles to assist students with homework.
- Share instructional strategies that parents can use to assist their child with learning.
- Assisting parents with using the Internet as an informational resource.
- Assist parents with the use of Parent Command Center to monitor their child’s assignments, progress, and behavior

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### SECTION 3: GOALS

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10. **Monitoring.** Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds, including by:

- a) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics

Goals to be achieved by the end of the 2017-2018 school year are:

- 74% of Pre-Kindergarten students will enter kindergarten ready to learn as measured by the students performance on the Spring DSC assessment in Pre-Kindergarten and the DIBELS fall assessment in Kindergarten.
- By the end of the 2017-2018 school year, 79% of Kindergarten students will be on grade level, 77% of 1st grade students will be on level, and 72% of 2nd grade students will be on grade level on grade level on the DIBELS Spring Assessment.
- By the end of the 2017-2018 school year, 78% of Kindergarten students will be on grade level, 72% of 1st grade students will be on level, and 73% of 2nd grade students will be on grade level on grade level on the District End of Year Math Assessment.

According to spring 2015 DSC scores, 62% of Pre-kindergarten students scored proficient in Math and 68% scored proficient in Language. The goal of TES is to increase the performance of Pre-kindergarten students by 5% each year in Math and Language, and after three consecutive years, their performance will be 77% proficient in math and 83% proficient in Language. On DIBELS fall testing for Kindergarten, 65% of students were at grade level. The goal for student performance on DIBELS is to increase the number of students at grade level by 3% each year, and after 3 consecutive years, 74% of students will score at grade level on DIBELS at the beginning of the school year.

Spring scores on DIBELS at the end of the 2015 school year showed 70% of Kindergarten students on level, 68% of 1<sup>st</sup> grade students on grade level and 63% of 2<sup>nd</sup> grade students on grade level. The goal of TES is to increase the number of students at grade level on DIBELS by 3% each year and after three consecutive years, 79% of Kindergarten students will be on grade level, 77% of 1<sup>st</sup> grade students will be on level, and 72% of 2<sup>nd</sup> grade students will be on grade level.

Student scores on the District End of Year Mathematics Assessment showed 63% of Kindergarten students on level, 57% of 1st grade students on grade level and 58% of 2nd grade students on grade level. The goal of TES is to increase the number of students at grade level in Mathematics by 5% each year and after three consecutive years, 78% of Kindergarten students will be on grade level, 72% of 1st grade students will be on level, and 73% of 2nd grade students will be on grade level.

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

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
47.7	46.4	49.9	53.0	56.0	59.0	62.0

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

Grade: 4 <sup>th</sup>		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
40.9%	*N/A	**N/A	**N/A	**N/A	**N/A	**N/A

Grade:4 <sup>th</sup>		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
41.1%	*N/A	**N/A	**N/A	**N/A	**N/A	**N/A

\* SY2014-15 ELA and Math scores predicted availability is early Fall

\*\* School Reconfigured to a PreK – 2<sup>nd</sup> Grade School.

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

*[Applicants may insert additional tables]*

TES will be monitored weekly using data analysis by teachers, principal, and consultants. The school will be monitored monthly using observations and data analysis by district staff. When deficiencies are detected adjustments will be made immediately to address the deficiency. Daily consultant reports will provide immediate feedback that will identify immediate needs for adjustment.

Formative and summative data will be used to adjust instruction.

If the school meets each of the performance goals set it will result in attaining the annual student achievement goals.

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).

Progress will be monitored on each leading indicator by implementing an evaluation and monitoring cycle for program review. Monthly program reviews will be conducted by the superintendent, district and school leadership teams, and the external providers. A progress monitoring form for each indicator will be developed and tracked throughout the program.

Progress toward annual goals in ELA and mathematics will be tracked through district benchmark assessment results and state assessments. The information gathered from each assessment will be used to inform decisions related to curriculum and assessment.

Behavior and attendance will be reviewed at the monthly reviews to identify students who need to be targeted for additional support because of risk of failure due to attendance or behavior.

The Transformation Team will study teacher attendance rate and observation results to identify any needs for further professional development or classroom assistance.

The Transformation Team will carefully study data sources such as curriculum implementation, academic and behavior interventions, UDL implementation, student grade distribution, and budgetary issues. The review team will develop action steps to correct any off-track findings.

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

The LEA will create a "Transformation Team" that will monitor, support, and work with external provider to provide resources needed to effectively implement the transformation model. The transformation team will receive the daily work reports and will work with the Principal, consultants, and teachers to support the recommendations listed on the work report.

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

The District will initiate the following steps to ensure accountability of the external provider:

- Work reports of each consultants work day will be submitted weekly. These work reports will be evidence of what is driving the instruction in the classroom.
- Monthly Blended Service meeting with district staff, school administrator, and Generation Ready staff will review and discuss the progress of the school.
- Monthly walk-throughs including district staff and Generation Ready staff will be conducted to observe specific effective practices taking place in classrooms.

#### **SECTION 4: LEA STRATEGY**

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

MPSD will ensure full implementation of the Transformation Intervention Model by strategically placing individuals in position to address all the required activities in the Transformation Intervention Model.

Staff	Expertise	Responsibility
Transformation Team (Superintendent, Director of Instruction, Instructional Supervisor, Special Education Supervisor, Title 1 Director)	School improvement, academics, finance	Will oversee the full implementation of the Transformation Intervention Model in the school
School Administrator	Change Agent	Communicate the message of change Collect and act on data Conduct regular observations and provide feedback Monitor program implementation
External Provider	SIX Essential Practices for Effective Schools	Provide rigorous principal and staff development Provide in-class support to teachers Provide individual assistance to teachers as needed Monitor implementation of strategies from staff development Evaluate program effectiveness
Instructional Supervisor. Director of Instruction, Special Education Supervisor	Curriculum, Instruction, Assessment, Identifying and meeting student variability	Working with stakeholders Coordinate and provide rigorous staff development Monitoring program implementation Evaluating program effectiveness
Title 1 Director	Finances	Monitor grant funds Braid funds for sustainability Monitor program implementation Evaluate program effectiveness
District Parent Coordinator	Family Engagement	Working with stakeholders Coordinate Parental Involvement Activities
School Level Specialist	Curriculum and Instruction	Support classroom teachers Work with external providers to implement instructional strategies Schedule assessments
Data Specialist/Extended Day Coordinator	Data input and analysis	Input, interpret and share data from all assessments Coordinate extended day program
Early Childhood Coach	Early Learners	Support early childhood teachers in implementation of Early Childhood Initiatives: TS Gold, CLASS, Birth – 5 Standards

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

Consider, for example, such resources as local, state or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at the school that the LEA commits to serve.

Other funding programs (Title I, Title II, IDEA, MFP) will be utilized within the guidelines to achieve the implementation of the proposed systems. These sources will be used to assist with salaries of key personnel, provide supplies and equipment needed to support the program, and provide professional development needed to effectively implement the Transformation Intervention Plan.

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

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

Madison Parish School District will implement three significant practices to support intervention efforts.

- Principal Focused Support – weekly meeting with principal to assist in building leadership skills.
- PD Laboratory for teachers - an on demand professional learning resource that creates a highly personalized learning experience for teachers, helping them improve their practice and, in term, raise student achievement. All activities are facilitated by teacher leaders, coaches and/or administrators.

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

Throughout the grant period, SIG funds will be utilized to the maximum extent possible in order for MPSD to carry out grant requirements. The district will begin building capacity within the district during the first year of the grant in order to reduce the costs of outside consultants, initial program start-up, and non-consumable items. During the remaining duration of the grant the district will leverage funds from all funding sources within the guidelines of the grants. These sources will include Title I, Title II, IDEA, LA4, 8g, and MFP dollars.

Through monthly budget review, the business manager, federal program director, and other key personnel will review, discuss, and amend any other federal issues that evolve during the duration of the grant. This process will ensure financial transparencies as the district works toward maintaining budget caps and distribution.

MPSD is committed to preparing our students to be college and career ready. The SIG funds will ensure that this task is completed successfully.

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

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

Not Applicable – no modifications

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

- b) 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
- c) Partner with a whole school reform model developer, as defined in the SIG requirements.

N/A

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

N/A

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

See Section E.

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

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

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

LEA Application Budget Form included with this application:

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

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

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

SIG funds will be used for partial salary of a district data specialist/extended day coordinator and also for partial salary of a district Transformation Leader.  
SIG funds will also be used for travel expenses for the District Transformation Team to attend conferences, workshops, and meetings related to school improvement and best practices.

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
<b>School-Level Activities</b>	\$595,000	\$625,000	\$575,000	\$1,795,000
<b>LEA/CMO-Level Activities</b>	\$55,000	\$75,000	\$75,000	\$205,000
<b>Total Budget</b>	\$650,000	\$700,000	\$650,000	\$2,000,000

*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					
<b>School-Level Activities</b>	\$	\$	\$	\$	\$	\$	\$
<b>LEA/CMO-Level Activities</b>	\$		\$	\$	\$	\$	\$
<b>Total Budget</b>	\$		\$	\$	\$	\$	\$

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

*Year 2 Budget: Full Implementation*

*Year 3 Budget: Full Implementation*

*Year 4 Budget: Sustainability Activities (optional)*

*Year 5 Budget: Sustainability Activities (optional)*

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

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

*Year 1 Budget: Planning*

*Year 2 Budget: Full Implementation*

*Year 3 Budget: Full Implementation*

*Year 4 Budget: Full Implementation*

*Year 5 Budget: Sustainability Activities*

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

The LEA must assure that it will:

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

**LEA agrees to Assurances:**

**Yes**

**No**

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

**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
District Transformation Team – Initial meeting to activate grant implementation (review roles and responsibilities,	October, 2015	\$0
Develop calendar of activities (blended meetings, quarterly program evaluations, Transformation Team Walk-throughs, PLCs, professional development, etc.)	October, 2015	\$0
Employ district data specialist/after school coordinator (partial salary), school level specialist; Assign district SIG Transformation Leader (partial salary), Early childhood Coach (partial salary)	October, 2015	\$102,000
Partner with Generation Ready for full implementation of instructional activities (coaches and professional development)	October, 2015	\$199,500
Data Specialist prepare data packets for Kickoff meeting	October, 2015	\$0
Kick-off meeting– District Transformation Team and Generation Ready	October, 2015	\$0
Share transformation plan with teacher and other school staff	October, 2015	\$0
Evaluate teaching staff – begin documentation process of targeted support provided to any teacher needing assistance with improving professional practices	October, 2015	\$0
In depth training for school administrator on transformation requirements and teacher evaluations	October, 2015 (Ongoing)	\$1,500
Professional Development on Six Essential Practices of Effective Schools	October, 2015	\$1,500
Administer Benchmark Assessments	October, 2015 January, 2016 March, 2016	\$17,000
Place orders for technology and CCSS material specified in grant	November, 2015	\$75,000
Revisit and adjust after school program	November, 2015	\$0
Assigned consultants begin work in schools with school level specialist	November-May, 2015	(in contract)
District and school leadership teams and school staff participate in ongoing professional development (webinars, state conferences, state meetings, study sessions) to	November, 2015- July, 2016	\$15,000



**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
increase knowledge of plan implementation		
Walk-through with Transformation Team members and Generation Ready	November, 2015 Ongoing Monthly	\$0
Blended meeting with district and school staff and Generation Ready	November, 2015 Ongoing Monthly	\$0
Continue school job embedded PLCs for teachers	November, 2015 Weekly (Ongoing)	\$0
Purchase supplemental research based material to support CCSS	November, 2015	\$25,000
Monthly meetings with parent advisory committee	November, 2015 - May, 2016	\$0
Quarterly Program Evaluation	December, 2015 March, 2016 June, 2016	\$0
Begin Parent University classes on site and mobile instructional caravan to take learning to the community	January, 2016	\$7,500
Order material for summer enrichment and remediation program	April, 2016	\$15,000
Evaluate external consultant (accountability)	June, 2016	\$0
Summer enrichment and remediation program for all students	June 1 – June 26, 2016	\$60,000
Collect/analyze feedback from stakeholders (surveys, evaluations) and use data to improve project	June, 2016	\$0
District Curriculum Team meet for curriculum mapping and to develop CCSS aligned diagnostic assessments	June-July, 2016	\$12,500
Recruit/employ teachers to fill any vacancies	June, 2016	\$0
Summer Institute to reinforce strategies and practices (Stipends paid to attending teachers and presenter fees)	July, 2016	\$15,000

**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
Transformation Team meeting to review grant requirements and next steps	August, 2016	\$0
Develop events calendar for all program activities (meetings, evaluations, professional development, etc.) for the 2016-2017 school year	August, 2016	\$0
Continue contract with Generation Ready	August, 2016	\$195,000
Order any technology or supplemental material needed to support the program	August, 2016	\$125,000
Data Specialist prepare data packets for Kickoff meeting for 2016-2017 school year	August, 2016	\$0
Kick-off meeting– District Transformation Team and Generation Ready for 2016-2017 school year	August, 2016	\$0
Evaluate teaching staff – begin documentation process of targeted support provided to any teacher needing assistance with improving professional practices		\$0
Begin selection process for teachers to work in extended day program	August, 2016	\$0
Begin extended day program	September, 2016	\$27,000
Assigned consultants begin work in schools with school level specialist	September, 2016- May, 2017	(in contract)
District and school leadership teams and school staff participate in ongoing professional development (webinars, conferences, study sessions) to increase knowledge of plan implementation and school improvement	September, 2016- July, 2017	\$15,000
Walk-through with Transformation Team members and Generation Ready	September, 2016 Ongoing Monthly	\$0
Blended meeting with district and school staff and Generation Ready	September, 2016 Ongoing Monthly	\$0
Continue school job embedded PLCs for teachers	September, 2016 Weekly (Ongoing)	\$0
Continue Parent University classes on site and mobile instructional caravan to take learning to the community	October, 2016	\$3,500
Monthly meetings with parent advisory committee	October, 2016 - May, 2017	\$0
Administer Benchmark Assessments/Analyze results	October, 2016 January, 2017 March, 2017	\$17,500

**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
Quarterly Program Evaluation	September, 2016 December, 2016 March, 2017 June, 2017	\$0
Order material for summer enrichment and remediation program	April, 2017	\$15,000
Summer enrichment and remediation program for all students (supported with Title 1 funds)	May 30 – June 27, 2017	\$25,000
Collect/analyze feedback from stakeholders (surveys, evaluations) and use data to improve project	June, 2017	\$0
Recruit/employ teachers to fill any vacancies	June, 2017	\$0
Summer Institute to reinforce strategies and practices (Stipends paid to attending teachers and presenter fees)	July, 2017	\$15,500

**Year 3: 2017 - 2018 School Year**

**Intervention Activities**

*Year 3 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
Transformation Team meeting to review grant requirements and next steps	August, 2017	\$0
Develop events calendar for all program activities (meetings, evaluations, professional development, etc.) for the 2016-2017 school year	August, 2017	\$0
Continue contract with Generation Ready	August, 2017	\$142,500
Order any technology or supplemental material needed to support the program	August, 2017	\$75,000
Data Specialist prepare data packets for Kickoff meeting for 2016-2017 school year	August, 2017	\$0
Kick-off meeting- District Transformation Team and Generation Ready for 2016-2017 school year	August, 2017	\$0
Evaluate teaching staff – begin documentation process of targeted support provided to any teacher needing assistance with improving professional practices	August, 2017	\$0
Begin selection process for teachers to work in extended day program	August, 2017	\$0
Begin extended day program	September, 2017	\$27,000
Assigned consultants begin work in schools with school level specialist	September, 2017- May, 2018	
District and school leadership teams and school staff participate in ongoing professional development (webinars, conferences, study sessions) to increase knowledge of plan implementation and school improvement	September, 2017- July, 2018	\$15,000
Purchase any technology or supplemental material needed to carry out the intervention requirements	August, 2017	\$55,000
Walk-through with Transformation Team members and Generation Ready	September, 2017 Ongoing Monthly	\$0
Blended meeting with district staff, school staff and Generation Ready	September, 2017 Ongoing Monthly	\$0
Continue school job embedded PLCs for teachers	September, 2017 Weekly (Ongoing)	\$0
Continue Parent University classes on site and mobile instructional caravan to take learning to the community	October, 2017	\$3,500
Monthly meetings with parent advisory committee	October, 2017 - May, 2018	\$0
Administer Benchmark Assessments/Analyze results	October, 2017 January, 2018	\$17,000

	March, 2018	
Quarterly Program Evaluation	September, 2017 December, 2017 March, 2018 June, 2018	\$0
Next Steps for Continuation of Program Implementation	June, 2018	\$0
Order material for summer enrichment and remediation program	April, 2017	\$15,000
Summer enrichment and remediation program for all students (supported with Title 1 funds)	May 30 – June 27, 2018	\$25,000
Collect/analyze feedback from stakeholders (surveys, evaluations) and use data to improve project	June, 2018	\$0
Recruit/employ teachers to fill any vacancies	June, 2018	\$0
Summer Institute to reinforce strategies and practices (Stipends paid to attending teachers and presenter fees)	July, 2018	\$15,500

**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)

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

Year 5: 2020 - 2021 School Year

**Intervention Activities**

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

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