

**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
Martin Luther King Jr. High	065 009	2201080 00794	Yes	Whole School Reform	\$ 2,000,000

* Select one of the following: Turnaround, Restart, Closure, Transformation, Evidence-Based Whole School Reform Model or Early Learning Model. **We will use the Whole School Reform Model – Small Schools of Choice.**

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	96.64	268	270	275	280		

*Complete for all years for which funding is requested.

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

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.
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A comprehensive needs assessment has been conducted for the school that includes examination of testing data and student achievement performance on multiple measures; parent input through parent surveys; student input through student surveys; and staff input through staff surveys.

- **Student Achievement**

Analysis of student performance data on state testing that included LEAP/iLEAP results and LAA1 Assessment, Dropout/Credit Accumulation Indices for the last 3 years.

- Student, Parent, Staff Perceptions through SACS surveys given in May 2015 and analyzed for recurring themes.

The following summary identifies the underlying key contributing factors for low school performance:

The school had an SPS 54.1 for 2013 and 47.8 for 2014, showing a drop from D status to Failing Status. The school had moved out of Failing Status the previous year because of growth of non-proficient students. The school did not have the same success of moving non-proficient students past their projection and did not receive those “progress” points pushing the school back into Failing Status. There were also big drops in students scoring proficient in the core content areas meaning the school lost gains that were made in the previous year.

Improvement in proficiency for ELA is a critical need.

- 7th grade ELA proficiency was 44% which was a drop by 4% from the previous year
- 8th grade ELA proficiency was even lower at 29% which was a 16% drop from the previous year.

Improvement in proficiency for Math is a critical need.

- 7th grade Math proficiency was 41% which was a drop by 11% from the previous year
- 8th grade Math proficiency was 28% which was a drop by 6% from the previous year

Improvement in proficiency for Science and Social Studies is a critical need.

- 7th grade Science proficiency was 38% showing a 1% drop from the past year.
- 8th grade Science proficiency was 33% showing a 1% drop from the past year.
- 7th grade Social Studies had the highest proficiency, 48%, it dropped 1% from the previous year.
- 8th grade Social Studies proficiency was 44%, a 1% drop from the previous year.
- 2015 Science and Social Studies showed a drop in proficiency in 7th grade Social Studies and 7th and 8th grade Science. Both subjects had very low performance on the Performance Task compared to the district and state.

Survey Data Reviewed

Student perceptions of needs resonated with low levels of respect of teachers to student and student to student. Students stated that teachers did not change instruction to fit learning styles and needs of students. Their responses were low for parent communication and listening to student opinions.

When parent surveys were reviewed, themes for needed improvement focused on the need for teachers to use greater variety of teaching strategies and teachers meeting the learning needs of all students. Other areas of need included teachers working as a team, the school providing improved support through counseling and career planning, and communicating student progress to parents.

When teacher surveys were reviewed, similar themes emerged around academics, culture, and communication. Teachers indicated highest need in the areas of monitoring and adjusting instruction based on student data. They also indicated the need to personalize instruction to meet the individual learning needs of students. There was a need indicated to provide support for teachers through coaching and professional practice. Teachers noted the need to improve family engagement. The greatest need identified by teachers was to increase access to technology for students and teachers.

Based evidence above and underlying key contributing factors the critical needs of the school include:

- Improvement of student achievement in proficiency levels of all content areas but especially ELA and mathematics due to the increased weight of those scores in SPS. This is critical for 8th grade ELA and math.
- Improvement in Science and Social Studies surrounding the Proficiency Task and writing responses for students.
- Improved targeting instructional programs and strategies to address individual needs of students.
- Improvement in respect between students and teachers and student to student.
- Improvement for family involvement
 - Communicating student achievement results with parents and families
 - General communication with parents and families on school issues.

The key elements of Small Schools of Choice (SSC) Whole School Reform Model directly address the school's identified needs. The SSC four core principals of *Academic Rigor, Personalized Relationships, Relevance to the World of Work, and Strong Leadership* are areas that must be addressed to meet the needs of the school. The model has four key elements that must be addressed to implement the core principles. These include *a focus on Teaching and Learning, Student Non-Academic Support, Family and Community Engagement, and School Leadership*. There is strong alignment of the program components to the needs of the school. The district and school team felt this model by far was the best fit for the school.

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- 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.

Identified Needs of the School

- Improvement of student achievement in proficiency levels of all content areas but especially ELA and mathematics due to the increased weight of those scores in SPS. This is critical for 8th grade ELA and math.
- Improvement in Science and Social Studies surrounding the Proficiency Task and writing responses for students.
- Improved targeting instructional programs and strategies to address individual needs of students.
- Improvement in respect between students and teachers and student to student.
- Improvement for family involvement
 - Communicating student achievement results with parents and families
 - General communication with parents and families on school issues.

The process used to determine the model selected by the LEA involved the district and school leadership evaluating the models for school reform and matching the components of the models to the identified school needs. Based on the needs of the school revolving around academics, the need to improve relationships within the school, the need to improve parent communication and engagement; the Whole School Reform Model – SSC was selected. In this model each of the areas of need is addressed by a critical component of the model.

The comprehensive theory of change model used is the SSC Whole School Reform Model. SSC movement is about building relationships and creating a culture in which students, teachers, families, and community members are known to each other. Smaller, more intimate learning communities for students consistently deliver better results in academics and discipline when compared to their larger counterparts. The research supporting success of the small school reform was the determining factor for selection of the SSC model. The school fits the model having a low enrollment of around 100 students per grade level. We feel that this model provides the school with a tremendous opportunity for sustained improvement because of the research-based components that will be implemented

Summary of SIG Implementation Strategies to fit School Needs:

- *Improvement of student achievement in proficiency levels of all content areas but especially ELA and mathematics due to the increased weight of those scores in SPS.*
- *Improvement in Science and Social Studies surrounding the Proficiency Task and writing responses for students.*

Generation Ready Teacher Coaches will provide training and support to teachers for improved academic performance through implementation of evidence-based strategies Reciprocal Reading and Teaching, Writing, Academic Vocabulary, and Annotation. All teachers will be trained in strategies and then Teacher Coaches will work in classes with teachers to model and support teachers as they incorporate strategies into teaching. Teacher Coaches will also assist students as they learn the strategies and become more accountable for their own learning.

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- ***Improved targeting instructional programs and strategies to address individual needs of students.***

A Response To Intervention Program will be used to progress monitor students and then provide instructional support to fit the needs of individual students as determined based on that progress monitoring. The Degrees of Reading Power (DRP) and the STAR Reading will be used to determine students needs to comprehend complex text. The STAR Math test will be used to progress monitor for mathematics achievement. Students will be provided instructional support to meet their needs with scheduled interventions during the day and also as part of the Extended Day Struggling Learner Initiative. Generation Ready Coaches will provide leader and teacher support for progress monitoring and providing individualized instruction based on student identified need.

- ***Improvement in respect between students and teachers and student to student.***

The above goal will be address through the Mentor/Mentee Program implemented as part of the initiative. Through this program every student will have an adult mentor assigned that will meet and discuss with them their academic progress and college and career topics and opportunities. Teachers will be trained by Generation Ready Teacher and Leader Coaches in effective mentoring of students. The coaches will also support the program in the school as part of the on-going monitoring and support for grant implementation.

- ***Improvement for family involvement***

- ***Communicating student achievement results with parents and families***
- ***General communication with parents and families on school issues.***

A community and family outreach program will be developed to engage families in the design of educational programs, including school governance. We will welcome parents and families as full partners in the school through regular, 2-way, meaningful communication and programs designed to engage parents and families in the education of their child. This outreach will include:

- Student-led Parent Nights conducted monthly so that students can present their learning to their parents, explaining projects and cooperative work. During these events parents will have the opportunity to give input to student and school performance and needed improvement areas.
- On-going communication with parents, families, and the community will be provided through a monthly, student-developed newsletter. The school Web-page will be used to inform parents of programs and upcoming events. The school will also utilize an automatic phone calling program to inform parents and families of programs and events.

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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.

SACS surveys were given to parents in May 2015 and analyzed for recurring themes.

When parent surveys were reviewed, themes for needed improvement focused on the need for teachers to use greater variety of teaching strategies and teachers meeting the leaning needs of all students. Other areas of need included teachers working as a team, the school providing improved support through counseling and career planning, and communicating student progress to parents.

Communications from families and community groups were also considered in developing the needs of the school. The Parent Teacher Organization provided input into the development of priority needs for the school as well as parent input gained from parents during sporting events and practices by administrators of the school and parents visiting the school during the school day. These informal conversations with parents and community members were considering in developing the needs of the school.

SECTION 2: INTERVENTION DESIGN

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

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

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

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

- a) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- b) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
- c) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

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

Whole School Reform Model (bulleted statements are components of the SSC model)

a) Improved student academic achievement or attainment

One of the key elements of implementing SSC is *Teaching and Learning*, with this element the following bulleted areas will be addressed. The bullets are components of SSC.

- Development of a rigorous instructional program with high expectations for all students.

The three key elements to improving student achievement provided by Generation Ready include

- 1) Whole-school focus. All teachers and administrators will be engaged in the effort.
- 2) An evidence-based research focus on the factors impacting student literacy. We will begin by ensuring that all teachers have a shared understanding of literacy learning globally and adolescent literacy specifically. This will set the groundwork for improved literacy instruction across the curriculum.
- 3) A focus on teaching practice. Generation Ready leadership and teacher coaches will work side-by-side with administrators and teachers, modeling and observing to ensure that teacher learning is translated into best practice instruction.

Teachers will be trained in the Dimensions of Effective Literacy Practice during job-embedded professional development and instructional coaching. These include:

- Understanding Literacy,
- Knowing the Standards,
- Knowing Students as Learners,
- Setting High Expectations for Students and Encourage Risk Taking,
- Using a Flexible Range of Teaching Strategies
- Engaging Students in Challenging Content.
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- Offer a standards-based curriculum aligned with Louisiana graduation requirements that connects what students learn with college and career goals.

The standards-based curriculum provided by the LDOE will be used to provide guidance to teachers and Generation Coaches for course work. Teachers will review assessment guides and suggested curriculum in planning courses. Generation Ready teacher coaches will work with teachers in weekly Professional Learning Community Meetings (PLCs) and individually in classes to plan and develop curriculum that will meet these standards.

- Develop college-ready standards that exceed basic graduation requirements and emphasize higher-order skills (for example, critical thinking).

Our program will emphasize student improvement in literacy including improved proficiency in reading and writing using complex texts. According to *ACT 2006*, “performance on complex text is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready”. One of the research-based strategies used with students is reciprocal teaching. In this teachers will gradually release the responsibility of learning to students in a small group setting. Students will be taught to 1) observe, listen, and respond; 2) participate and respond; 3) attempt higher degrees of autonomy in learning with support; and finally 4) practice and problem solve within the small group independent from the teachers. By following this model for increased responsibility, students will become critical thinkers and independent learners.

- Set high expectations for students: focus on individual students’ benchmarks and growth and create an instructional program that aligns with these goals.

Progress monitoring will be ongoing and used to individualize instruction to meet student needs. Teachers will use Performance tasks aligned to Common Core State Standards (CCSS) and the DRP (Degrees of Reading Power) Assessment to determine the current status of achievement of students. Teachers will then develop

strategies within the PLCs to address the needs of students. Teachers will provide intervention to students based on identified needs during class and in the Struggling Learners After-school Program.

Students will also be progressed monitored each 9-weeks with Proficiency Exams, established by the district, that will assess their readiness for PARCC Assessments. Interventions will be developed to help students with deficits determined by these proficiency exams.

- Develop a school schedule that includes longer instructional blocks that promote interdisciplinary work, teacher collaboration, and smaller teacher-to-student ratios.

Block scheduling will be developed to provide double the amount of instructional time in ELA and Math. In year 2 and 3 44 hours of instruction will be added to the year by increasing the length of day by 15 minutes. These 2 strategies for increased time will promote improved relationships between students and teachers; provide more effective delivery of instruction and student engagement due to longer times for instruction; and allow for teacher collaboration across the curriculum through shared projects and topics.

2 additional teachers will be hired in years 2 and years 3 to facilitate the block scheduling and to reduce class sizes that are reflective of the SSC reform model.

A school schedule will be developed that will include common planning time for teachers so that they can collaborate on instruction, student progress as determined through progress monitoring and then focused instruction for students to meet their individualized needs.

- Provide teacher-driven opportunities for continuous assessment, reflection, and improvement of teaching and learning by the entire school community.

Professional development that will yield ongoing improvements in student learning is results-driven, standards-based, and embedded in the daily work of the school. There will also be teacher-driven opportunities for continuous assessment, reflection and improvement of teaching and learning.

Teacher coaches provided by Generation Ready will gather resources for teachers to assist in meeting the instructional needs of the teachers and the students. The coaches model instruction for the teacher in the classroom with the students. They team teach with the teachers and the students. And then they observe the teacher guiding instruction for the students and providing support and feedback (I do, We do, You do).

b) Be implemented for all students in a school.

Strategies and programs will be implemented and available to all students in the school.

c) A comprehensive plan to address

i. School Leadership

The school leadership (principal and leadership team) will attend all training with teachers for instructional improvement. They will be part of the on-going job-embedded professional development provided by the teacher coaches.

A Principal Mentor/Coach provided by Generation Ready will work with the principal and leadership team in mentoring for effective school management. This will include all activities required for effective school improvement.

ii. Teaching and learning in at least one full academic content area (including professional learning for educators).

Our program will emphasize literacy with an emphasis on **reading comprehension and text complexity**. These are areas of critical importance for improvement on CCSS PARCC Assessments. Professional Development for this will take place during PLCs for teachers and during the one-to-one work of teacher coaches with teachers. Teachers will also be trained during full day staff development led by Generation Ready Teacher and Leader

Coaches. These full days of staff development are included in all 3 years of the grant to provide continuous improvement for teaching and learning in the school.

iii. Student Non-Academic Support.

Our program will develop school structures that ensure that students will be known well by their teachers and other school staff.

- An Advisory Program will be established: in this program a counseling model will be used where teachers, administrators, and other adults in the building act as “advisors” to small groups of students (10-15 students) with whom they meet as part of the regular schedule to address academic and socioemotional issues. Generation Ready Coaches (both Leader and Teacher Coaches) will assist in establishing, training mentors, and supporting this program.
- Common planning time will be established for teachers to meet together to discuss their students’ progress and problems. This common planning time will be used weekly for PLCs where teachers will meet to discuss student progress and plan support for improved student learning, student by student. Teachers will use progress monitoring data to help guide needed individual academic and social support for students to maximize student progress.

iv. Family and Community Engagement

Our program will develop connections between what students learn in school and their daily lives. It will increase involvement with their families and community in the school experience.

- Developing a theme for the school will help to tie the community to school as well as develop career skill and opportunities for students. College and Career Awareness and Preparation (CCAP) will be the theme of the school.
- To support this theme, partnerships will be developed with the local university and community college. The theme will serve as a way to infuse classroom instruction with relevant real-world examples. Topics of importance for CCAP will be planned and discussed during Mentor/Mentee time. Special events will also be developed with our higher education partners to provide families and students opportunities to become familiar with programs available to students and help students to see themselves being successful in higher education programs.
- A community and family outreach program will be developed to engage families in the design of educational programs, including school governance. We will welcome parents and families as full partners in the school through regular, 2-way, meaningful communication and programs designed to engage parents and families in the education of their child. This outreach will include:
 - Student-led Parent Nights conducted monthly so that students can present their learning to their parents, explaining projects and cooperative work. During these events parents will have the opportunity to give input to student and school performance and needed improvement areas.
 - On-going communication with parents, families, and the community will be provided through a monthly, student-developed newsletter. The school Web-page will be used to inform parents of programs and upcoming events. The school will also utilize an automatic phone calling program to inform parents and families of programs and events.

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- 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.

The following evidence-based strategies will be used by teachers with students in small group instructional settings. Teachers will be trained and supported in classes by Generation Ready Teacher Coaches. The leadership team with the assistance of the Leadership Coach will provide on-going monitoring and support of teacher use of these strategies for improved instruction and student achievement in classes.

Reciprocal Reading---is an instructional routine for scaffolding reading comprehension. This strategy has been very successful as an intervention for struggling readers as well as assisting all students to use the comprehension strategies involved. The purpose of Reciprocal Reading is to facilitate a group effort between teachers and students in the task of constructing meaning through using the strategies of:

- Predicting
- Clarifying
- Questioning; and
- Summarizing to comprehend text.

Reciprocal Teaching---refers to an instructional activity in which **students become the teachers** in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies:

- Predicting
- Clarifying
- Questioning
- Summarizing

Academic Vocabulary---as defined by the Common Core State Standards consist of words that are traditionally used in academic dialogue and text. These words are also found in PARCC and other state assessments. Student success on standardized tests has been confirmed with improved mastery of these words.

Annotation---supports students in making connections with text through definition, analysis of author's purpose, paraphrasing, and personal identification. It allows for critical thinking and deeper understanding of context.

Writing---is a form of communication that will be used daily. It is a requirement of the CCSS, and students must be able to master the following genres before graduating and moving on to college/career.

- Narrative
- Opinion/Argumentative
- Explanatory/Informational

- 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.

The strategy the relates to quality curriculum development aligned to State academic standards is discussed in **#4 (a) Improved student academic achievement or attainment**. The second and third bulleted discussions in that section discussed this component.

This school was not identified as a priority school so the second component of this area does not apply. However, Career and Technical Education is embedded throughout the application and will be specifically addressed through the College and Career Awareness and Preparation Theme.

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- 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.

Three providers were evaluated for partnership in the SIG Grant. Of these only Generation Ready 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 is the only provider available in our area with that degree of long-term success in schools for sustained school improvement.

Generation Ready has considerable evidence to show their long history of success in school improvement. A discuss of 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 all vendors providing services in schools using School Improvement Grant 1003G funds from 2006-2011. This statewide study evaluated the academic performance of all schools (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 supported schools.

In north east Louisiana, the schools that Generation Ready provided services showed tremendous improvement in School Performance Scores in one year. The six elementary schools showed an average increase of 13 points. The three 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, evaluating work 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.

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.

Not Applicable

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.

As discussed earlier in #4 (C) iv Family and Community Engagement will be a critical component of our program. *The major components discussed above included:*

- Developing a theme for the school for College and Career Awareness and Preparation.
- Partnerships development.
- A community and family outreach program will be developed to engage families in the design of educational programs, including school governance.
 - Student-led Parent Nights
 - On-going communication through newsletters, the school newspaper, and use of a parent call program.

SECTION 3: GOALS

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

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

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

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
54.1	44.7	50.9	54.2	57.5		

Used LDOE Principal SLT Goal Setting Guidance to set the SPS goal (LDOE, 2015)

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

Grade:7 th		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
52%	41%	46.9%	52.2%	57.0%		

Grade:8 th		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
34%	28%	35.2%	41.7%	47.5%		

Grade: 7 th		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
48%	44%	53.2%	57.9%	58.1%		

Grade: 8 th		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
45%	29%	36.1%	42.5%	48.3%		

Goals were set based on reducing non-proficient % by 10% each year, Safe Harbor Rule.

- 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.

The school will implement a comprehensive Response To Intervention (RTI) Model to improve student achievement and individualize the support provided to students to meet them based on their needs. Students will be progressed monitored on several assessments. The Degrees of Reading Power (DRP) test will be used to determine students' overall reading level for the purposes of selecting texts or identifying students who are substantially below grade level. The STAR Reading and STAR Math tests will be used to provide an additional measure for reading and an assessment for Math. All 3 of these tests are nationally recognized and normed tests. Tests will be given 3 times a year and used for student placement in intervention programs as well as to provide teachers with information to help individually address academic needs.

Intervention programs will include Read 180 and System 44 Corrective Reading Programs for students needing intervention during the regular day for reading intervention. Accelerated Math and Think Through Math for students needing intervention during the regular day for math intervention. All of these programs are research-based and rank as the most effective intervention programs for secondary students in literacy and mathematics.

A Struggling Learners After-School Intervention Program will also be developed and implemented to target students that need interventions beyond what is being provided in the school day. Generation Ready provides this research-based program, will train teachers and assist in the implantation and management., Using this program will ensure that the after-school program provides the individualized support needed to increase student growth.

- 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).

MLK	Actual		Projected				
	SY2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20
Instructional Minutes	63,720	63,720	65,740	68,380	68,380		
Student Participation Rate	100%	100%	100%	100%	100%		
Dropout/Credit Accumulation Index	127.2	105.7	128	133	138		
Attendance Rate	93%	91%	94%	95%	96%		
Discipline Referrals	143	154	140	130	120		
% teachers by Achievement Level Ineffective	5%	5%	0%	0%	0%		
% teachers by Achievement Level Effective Emerging	5%	10%	10%	10%	10%		
% teachers by Achievement Effective Proficient	76%	65%	50%	45%	40%		
% teachers by Achievement Highly	14%	20%	40%	45%	50%		

Effective							
Teachers Attendance Rate	94%	92%	95%	96%	97%		

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 federal programs director – Tammye Turpin along with the district support team will provide oversight and support for SIG implementation and appropriate use of funding. Dr. Turpin has considerable experience in program implementation and following guidelines of federally and state directed grants. The school leadership team and teachers will be continuously supported in the process with the district team being engaged with Generation Ready Coaches, teachers and leaders during PLCs as well as visiting classrooms to monitor and support instruction.

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 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, evaluating work 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 take place 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.

SECTION 4: LEA STRATEGY

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

A district level staff team will work collaboratively to implement the grant at the school. The program coordinator will be Dr. Tammye Turpin, the federal programs coordinator. She has over 10 years of experience in working with schools for school improvement and runs oversight of Title I, Title II, and other federal programs for the LEA. Dr. Cassie Owens is the Special Projects Coordinator and Accountability/Testing Director for the district. Her expertise will be utilized in effective progress monitoring and evaluation of school data to help drive instructional decisions of teachers and school leadership. Serena White (formerly of the LDOE regional support network) is the Curriculum Coordinator for the district and she will work with Generation Ready Coaches and teachers to assist in curriculum alignment and delivery of instruction to maximize student performance.

At the school level the leadership team will work to support the implementation of the grant and for continuous school improvement. The team includes the Principal, Assistant Principal, and the Literacy Specialist. This team will work with the Leader Coach for improved leadership of the school and will also facilitate the work of teacher coaches for improved instruction in the school. The school leadership team will work directly with Dr. Turpin in ensuring that the grant is implemented as described in the grant.

- 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.

District and school level funding will be used to support the activities in the grant. Bus transportation for the Struggling Learner After-school Program will be provided by Title I funding. District level funds will be used to support the CAPP program/school theme.

Dr. Tammye Turpin, who will oversee implementation at the district level, also has oversight for federal funding and extensive experience at the district level on other available funds. She has been working at the district level with fund management for 11 years. Title I, Title II, Education Excellence Funds, local sales tax funds, and general funds will all be leveraged to maximize funding of programs in the school and these will work together with the SIG funds for comprehensive school reform.

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

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

The principal at the school has autonomy in staffing. He hires staff with district support but is not forced to take teachers or staff from other schools. He has autonomy for evaluation of teachers and can hire and release staff following the personnel guidelines of the district.

There will also be a program implemented to recruit and retain experienced, highly qualified teachers/administrators to replace those found to be ineffective. The principal and district administration will work together to locate and recruit staff for the school. Incentives will be provided to attract great teachers/leaders for the school.

To provide increased learning time in years 2 and 3, staff at the school will be paid a per hour stipend for the additional 15 minutes of instruction per school day. The additional time translates into 44 hours of instruction. This will be paid at a rate of \$30 for certified staff and \$17 for classified staff. Employees will not be provided overtime because the additional minutes will not move the employees into overtime status.

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

Approximately half of funds will be utilized to purchase coaching and technology for student use. The coaching is designed to build the capacity of the teachers and leaders and allow them to become autonomous in their effectiveness after the 3 years of implementation. Once trained the principal and leadership team will establish practices of teacher support to continue with programs developed and implemented in the grant.

The one-time technology purchase during the first year of the grant will drastically increase student use of technology and will support their learning for several years. Other LEA funds will be planned to sustain the technology acquisition for student use, through consistent purchase of laptops and other devices to replace those as they cease to function during years following the grant.

Other funding sources will be utilized to continue the required funding for block scheduling, reduced class size, and extended instructional time. These funding sources include: Title I, Title II, 21st Century Learning Communities, Education Excellence Funds, local sales tax funding and LEA general funding.

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.

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

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

e) The school has a sample population that fits the Whole School Reform Model Small Schools of Choice. The school enrollment is 268 fits the size of around 100 students per grade level. We feel that this model will provide the structure to create improved relationships between students and teachers that will provide the best means to quickly improve student performance.

f) Generation Ready has extensive experience in implementing SIG programs and working with whole school reform. Vendors available to the LEA were evaluated for the best fit for support of the model and Generation Ready is the only vendor available to the LEA with extensive and long-running success for school improvement (see evidence in vendor section #7 of application) on both a national and local level. They are the only vendor that will partner with the LEA to provide implementation of the Whole-School Reform Model – Small Schools of Choice. This is not a proprietary program and the LEA feels Generation Ready is the best fit for the school and the reform model.

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.

Not Applicable.

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:

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.

The LEA will utilize SIG funds to implement all strategies and activities in the grant application at the **school level** as described in the attached LDOE Budget Form and in the following budget overview.

No SIG funds will be used for district level activities.

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	\$615,351	\$726,105	\$ 658,544	\$2,000,000
LEA/CMO-Level Activities	\$		\$	\$
Total Budget	\$615,351	\$726,105	\$ 658,544	\$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					
School-Level Activities	\$	\$	\$	\$	\$	\$	\$
LEA/CMO-Level Activities	\$		\$	\$	\$	\$	\$
Total Budget	\$		\$	\$	\$	\$	\$

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

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

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

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

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

The LEA must assure that it will:

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

LEA agrees to Assurances:

Yes

No

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

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

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

Activities	Timeline	Costs
Develop and implement a Block Schedule to provide opportunity for double instructional time in ELA and math. Develop master schedule so that common planning is provided for weekly PLC meetings	August 2015- May 2016	
4 Full day staff developments for teachers and leaders for instructional improvement by Generation Ready Teacher and Leader Coaches. Stipends will be paid for 2 days that are not included in the teacher calendar.	October 2015, January and June 2016	\$36,400
Technology will be purchased to provide laptop carts for direct student use in classes and additional desktops will be purchased to provide RTI programs for students.	November 2015- January 2016	\$267,360
Generation Ready Leader (38 days) and Teacher Coaches (50 Literacy & 50 Math) will work directly with the school leadership team and teachers to provide job embedded professional development and on-going support for leaders and teachers	October 2015 – May 2016	\$207,000
Student engagement instructional supplies will be purchased to increase student projects and activities in courses	October 2015-May 2016	\$14,858
Implementation of the College and Career Awareness and Preparation Theme	July 2015-June 2016	\$25,000 LEA funds
Implementation of the Mentor/Mentee Program	October 2015-May 2016	

**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>
Struggling Learners After-School RTI Program will be implemented with the training and support of Generation Ready Coaches	November 2015 – May 2016	\$25,000 Transportation will be provided by the LEA
Recruit experienced, Highly Qualified teachers to replace those found to be ineffective	April 2016-August 2016	\$8,000
A summer bridge program will be developed to support 8 th graders transitioning to high school	June 2016	\$8,000 Transportation will be provided by the LEA

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

Year 2 is for Full Implementation

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
2 Full day staff developments for teachers and leaders for instructional improvement by Generation Ready Teacher and Leader Coaches. Stipends will be paid for 2 days that are not included in the teacher calendar.	August 2016, June 2017	\$36,400
15 minutes will be added to the instructional day to provide 44 hours of additional instruction and a block schedule will be implemented. Staff will be given a stipend for the added time.	August 2016-May 2017	\$85,800 Transportation cost for the adjustment will be provided by the LDOE
Generation Ready Leader (70 days) and Teacher Coaches (80 Literacy, 80 Math) will work directly with the school leadership team and teachers to provide job embedded professional development and on-going support for leaders and teachers	August 2016-May 2017	\$345,000

Year 2: 2016 - 2017 School Year
Intervention Activities
Year 2 is for Full Implementation

Activities	Timeline	Costs
Student engagement instructional supplies will be purchased to increase student projects and activities in courses	August 2016-May 2017	\$11,500
Implementation of the College and Career Awareness and Preparation Theme	July 2016-June 2017	\$25,000 LEA funds
Implementation of the Mentor/Mentee Program	August 2016-May 2017	
Struggling Learners After-School RTI Program will be implemented with the training and support of Generation Ready Coaches	August 2016-May 2017	\$25,000 Transportation will be provided by the LEA
Recruit experienced, Highly Qualified teachers to replace those found to be ineffective	April 2017-August 2017	\$10,000
Add 15 minutes of instruction per day to facilitate Mentor/Mentee program and provide 44 hours of additional instruction into the school year.	August 2016-May 2017	\$85,800
A summer bridge program will be developed to support 8 th graders transitioning to high school	June 2017	\$8,000 Transportation will be provided by the LEA

Year 3: 2017 - 2018 School Year
Intervention Activities
Year 3 is for Full Implementation

Activities	Timeline	Costs
2 Full day staff developments for teachers and leaders for instructional improvement by Generation Ready Teacher and Leader Coaches. Stipends will be paid for 2 days that are not included in the teacher calendar.	August 2017-May 2018	\$36,400
15 minutes will be added to the instructional day to provide 44 hours of additional instruction and a block schedule will be implemented. Staff will be given a stipend for the added time.	August 2017-May 2018	\$85,800 Transportation cost for the adjustment will be provided by the LDOE
Generation Ready Leader (50 days) and Teacher Coaches (70 Literacy & 70 Math) will work directly with the school leadership team and teachers to provide job embedded professional development and on-going support for leaders and teachers	August 2017-May 2018	\$345,000
Student engagement instructional supplies will be purchased to increase student projects and activities in courses	August 2017-May 2018	\$11,344
Implementation of the College and Career Awareness and Preparation	July 2017-June 2018	\$25,000 LEA funds
Implementation of the Mentor/Mentee Program	August 2017-May 2018	
Struggling Learners After-School RTI Program will be implemented with the training and support of Generation Ready Coaches	August 2017-May 2018	\$25,000 Transportation will be provided by the LEA
Recruit experienced, Highly Qualified teachers to replace those found to be ineffective	April 2018-August 2018	\$10,000
A summer bridge program will be developed to support 8 th graders transitioning to high school	June 2018	\$8,000 Transportation will be provided by the LEA