

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

SUBMISSION INSTRUCTIONS

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

APPLICANT CONTACT INFORMATION

Official Name of LEA (Agency/Organization)	Morehouse Parish School Board
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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
Henry V. Adams Elementary	034001	22011100804	Focus	Transformation	\$1,999,994.94

School Profile

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantage d	Current SY14-15 Enrollmen †	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19- 20
HVA-Rural	100%	432	442	452	462		

*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:

The principal of **H.V. Adams Elementary School** will be implementing strategies, concepts, and skills obtained through their participation in the Monroe Cohort of the National Institute of School Leadership (NISL). Becoming a SIG school will strengthen each principal's ability to implement much needed transformation while enrolled in the cohort.

Additionally, if grants are funded for both of the focus schools, the salary for the School Improvement Officer/Transformation Specialist will be shared by both grant sources as well as the stipend for the Project Director.

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.
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Morehouse Parish is located in the northeast corner of the state of Louisiana where the local poverty level exceeds the state average. The percentage of people living in poverty in Louisiana in 2013 was 19.8% while the poverty percentage for people living in Morehouse Parish was 31.1% (2009-2013 United States Census Data). The median income for 2013 was \$28,585, and the state average was \$44,874. Morehouse Parish's free and reduced lunch rate for the 2014-2015 was 84.89%; however, MPSB utilizes the **Community Eligibility Provision** to feed all students breakfast, lunch, and supper (where applicable) free of charge. Morehouse Parish Schools serve approximately 4,000 students.

Henry V. Adams Elementary School (HVA) is an elementary school that serves pre-kindergarten through second grade students. It also serves as a feeder school to Oak Hill Elementary which serves third through fifth grade students. Such configurations were developed in 2013-2014 to create a solid opportunities for teachers to collaborate vertically and horizontally. When HVA served pre-kindergarten through fifth grade students, it was **persistently low-performing in English-language arts (ELA), mathematics, science, and social studies** based on trend data from the five most recent testing cycles (iLEAP, LEAP, and GLE 2009-2014 data). Additionally, **DIBELS, Developing Skills Checklist (DSC) data, and Teaching Strategies Gold (TS Gold) data indicate deficiencies in primary skills**. For example in pre-kindergarten, less than 70% of students tested in 2014-2015 reached proficiency on Level 4 of TS Gold Objective 20c in math, and less than 70% of students tested in 2015-2015 reached proficiency on Level 4 of TS Gold Objective 16b in ELA. In kindergarten, less than 75% of students scored in the 2nd, 3rd, or 4th quartile in ELA and math on the DSC. In first grade, 49% of students scored benchmark and 33% scored intensive on DIBELS. For second grade, 54% scored benchmark and 24% scored intensive on DIBELS.

The LEA considered various factors when selecting a school improvement model including the most recent **School Improvement Plan**. HVA's School Improvement Plan represents an examination of the five dimensions of school-wide planning. Planning committees analyzed data to determine strengths and areas of concern regarding student achievement, curriculum and instruction, family and community relations, professional development, and school context and organization.

According to Fullan (2007), leadership and school capacity are critical variables affecting instruction and student achievement in sustainable school improvement. To identify and analyze the needs of the students of HVA, the LEA used School Performance Data, parent surveys, student surveys, and input from various advisory committees. Additionally, culture and climate walkthroughs, classroom observations, professional learning communities, informal and formal observations have revealed school needs. To select the intervention model to meet these needs, the LEA's leadership team reviewed the different criteria of the various models and selected the **transformation model** as a vehicle for the improvement of leadership and capacity building and to sustainably manage resources.

As a rural LEA, it has become increasingly difficult to replace principals; as a result, MPSB has sought to increase the capacity of its current principals to lead autonomous schools. MPSB was recently awarded the **Principal Support Grant** through the Louisiana Department of Education to provide principals in focus schools with support for transforming their schools. Instead of replacing the principal, the LEA will use the rural waiver to retain the current principal; however, the principal at HVA will begin the Monroe Cohort of NISL during the month of August with such cohort extending through next school year. In the cohort, the principal will delve into book studies, case studies, and scenarios that will strengthen her capabilities to make data-driven decision. Because the principal

will be involved in this leadership training it is in the best interest of MPSB to pursue an intervention model that will support the leader's ability to lead an autonomous school.

To build the capacity of HVA's leaders and teachers and to achieve the desired outcomes for student achievement, the **project objectives** include:

1. Establishing, training, monitoring, and supporting a leadership management team;
2. Focusing, training, monitoring, and coaching grade level and/or subject area study groups to use student data to reflect upon and adjust the instructional practices, classroom management, and/or intervention that produced the data; and
3. Delineating and rewarding targets established by such learning communities for leading, teaching, learning, and involving the community.

To accomplish the targets of effective professional learning communities, the principal will use strategies obtained through NISL, a research-based leadership development program with a proven track record, to guide the process coupled with **integrated coaching support** from **Generation Ready**. Generation Ready is an external provider that uses a holistic approach to student achievement by addressing the entire learning environment through a unique system of collaborative job-embedded support. Generation Ready will assist HVA in sustainably improving leadership and capacity building that will impact the culture, climate, and academic achievement of HVA after funding for SIG has ended. The **professional learning communities will form the core of improvement efforts; facilitate changes in policies, procedures, and practice; and pave the way for widespread implementation of research-based strategies**. Ultimately, **the learning communities will make teaching and learning decisions using a MPSB approved teacher evaluation process to strategically connect effective classroom instruction and student achievement**. This system will direct the progress monitoring of both the fidelity and effectiveness of instructional and behavioral interventions.

MPSB currently provides Praxis reimbursement and eligible course reimbursement through Title II, and State Personnel Development (SPDG) funds were used to provide professional development regarding school transformation before school began in August. These incentives and opportunities will be offered to teachers at HVA in addition to a system of financial incentives and financial rewards. MPSB will create a financial rewards and incentives system to provide monetary incentives to staff that is designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation model. This is addition to the MPSB's current incentive plan.

The system will determine achievement based upon the state's existing assessment process, as well as employing value-added methodology that provides information on student growth in determining teacher performance. A combination of these factors will be the basis for the distribution of financial rewards. The amount of rewards will be a minimum of \$1,000 as referenced in SIG requirements; however, the development of specific provisions of a financial rewards system must be carefully planned and implemented. The guiding principles must be clearly defined and stakeholder input must be sought. The funding requirements, measurement systems, and teacher reactions to the performance pay plan must be carefully determined. Substantial alignment from of existing resource systems must be carefully determined; as a result, it is anticipated that these development actions will take one year, with delivery of financial rewards in the following years.

MPSB is also a participant in the **Believe and Prepare Developmental Pilot**. The purpose of the Educator Preparation Pilot Program is to design and implement innovative methods for preparing

teachers and leaders that can be shared with the Board of Regents and higher education institutions in order to improve current educator preparation programs. The Louisiana Department of Education allows LEAs to offer approaches to learning that are not currently offered in programs, such as school or classroom-based apprenticeships or residencies with gradual release coaching. As the LEA continues to explore its development of a teacher toolbox for effective student teachers and/or alternate route certificated teachers, the availability of SIG funds may assist HVA in **attracting more highly effective, highly qualified teachers** and future teachers to Morehouse Parish.

Finally, HVA is a site for the **21st Century Community Learning Centers** (21st CCLC) grant. Through the 21st CCLC, HVA offers a minimum of **300 hours of before and after-school tutoring which is available for all students**. This extended learning time opportunity is aligned with various elements of the transformation model and with research regarding the effectiveness of extended learning time programs. HVA is in the final year of the current cohort for the 21st CCLC grant. If the 21st CCLC grant is not secured for the subsequent years of the SIG, then SIG funds will be dedicated to supporting this intervention model.

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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.

MPSB used 2014 survey results from two sources to consider family and community input in selecting the transformation model. MPSB used the **Work-Week Survey** to consider the needs of families and communities served. During the 2014-2015 school year, MPSB adopted a 4-day work week calendar. Near the completion of the school year, a survey was administered to the teacher, student, and parent advisories; all personnel in MPSB; and all parents of students in Morehouse Parish. Additionally, business leaders and community leaders had the opportunity to complete the survey. The overall results of all surveys concluded that parents and community leaders favored the five day work week. Some parents commented that their students needed additional time in school with more focused interventions instead of longer days.

HVA also conducted a parent survey (August 2015) to gather feedback regarding the implementation of the transformation zone. According to the **Transformation Zone Parent Survey** (Appendix B):

- 59% strongly agreed with the changes.
- 21% were neutral about the changes.
- 18% agreed with some of the changes.
- 1% disagreed and 1% of parents strongly disagreed with changes.

Additionally,

- 29% said students need additional support outside of the classroom.
- 29% said students need additional support in the classroom.
- 22% said students need more access to resources.
- 17% said no changes were needed.
- 5% said students need more time in each class.

The aforementioned surveys gave the LEA insight on the most appropriate intervention model to implement for the creation of HVA's SIG application.

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

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- 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.

The LEA has already begun implementing some components of the school transformation model at HVA. For example, the LEA began exposing teachers to literature regarding the transformation model over the summer using SPDG and Title II funds. To continue to support school improvement, **SIG funds will be used to implement and support the following school-based services:**

- a) **Supplement 21st CCLC tutoring** before and after school for all students and all subjects by providing stipends and benefits for additional teachers, paraprofessionals, and/or bus drivers;
- b) **Supplement Title I, Title II, SPDG, and REAP** funds by allowing teachers and support staff to meet more regularly outside of school hours as needed to vertically and horizontally plan.

At HVA **21st CCLC** creates extended learning opportunities in ELA, Math, STEM plus Art, and physical activity. SIG funds would allow HVA to extend opportunities to social studies, science, and other non-core subjects. All students have the opportunity to access the school thirty minutes prior to the start of school. SIG funds would also be used to purchase supplemental software based on student needs. For example, Read 180 may be beneficial for students who are struggling with content specific standards. SIG funds would also be used to provide additional support for students in the areas of service learning, experiential learning, work-based learning, project based learning, and other learning models based on the unique needs of students.

HVA currently uses Professional Learning Communities (PLCs) to allow teachers to collaborate based on their content expertise. SIG funds would extend team building and capacity building by allowing teachers to plan across grade levels and with teachers at other sites who serve as feeder schools to HVA. HVA teachers will have the opportunity to plan with teachers at Bastrop High School since HVA feeds into Bastrop High School. The costs associated with such planning for teachers at other sites will be compensated from a different funding source.

Vertical and horizontal planning meetings will be led by the HVA Leadership Team, Teacher Leaders, Literacy and Math Coaches, Instructional Facilitator, and other teachers who have leadership capacities within the school. Additionally, the teachers will engage in a book study each semester. The contents of the book studies will be presented by PLC groups to allow teachers to engage in discussions of how the books' concepts can be implemented in the school. **Ron Clark's *The Essential 55*** has already been adopted as the book of choice for the first semester. The principal will meet with the leadership team to determine if **Lundin's, Paul's and Christensen's *Fish*, Rath's and Clifton's *How Full Is Your Bucket?***, or another preference will be used during the second semester.

Additionally, the 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.

The Principal has been replaced within the past 2 years and the new Principal 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. Staff will continue to be evaluated using the **LA Compass Evaluation System** and staff replaced as necessary and new staff hired as needed. Staff and Principal will also be evaluated for effectiveness using the District evaluation tool with immediate interactive feedback for improvement. 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. **Financial incentives** will be awarded to staff as deemed applicable based on the rewards system that the LEA will develop.

The district leadership and school leadership 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 will successfully implement the strategies.

The LEA will assign the duties of **Project Director** to Crystal Washington, a current MPSB Administrator who is experienced with managing programmatic objectives and fiscal compliance of federal and state grants. A **School Improvement Officer/Transformation Specialist** will be hired 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, prior years' comprehensive needs assessment, and feedback from stakeholders 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. All subjects will be targeted within the instructional programs to include, but not limited to CORE subjects, enrichment classes, physical education, art, music, etc.

Increased learning time will be provided for through extended minutes within the school day, before and after school, and on Saturdays. 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. HVA will build on the Six Essential Practices to develop strong organizational structure throughout the school. Professional learning services will promote Leader effectiveness and teacher effectiveness.

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.

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 standard and Common Core
- Increased learning time and differentiated instruction for extra assistance to students
- Literacy Improvement to prepare students for continued learning
- Integration of technology into curriculum and classroom.

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 teacher and principals
- (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) Evaluate and review to ensure that curriculum is being implement correctly with the desired impact on student learning.

Increased Learning time will be provided for through

- 1. Extended classroom time
- 2. Extended day
- 3. Before and After School Tutoring
- 4. Saturday School
- 5. Collaboration time during school day for teachers
- 6. Saturday professional development and collaboration time

The LEA will use SIG funds to provide the following resources:

- 1. Transformation Office
 - a. School Improvement Officer/Transformation Specialist
 - b. Project Director
 - c. Literacy Coach
 - d. Math Coach
 - e. Behavioral Interventionist
- 2. Generation Ready:
 - a. Teacher Coach for English
 - b. Teacher Coach for Math
 - c. Professional Development for administrators and staff
 - d. Data analysis
- 3. Supplemental Resources
 - a. Book Studies for Staff
 - b. Mobile Labs and Infrastructure

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

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

As aforementioned, the LEA has selected **leadership and capacity building** as the primary goals for improvement to implement its three objectives:

- 1) establishing, training, monitoring, and supporting a leadership management team;
- 2) focusing, training, monitoring, and coaching grade level and/or subject area study groups to use student data to reflect upon and adjust the instructional practices, classroom management, and/or intervention that produced the data; and
- 3) delineating and rewarding targets established by such learning communities for leading, teaching, learning, and involving the community.

Curriculum, instruction and assessment should be based on national standards and research based practices. In order for capacity building to take place, the principal must serve as the instructional leader of the school. As previously mentioned, the principal is participating in NISL through the Monroe Cohort. The program includes 27 days of face-to-face instruction delivered over 14-18 months. Highly qualified NISL Master Faculty and NISL-certified trainers deliver the NISL Executive Development Program and optional coaching. Many NISL faculty members have been successful principals, superintendents or state education leaders. National experts bring new ideas and perspectives, while local experts bring their knowledge of local culture, rules and regulations.

NISL's Executive Development Program emphasizes the role of principals as **strategic thinkers, instructional leaders** and **creators of a just, fair and caring culture** in which all students meet **high standards**. It ensures that school leaders can competently and effectively set direction for teachers, support their staffs and design an efficient organization.

The program combines best practices in teaching and learning, subject-area content knowledge, and leadership knowledge and practices, including:

- **Leadership knowledge and skills:** Strategic thinking; strong school culture and team building; data-driven organization; importance of systems; turnaround leadership competencies.
- **Best practices in teaching and learning:** Coaching and teacher supervision; use of standards-based classrooms; formative assessment; instructional teams; compelling school vision; differentiated instruction; and professional learning communities.
- **Subject-area knowledge:** Creating excellent school-wide programs in English language arts, mathematics and science; identifying and coaching towards strong instruction in the content areas.
- **Best practices for delivery of adult curriculum:** 360° assessments; cohort-based; job-embedded learning; simulations; case studies; group discussion; and extended period of study.

Independent universities have used rigorous evaluation methods to study NISL's programs, and have found that they **efficiently improve school leadership and raise student achievement at scale**.

The NISL curriculum reflects aspects of instructional leadership that research suggests are critical to improved instruction and learning, including:

- **Standards-based instruction.** Research documents the critical role of standards for student performance in instruction (Smith & O'Day 1993; Tucker & Coddling 1998) and the important ways that principals can implement standards-based reform in classrooms (Portin et al. 2009).
- **Formative assessment.** A comprehensive review of formative assessment concluded that "innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains" (Black & William 1998).
- **Instructional teams.** While principals remain the chief instructional leaders in their schools, they can play this role more effectively when they form instructional teams that include teacher leaders (Portin et al. 2009).
- **Compelling school vision.** A compelling vision can motivate the school community to achieve lofty goals (Leithwood, Louis, Anderson & Wahlstrom 2004) and is particularly important in turning around low-performing schools (Herman et al. 2008).
- **Differentiated instruction.** Principals help teachers differentiate instruction by building a system for collecting and analyzing student level data and ensuring that it is used to place students and focus instruction (Herman et al. 2008). They can also provide professional development for teachers to improve data use and instruction (Herman et al. 2008).
- **Professional learning communities.** A study of 1,500 schools that were undergoing restructuring found that professional learning communities led to higher student achievement, lower dropout rates, and improved behavior and attendance (Wehlage & Newmann 1997).
- **Instruction in the content areas.** As Hill (2002) notes, principals "... need to be able to recognize good teaching and what it means to effectively implement different teaching strategies in different learning contexts" (p. 66).
- **Learning modalities.** Principals need to understand how children learn and how to create learning environments to maximize learning. A seminal report by the National Research Council synthesized decades of research in cognitive science and outlined the key foundations of learning (Bransford, Brown & Cocking 1999).

Additional research regarding the effectiveness of NISL is including in Appendix C.

Additionally, **Generation Ready** is one of few national providers of professional learning services that uniquely combines 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),
- 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 and social emotional well-being** of all students (Wong, 1998).

Each school will receive training and support through individual coaching and Professional Learning Communities in the data coaching, analysis and interpretation to 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, Remote/Virtual Consultancy, Measurement and Assessment, Embedded Best Practices. Insight into Generation Ready's program is included in Appendix C.

- 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.

The LEA researched various external providers who could meet the unique needs of H. V. Adams Elementary School. Initially, the LEA had planned to use an external provider who had a proven reputation for improving the leadership attributes of the school leadership. Such entity would also provide leadership support for the district leadership team as well. However, the current principal of HVA will be involved in the Monroe Cohort of NISL. As a result, the LEA felt compelled to support the efforts of the leader to implement the strategies learned through NISL to build capacity within the school. As a result, the LEA and the principal feel that it is best to use a provider who will offer academic support in various subjects on a more consistent basis. The LEA has chosen **Generation Ready** as its external provider.

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 with that degree of long-term success in schools. 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 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).

To hold the providers accountable for their performance, the LEA will:

- 1) request work reports from the provider according to work days;
- 2) hold monthly Blended Services Meetings to provide ongoing support and feedback and to develop sustainable practices for braiding multiple sources of federal funds;
- 3) enter into a yearly contract with Generation Ready contingent upon progression towards goals;
- 4) hire a Project Director who will devote 10% of her time to manage fiscal and programmatic responsibilities of Generation Ready to the LEA;
- 5) hire a Transformation Specialist who will devote 100% of his/her time to ensuring that the external provider is carrying forth the duties as outlined in their contract with the LEA, and
- 6) suspend the contract if the external provider fails to carry forth the responsibilities of service.

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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. The LEA will immediately implement its program once approval of the grant is received. HVA 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.

HVA will continue to build meaningful relationships with families and communities. Family and community engagement are currently significant components of the Federal programs offered at HVA. **It is the intent of HVA to build strong parental and community bonds by creating opportunities for parents to meet with teachers regarding specific concerns, establishing advisory committees, volunteer groups, and parenting workshops for core subjects.** These groups will serve as facilitators to support school reform in the school and community, and they will encourage positive community involvement. Additionally, it is the goal of the LEA to provide parents and community members with the resources and understanding of curricular standards that will enable them to better reinforce school based initiatives in the home, community, and churches.

The **Behavioral Interventionist** will serve as the liaison between parents and the school and will create behavioral plans for students as needed. The Behavioral Interventionist will be responsible for communicating progress toward plan objectives and with monitoring student behavior in natural settings. The Behavioral Interventionist will also provide classroom teachers with strategies and interventions that will allow teachers to effectively manage student behavior.

Additionally, the LEA will utilize parenting personnel, counselors, teachers, and administrators in implementing effective parental involvement activities. The LEA will:

- Use automated and personalized multilingual information platforms to keep parents, community and staff abreast of events, emergencies, and student information.
- Hold informative meetings to aid parents in understanding the state's academic content and achievement standards.
- Provide workshops on how to monitor their child's progress, aid their child in increasing achievement, and work with teachers and administrators to improve achievement.
- Host literacy programs (in conjunction with other fiscal resources), technology training, and ESL services.
- Conduct teacher training sessions on how to foster positive communication between school and home.
- Facilitate parental involvement programs and collaborate with the Parent Teacher Organization
- Maintain site based parent resource centers providing materials for parents to use with their children to increase student achievement.
- Proper notice of parental involvement programs.
- Develop avenues to facilitate parental input in developing policies, activities, and programs.
- Encourage parental participation on HVA based committees.
- Conduct meetings, parent conference days and programs at a variety of times to facilitate parental involvement

Changing the relationship between teachers and students is a major priority at HVA which is evident by the school's adoption of ten school-wide rules from Ron Clark's *The Essential 55*. These school-wide rules are coined the HVA Ranch Rules:

- 1) We will respond to all adults appropriately. We will say "Yes, ma'am; No ma'am; Yes, Sir; No Sir."
- 2) We will always say thank you.
- 3) We will be prepared to transition from one subject to another quickly, quietly, and in an orderly manner.
- 4) We will obey the directions of the substitute teacher. (Same rules apply as they do with your classroom teacher.
- 5) We will follow the classroom protocols.

- 6) We will clean up after ourselves.
- 7) We will walk in a single file line with arms at our sides. We should face forward at all times (No talking).
- 8) We will be nice to everyone. (Bullying is not allowed.)
- 9) We will always be honest.
- 10) We will be the best cowboy/cowgirl scholar we can be.

LEA personnel will assist with the communication to parents as well. The **LEA employs a Parental Involvement Coordinator**, Mrs. Wendy Coleman, through Title I who will assist the Behavioral Interventionist in parental involvement. The principal and teachers at HVA also encourage parental involvement in all HVA activities. Parents are provided school packets each year that include vital information regarding student enrollment, permission slips, and school policies and procedures. Information regarding SIG activities will be submitted separately since school has already started for year one. For subsequent years, such documentation will be included in the aforementioned packets. Parent participants will be recruited through Parent Teacher Organization meetings, informational newsletters, and public postings through the newspaper, radio, and TV announcements. Parents will be encouraged to access services such as parenting strategies, health and nutrition, English language literacy if English is a second language, and other relevant topics at the Parent Center established by HVA. Parents will continue to be surveyed regarding satisfaction with services and to request recommendations for continued programs of interest.

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. **NOTE: Due to reconfiguration, HVA will receive the same score as Oak Hill Elementary because HVA feeds into Oak Hill Elementary starting with Spring 2015 SPS.**

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
47.1	49.2	Not available	69.8 Based on Oak Hill's projection	72.8		

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: Pre-Kindergarten		Subject: TS Gold				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
N/A	N/A	70%	75%	80%		

Grade: Kindergarten		Subject: Developing Skills Checklist				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
80%	81.1%	85%	90%	95%		

Grade: 1st Grade		Subject: DIBELS				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
56%	49%	62%	67%	72%		

Grade: 2nd Grade		Subject: DIBELS				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
48%	54%	62%	67%	72%		

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

During the summer of 2015, the District Leadership team along with the Louisiana Department of Education's network coaches to establish district and school goals. The principals subsequently met with their leadership team to establish student learning targets and school goals. The principal will use a variety of methods to measure progress towards annual goals including:

- 1) Teacher surveys to determine student progress towards behavioral goals;
- 2) Parent surveys to determine the impact of academic and behavioral interventions;
- 3) Student surveys to determine the impact of culture and climate changes;
- 4) Data walls to indicate students' proficiencies toward standards;
- 5) 21st CCLC attendance data to determine student progress towards academic and behavioral goals based on attendance in extended learning opportunities;
- 6) Regular school attendance data to determine student progress towards academic and behavioral goals based on attendance in extended learning opportunities;
- 7) Discipline data to determine student progress towards academic and behavioral goals based on attendance in extended learning opportunities;
- 8) Drop-out rate and truancy rate to determine progress towards attendance;
- 9) Teacher attendance rates to determine how teacher attendance impacts student achievement data; and
- 10) Student participation rate on state assessments in reading/language arts in mathematics by subgroup.

- c) Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework [e.g., AP/IB], early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate).

The number of minutes within the school year will be monitored by the Project Director and School Improvement Officer/Transformation Specialist and approved by School Board following state requirements for minutes in the school year. Extended time minutes will be provided for through the 21st CCLC grant and supplemented through SIG as needed. Student participation rate data by subgroup will be monitored at the school level as well as the district level. Student Attendance Rate will be monitored at the school level by the administrator and school team and at the district level. Students completing advance coursework will be evaluated/monitored by School Improvement Officer/Transformation Specialist and school Principal and teacher team. The Teacher evaluation system and attendance rate will be monitored monthly by the Principal and Transformation team.

As each leading indicator is evaluated/monitored and found to be not acceptable, adjustments will be made.

Additionally, the Project Director and School Improvement Officer/Transformation Specialist will collaborate with key district personnel to ensure that HVA is compliance with all SIG requirements and will request necessary data for analysis on a regular basis. Most of the data that reflects progress towards goals can be obtained from the Child Welfare and Attendance Supervisor, the Testing and Accountability Coordinator, and the Personnel Director. These individuals will be included in the initial discussions with the Project Director and School Improvement Officer/Transformation Specialist regarding specific expectations for successfully implementing SIG activities and subsequent responsibilities.

Finally, as outlined in Section 4, Question 13, the LEA has developed an **organizational chart** (Appendix E) that sets expectations regarding the roles and responsibilities of each employee at HVA from the principal to the custodial and support staff.

- 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).

MPSB will create a Transformation Office that will be dedicated to managing and supervising the implementation of the SIG leading and lagging indicators for H. V. Adams Elementary School. The Transformation Office will include a **Project Director** who will be responsible for managing the budget and operations, reporting data relevant to indicators to the SEA, and reporting relevant data to the Superintendent; a **School Improvement Officer/Transformation Specialist** who will be responsible for overseeing the day-to-day operations at each site including the implementation of interventions, collaboration between the schools and the external provider, and other duties as outlined in the job description; a **Literacy Coach** and a **Math Coach** who will offer in-class support, professional development, and support in professional learning communities regarding the implementation of research based strategies in the classroom, the implementation of technology, and continuous feedback for teachers; and a **Behavioral Interventionist** who will collaborate with teachers, parents, and students to develop a behavioral plan for struggling students, implement PBIS school-wide, and assist with developing monthly opportunities for parents to discover ways that they can assist students with core subject content. The Behavioral Interventionist will also collaborate with the Title I Coordinator Parent Liaison to meet the unique needs of students, families, and the community. This

initiative will also be supported by the MPSB Leadership Team which is comprised of the Superintendent, Dr. George Noflin, Jr.; the Federal Programs Director, Mr. Jesse Winston; the Curriculum Supervisor, Mrs. Hazel Sellers; the Supervisor of Special Education, Ms. Kay Pirtle; Mr. Danny Nevela, the Director for Psychological Services; Mrs. Kathy Yeldell, Testing and Accountability Coordinator; and Mr. Ralph Davenport, Supervisor of Child Welfare and Attendance.

These individuals will support the Transformation Office in the following capacities:

- The **Superintendent** will oversee the School Improvement Officer and Project Director to ensure that implemented strategies are relevant to programmatic and fiscal goals of SIG.
- The **Federal Programs Director** will assist the Project Director in ensuring that SIG activities meet federal, state, and local policies.
- The **Curriculum Supervisor** will assist the School Improvement Officer with aligning curriculum to national and/or state standards.
- The **Supervisor of Special Education** will support the Transformation Office by cross-training staff regarding updated policies for special education students. Additionally, the Supervisor will ensure that the needs of special education students are supported in this initiative.
- The **Director of Psychological Services** will collaborate with the Behavioral Interventionist to ensure that appropriate policies and procedures are followed regarding Act 837, HIPPA, and other relevant policies. Additionally, the Director will assist with creating a template for behavioral plans and a process for developing individual student behavioral plans.
- The **Testing and Accountability Coordinator** will assist the Transformation Office with accessing test banks and assessments for progress monitoring. Additionally, the Coordinator will assist with analyzing and reporting data in terms and alignment with state assessments.
- The **Supervisor for Child Welfare and Attendance** will assist the Transformation Office and HVA with monitoring student discipline data, truancy data, and attendance data to measure progress towards non-academic goals.

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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 Project Director and/or Transformation Specialist will provide weekly updates to the Superintendent regarding progression towards programmatic outcomes. Additionally, the LEA currently uses **parent, teacher, and student advisory boards** to communicate their feedback on the progress of various initiatives throughout the district.

To hold Generation Ready accountable for meeting the grant requirements the LEA will use an **Evaluation Plan** that will be based on the specific components. The LEA will:

- 1) Establish expectations prior to the implementation of SIG activities;
- 2) Communicate expectations to various key stakeholders;
- 3) Regularly monitor and observe the interaction of Generation Ready's coaches with the HVA personnel;
- 4) Consistently gather feedback from teachers and the HVA Administrative team regarding satisfaction with Generation Ready;
- 5) Analyze summative and formative data to determine progress towards goals;
- 6) Use progress monitoring tools to project data outcomes;
- 7) Use the Transformation Office to make recommendations about continued services with external provider; and
- 8) Be willing to seek other support if external providers fail to move HVA towards projected goals.

These qualitative and quantitative measures align with the overall program objectives and will provide the LEA with a clear assessment of progress towards project goals.

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.
-

Organizational Chart and Governance: All school employees will believe in the vision of the principal that success can and will be obtained through the implementation of a successful transformation and will share roles and responsibilities for performing in alignment with the mission, vision, and goals for the school.

- 1) The **School Improvement Officer/Transformation Specialist** will use research and data to drive SIG initiatives and instruction in the classroom. These initiatives will be filtered through the Superintendent, principal, and transformation team. All data retrieved by such person will be reported directly to the principal. The School Improvement Officer/Transformation Specialist will help the principal foster professional learning communities to ensure the transfer of learning for students and among colleagues.
- 2) The **Project Director**, under the supervision of the Morehouse Parish Superintendent and School Improvement Officer, will supervise the fiscal and programmatic resources of SIG activities to ensure that subsequent activities are aligned with the program objectives and expenditures. The Project Director will be responsible for communication to David Shepard and any other personnel requiring fiscal or programmatic documentation. The Project Director, Crystal Washington, has five years of experience as an administrator, has experience in federal and state grant reporting responsibilities, and holds a Louisiana license for administration. She will provide a 10% twelve-month time commitment to the implementation of this project.
- 3) The **Principal** will exhibit superior leadership and administrative skills to impact instruction and to increase student achievement. To be successful, the principal will plan for and develop an effective climate for student achievement. The principal will use data-driven instructional methods to increase literacy in students and also specific methods will be used to provide pedagogy that will strengthen teacher instruction and deliver. The principal's foremost belief is that success can and will be obtained.
- 4) The **Assistant Principal** will serve as principal in absence of the principal. The assistant principal will impact instruction and student achievement by regularly conducting teacher informal and formal observations. The Assistant Principal will also compile data from monitored tests to promote data-driven instruction.
- 5) The **Counselor** will support the academic and behavioral initiatives established by the principal and Transformation Office. The counselor will also ensure that students are enrolled in necessary classes based on their needs and will offer additional support to stakeholders as needed.
- 6) The **Instructional Facilitator** will assume responsibility for the continual improvement of the quality of instruction and student achievement. The instructional facilitator will perform teacher observations and model best practices. The instructional facilitator will also work in the development of curriculum materials to drive instruction. In essence, the instructional facilitator will support the learning environment by academically assisting teachers.
- 7) The **Math Coach** will specialize in improving instructional methods in mathematics to all math teachers. The math coach's concepts will have a direct impact on the learning methodology exhibited to the classroom. In return, the students will receive the latest instruction methods that are available. Assessments and interpretations of results will be transcribed for the School Improvement Officer and Principal. Confidentiality of teacher and student progress is an absolute necessity given recent passing of Act 837.

- 8) The **Literacy Coach** will specialize in improving instructional methods in Language Arts, reading, and literacy to **all** teachers. The literacy coach's concepts will have a direct impact on the learning methodology exhibited to the classroom. In return, the students will receive the latest instruction methods that are available. Assessments and interpretations of results will be transcribed for the School Improvement Officer and Principal. Confidentiality of teacher and student progress in an absolute necessity given recent passing of Act 837.
- 9) **Department Heads** will be responsible for vertical teaming practices that will impact student achievement and growth from year-to-year. They will also provide weekly reports of meeting minutes from collaborative efforts as evidence of collaboration to the principal.
- 10) **Teachers** will use data-driven techniques to provide each student with instructional methods that are specific to each child's learning potential. In the case of parent/teacher meetings, the entire grade level of teachers for the student will be present with ideas and solutions to improve the child's learning potential. Teachers will foster a learning environment in their classroom that will ensure each student's success. Teachers will update attendance on a regular basis before and during class in WebPams to ensure that students are where they need to be and on time.
- 11) **Paraprofessionals** will support teachers by offering support in daily classroom instruction and by assisting teachers with fostering a positive learning environment for all students.
- 12) The **Behavioral Interventionist** will work with the secretary to identify students who are consistently tardy and/or absent. Such person will also serve as a liaison between parents and teachers to establish parent/teacher conferences as needed. The behavioral interventionist will also work with the principal and teachers to reduce major discipline referrals and suspensions to keep students in the classroom.
- 13) The **Secretary** will report directly to the principal. The secretary will be responsible for maintaining daily attendance rosters for every period each day. Final reports are given to the principal at the end of business each day. The secretary will help monitor the transfer of learning to students through monitoring attendance and tardiness. The secretary also has other duties indicated on her job description.
- 14) The **Bookkeeper** will maintain adequate fiscal records for all money spent on the HVA campus. The bookkeeper should have balanced records of revenues and expenditures including those relevant to regular school day operations and the securing of resources to offer incentives for students related to SIG activities.
- 15) The **Athletic Director** will schedule games, maintain eligibility records, and promote the "no pass-no play" initiative. If a student is not academically eligible to play sports during any 6-weeks, the athletic director is responsible for reporting these occurrences to the principal and assistant principal. With this initiative, we are magnifying the importance of academic achievement.
- 16) The **Custodians** and **Cafeteria staff** are responsible for providing a clean and healthy environment for all students. Such individuals are to assist the principal with establishing a safe environment conducive for teaching and learning.

Additional Support: Each central office administrator has been assigned to a school in the system. They offer support and feedback; they conduct walk-throughs; and they meet with the principals to discuss effective examples of teaching and learning in addition to areas of concern. The District

Leadership Team also visits a school each week to monitor the implementation of district initiatives such as the transformation zone. These individuals will support the School Improvement Officer.

Behavioral expectations are supported through the Psychological and Intervention Services (PAIS) Department. This office employs psychologists, social workers, and diagnosticians but is absent of a behavioral interventionist. The onsite behavioral interventionist would work to support the overall mission of the PAIS department.

Fiscal Compliance: The Business Manager for Morehouse Parish Schools will utilize eGMS to manage the coding of all purchases for goods and services for this program. The Business Manager will work with the Project Director to ensure that funds are spent according to the grant objectives. Under the supervision of the Superintendent, the Project Director and Business Manager will assure comprehensive programmatic and fiscal management through daily computerized entry of purchases using references to the approved services to be provided. Each purchase must pertain to a specific line item outlined in the grant's objectives. Copies of all purchase requisitions, invoices, receipts, timesheets, sign-in sheets, and disbursements received by the business office will also be maintained in the Project Director's office as a means for checks and balances. Morehouse Parish Schools has a history of effectively managing federal and state programs and assure that all expenditures will relate directly to grant objectives and adequate documentation of all expenditures will be maintained as required for auditing purposes.

The Federal Programs Director and Grants Management Coordinator will also work with the Project Director, School Improvement Officer/Transformation Specialist, and Business Manager to ensure that all SIG activities are aligned with EDGAR, SEA, and LEA policies and procedures.

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.

The LEA has already taken action to align other resources with the selected interventions. Each resource is aligned to specific project goals.

- (a) **LEA-** The LEA utilizes its general fund to employ highly qualified teachers. The LEA also provides all students with access to personnel who implement wellness and health initiatives. HVA houses a school-based health center on their campus through a business agreement with the **Morehouse Community Medical Center.**
- (b) **Title I-** HVA is allocated Title I funds based on their enrollment and the free/reduced lunch ration. Such allocation is used to academic support and resources in the form of fiscal and human capital.
- (c) **Title II-** HVA has access to Title II funds to support the professional development needs of their students. Such needs will be identified through principal and leadership observations and walk-throughs.

- (d) **REAP**- REAP funds are used to provide stipends and benefits for job embedded professional development; provide salary and benefits for one paraprofessional; provide consultants for job embedded professional development; travel and registration for training and technical assistance in school safety, prevention, anti-violence, and anti-drug use; and provide materials and supplies for the implementation of character education programs, classroom instruction, and Common Core State Standards.
- (e) **21st CCLC**- Twenty-first CCLC funds are currently used to provide extended learning time to students in before and after school tutoring. For the 2015-2016, these funds will continued to be used to provide stipends for teachers for extended learning and to provide transportation home each day.
- (f) **SPDG**- SPDG funds were used to provide professional development to all HVA personnel prior to the start of school. Mr. Billy Snow, the District Transformation Specialist in Caddo Parish, provided insight on how teachers and administrators impact the school culture and climate and the roles they play in impacting academic achievement.
- (g) **IDEA**- IDEA provides curriculum resources, support for students with special needs, and materials and supplies.
- (h) **CEP**- CEP provides free lunch to all students at HVA.

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.

MPSB has already adopted the motto, "Time for Transformation" for the 2015-2016 school year. Many of the practices regarding the transformation model have already been implemented in HVA. Securing SIG funds will allow HVA to have additional human and fiscal resources to reach school learning targets and student learning targets.

Additionally, the LEA has already incorporated the extended learning intervention model through before and after school tutoring. Additionally opportunities will be afforded to students throughout the school day as needed. HVA in the finally year of the current cohort for 21st CCLC funding; if the grant is not renewed for a second cycle, the LEA will revise the current school schedule to fit SIG criteria using SIG and Title I funds to support the intervention model for extended learning time.

The LEA will deal with other issues related to practices and policies as they arise.

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

Capacity building and effective leadership are the major focus of this SIG application. The principal and teachers will have the knowledge and capacity to continue to implement the successful effective practices in their school.

Using SIG funds, HVA is empowering **all faculty and staff** to understand their role in increasing student achievement and to take ownership of the roles and responsibilities indicated in Section 13 of the application. Every person in the HVA system has a unique role in increasing student achievement, and their willingness to take ownership of those roles will have a lasting impact on the successes of HVA years after the funding period has ended. It is therefore necessary to continue to communicate such roles, responsibilities, and project goals throughout the implementation of this project. To increase the sustainability of this project, the LEA will:

- 1) Continue to support HVA by allocating LEA funds to support teaching and learning activities;
- 2) Monitor the allocation of federal funds allocated to HVA to support effective practices;
- 3) Provide additional support as needed through professional development opportunities;
- 4) Provide leadership support through the assignment of district personnel to the school;
- 5) Create a cost-effective plan for the continuation of effective SIG activities;
- 6) Reach out to local agencies to establish interagency agreements and memorandum of understandings to meet student needs;
- 7) Seek parent and community input regarding school needs;
- 8) Continue to create opportunities for parental and community support of effective practices;
- 9) Seek resources from additional resources to support the continuation of activities; and
- 10) Continue to require the implementation of effective practices such as the use of PLCs, the use of vertical collaboration, the use of data-driven principles, and collaboration between parents and teachers after funding cycle has ended.

11)

Finally, **the principal will be expected to implement effective strategies with less presence from Generation Ready over the three year span of the grant. Through NISL and the support of Generation Ready, the principal with assistance from the leadership team, faculty and staff will be equipped to lead an autonomous school.**

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.*

The LEA plans to **modify the requirement of the transformation model that the principal who led the school prior to commencement of the transformation model.** As aforementioned, the principal will be focusing, training, and engaging in an effective, research-based leadership program with the goal of becoming an autonomous leader. The LEA believes that participation in NISL coupled with ongoing support and feedback from the Superintendent, Project Director, School Improvement Officer/Transformation Specialist, the District Leadership Team, and the Leadership Team for Generation Ready will support the principal in changing the culture and climate of HVA and ultimately will positively impact student achievement. **LEA Supervisors will implement rigorous, transparent, and equitable evaluation and support systems for the principal based the following elements:**

- 1) Evidence of continual improvement of instruction;
- 2) The use of meaningfully differentiated performance using at least three performance levels;
- 3) The use of multiple valid measures in determining performance levels to determine student growth for all students; professional practice of teachers using the COMPASS rubric for informal and formal observations, walkthroughs, and evaluations; and parent, student, and community surveys.
- 4) Evidence of ongoing evaluation of teachers on a regular basis (i.e., at least ten hours a week);
- 5) Evidence that principal provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- 6) Evidence of use of multiple valid measures to make personnel decisions.

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

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

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

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

See Section E.

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

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

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

LEA Application Budget Form included with this application:

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 use SIG funds to appoint a **Project Director** who will be housed at the Central Office to manage the grant. The LEA will also hire a **School Improvement Officer/Transformation Specialist** who will support the SIG initiatives of both Morehouse Junior High School and H.V. Adams Elementary if both schools are funded. The School Improvement Officer/Transformation Specialist position will be a central office administrative position; however, the individual's time will be split between both schools. See **Oversight and Support** for specific information regarding job duties. Specific job descriptions and criteria are included in the appendix.

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	\$ 639,726.60	\$ 609,726.60	\$555,371.60	\$1,804,824.80
LEA/CMO-Level Activities	\$135,113.38 (IC)		\$60,056.77 (IC)	\$195,170.14 (IC)
Total Budget	\$708,905.36	\$675,661.22	\$615,428.37	\$1,999,994.94

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
Establish/assign responsibilities to Project Director. Make appropriate changes in personnel office.	October 2015	\$3,250- Salary and Benefits
Establish contract with external agency- Generation Ready. Generation Ready will provide on-going coaching and support to the Principal and Transformation Office by empowering teachers to implement the six essential practices of effective schools using Generation Ready's continuous cycle of improvement model.	October 2015-May 2016	\$229,500 (\$1,500 per day for 153 days of coaching)
Advertise Locally, State-wide, and Nationally for Transformation Office Personnel- School Improvement Officer/Transformation Specialist, Literacy Coach, Math Coach, and Behavioral Interventionist.	October 2015	\$1,300
Hire Transformation Office Personnel	October 2015	\$238,844 <i>Estimated Costs</i>
Transformation Leadership Team meetings beginning to establish vision, mission, and goals with Principal	October 2015	N/A
Request quotes for mobile labs and purchase labs with supporting infrastructure.	October 2015	\$26,000
Transformation Leadership Team communicate vision, mission, and goals with staff	October 2015	\$2,500- After hours professional development

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
Set procedures and review progress monitoring formative and interim data each 6-week period to determine need for differentiated effective Tier I, Tier II, and Tier III instruction	October 2015-May 2016	N/A
Implement daily interventions for all students	October 2015-May 2016	N/A
Conduct ongoing teacher observational integrity checks and hold coaching conversations about the teacher and student evaluation data to improve effective instruction and the resulting student achievement	October 2015-May 2016	N/A
Conduct ongoing principal and school observational integrity checks and hold coaching conversations about progress towards student learning targets and school goals.	October 2015-May 2016	N/A- LEA will provide such support.
The principal will present lessons from NISL to faculty and staff in PLCs.	October 2015-May 2016	N/A
The Behavioral Interventionist will track student progress towards behavioral goals and communicate findings to parents and teachers.	October 2015- May 2016	N/A
Leadership teams will meet weekly with assigned teacher study teams and coaches to build PLCs who will review student level data, make decisions about work that produced the resulting data, determine resources needed, and make recommendations regarding parental and community engagement,	October 2015- May 2016	N/A

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
incentives for measured growth and policies and procedures.		
Provide professional development for teachers regarding the use of technology and flipping the classroom	October/November 2015	\$2,500- After hours professional development
Allocate resources to various sources to support SIG initiatives.	October 2015-May 2016	Project director and LEA will work with School Improvement Officer to adequately supplement local funds to support effective teaching and learning.
Establish guidelines for and program objectives for financial rewards system	November 2015	N/A
Communicate financial rewards system to staff	November 2015	N/A
Create school-wide professional development calendar opportunities and establish a consistent schedule for providing feedback	November 2015	N/A
Establish teacher study teams for book studies	January 2015	N/A
Coach study teams in a review of most recent summative assessment data to make decisions about effective instruction and/or supplemental academic and/or behavioral interventions	January 2015	\$1,000- Cost of books for all faculty and staff members
Conduct needs assessment for next year and submit year 2 budget.	March/April 2015	N/A
Calculate rewards recipients.	July 2016 (or later depending on availability of results)	\$100,000

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
Transformation Office will meet with principal to discuss objectives for year 2.	July 2016	N/A
Transformation Office and Principal will communicate objectives to faculty and staff	July 2016	\$2,500- Professional Development
Transformation Office and Principal will offer professional development and coaching sessions to new teachers and struggling teachers based on the previous year's data.	July 2016	\$2,500- Professional Development
Instructional leadership, coaches, grade level, subject area teams and Generation Ready will use data to collaborate and make decisions about the implementation of effective instruction.	August 2016	N/A- Back to School Sessions
Leadership teams will develop individual on-going professional development plans for school by grade level and/or subject.	August 2016	N/A
Request quotes for mobile labs and purchase labs with supporting infrastructure.	August 2016	\$26,000
Generation Ready will continue to support the SIG initiatives for transformation.	August 2016-May 2017	\$199,500 (\$1,500 per day for 133 days of coaching)
Set procedures and review progress monitoring formative and interim data each 6-week period to determine need for differentiated effective Tier I, Tier II, and Tier III instruction	August 2016-May 2017	N/A

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
Allocate resources to various sources to support SIG initiatives.	August 2016-May 2017	Project director and LEA will work with School Improvement Officer to adequately supplement local funds to support effective teaching and learning.
Implement daily interventions for all students	August 2016-May 2017	N/A
Conduct ongoing teacher observational integrity checks and hold coaching conversations about the teacher and student evaluation data to improve effective instruction and the resulting student achievement	August 2016-May 2017	N/A
Conduct ongoing principal and school observational integrity checks and hold coaching conversations about progress towards student learning targets and school goals.	August 2016-May 2017	N/A- LEA will provide such support.
The principal will present lessons from NISL to faculty and staff in PLCs.	August 2016-May 2017	N/A
The Behavioral Interventionist will track student progress towards behavioral goals and communicate findings to parents and teachers.	August 2016- May 2017	N/A
Leadership teams will meet weekly with assigned teacher study teams and coaches to build PLCs who will review student level data, make decisions about work that produced the resulting data, determine resources needed, and make recommendations regarding parental and	August 2016- May 2017	N/A

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
community engagement, incentives for measured growth and policies and procedures.		
Create school-wide professional development calendar opportunities and establish a consistent schedule for providing feedback	August 2016	N/A
Establish teacher study teams for book studies	September 2016	N/A
Coach study teams in a review of most recent summative assessment data to make decisions about effective instruction and/or supplemental academic and/or behavioral interventions	September 2016	\$1,000- Cost of books for all faculty and staff members
Conduct needs assessment for next year and submit year 3 budget.	March/April 2016	N/A
Calculate rewards recipients.	July 2017 (or later depending on availability of results)	\$100,000

Year 3: 2017 - 2018 School Year

Intervention Activities

Year 3 is for Full Implementation

Activities	Timeline	Costs
Transformation Office will meet with principal to discuss objectives for year 2.	July 2017	N/A
Transformation Office and Principal will communicate objectives to faculty and staff	July 2017	\$2,500- Professional Development
Transformation Office and Principal will offer professional development and coaching sessions to new teachers and struggling teachers based on the previous year's data.	July 2017	\$2,500- Professional Development
Instructional leadership, coaches, grade level, subject area teams and Generation Ready will use data to collaborate and make decisions about the implementation of effective instruction.	August 2017	N/A- Back to School Sessions
Leadership teams will develop individual on-going professional development plans for school by grade level and/or subject.	August 2017	N/A
Request quotes for mobile labs and purchase labs with supporting infrastructure.	August 2015	\$24,145
Generation Ready will continue to support the SIG initiatives for transformation.	August 2017-May 2018	\$147,000 (\$1,500 per day for 98 days of coaching)
Set procedures and review progress monitoring formative and interim data each 6-week period to determine need for differentiated effective Tier I, Tier II, and Tier III instruction	August 2017-May 2018	N/A
Allocate resources to various sources to support SIG initiatives.	August 2017-May 2018	Project director and LEA will work with School Improvement Officer to adequately supplement local funds to support effective teaching and learning.

Implement daily interventions for all students	August 2017-May 2018	N/A
Conduct ongoing teacher observational integrity checks and hold coaching conversations about the teacher and student evaluation data to improve effective instruction and the resulting student achievement	August 2017-May 2018	N/A
Conduct ongoing principal and school observational integrity checks and hold coaching conversations about progress towards student learning targets and school goals.	August 2017-May 2018	N/A- LEA will provide such support.
The principal will present lessons from NISL to faculty and staff in PLCs.	August 2017-May 2018	N/A
The Behavioral Interventionist will track student progress towards behavioral goals and communicate findings to parents and teachers.	August 2017- May 2018	N/A
Leadership teams will meet weekly with assigned teacher study teams and coaches to build PLCs who will review student level data, make decisions about work that produced the resulting data, determine resources needed, and make recommendations regarding parental and community engagement, incentives for measured growth and policies and procedures.	August 2017- May 2018	N/A
Provide professional development for teachers regarding the use of technology and flipping the classroom	August/September 2017	\$2,500- After hours professional development
Create school-wide professional development calendar opportunities and establish a consistent schedule for providing feedback	August 2017	N/A
Establish teacher study teams for book studies	September 2017	N/A
Coach study teams in a review of most recent summative assessment data to make	September 2017	\$1,000- Cost of books for all faculty and staff members

decisions about effective instruction and/or supplemental academic and/or behavioral interventions		
Conduct needs assessment for next year and submit year 3 budget.	March/April 2017	N/A
Calculate rewards recipients.	June 2018 (or later depending on availability of results)	\$100,000

APPENDICES

Appendix A- Job Descriptions

Appendix B- Transformation Zone Survey

Appendix C- Research- NISL and Generation Ready

Appendix D- Résumés of Key Staff

Appendix E- Organizational Leadership Chart

APPENDIX A- Job Descriptions

DISTRICT SCHOOL IMPROVEMENT OFFICER/TRANSFORMATION SPECIALIST

QUALIFICATIONS:

The applicant shall possess at least a Master's degree in Education at the time the applicant begins to hold the position. Applicant shall demonstrate a track record of leading schools to outstanding performance; three to five years of successful leadership experience in struggling schools with at least ten years of overall experience in Education; experience with a deep understanding of change management; experience coaching or developing instructional leaders; strong understanding of curriculum and instruction grounded in the Common Core Standards; superior interpersonal, relationship management, and communication skills; and Louisiana teacher, administration, supervisor, superintendent, or acceptable equivalent certificate.

REPORTS TO: Superintendent

EVALUATOR: Superintendent

SUPERVISES: Transformation Office Personnel- Literacy Coach, Math Coach, Behavioral Interventionists, and Principals

JOB GOALS: The District School Improvement Officer/Transformation Specialist will lead and design innovative, results-focused programs and initiatives that will ensure improved student learning. This individual will lead school improvement efforts at H. V. Adams Elementary School and Henry V. Adams Elementary and provide the necessary support for successful and sustainable school turnaround at the assigned schools. This individual should have a proven track record of leading high performing schools and/or turning around struggling schools, and have outstanding managing and coaching skills. Finally, such candidate should lead with a sense of urgency and be results-oriented.

PERFORMANCE RESPONSIBILITIES:

STRATEGIC PLANNING

1. Shall set the vision for transformation and innovation throughout the district, focusing accelerated and pilot improvement efforts in transformation schools.
 2. Shall develop strategies, plans and goals that support student achievement in innovative learning environments.
 3. Shall develop measurable action plans based on the objectives and goals of the parish, Superintendent, and school board.
 4. Shall continuously evaluate progress toward goals.
 5. Shall collaboratively lead research, planning, and implementation of innovative programs and school design.
 6. Shall design comprehensive systems to provide targeted support to transformation schools; include overseeing a team to provide deep, weekly support and monitoring of turnaround performance.
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7. Shall define clear priorities and indicators of performance for transformation initiatives, ultimately holding principals accountable for meeting performance indicators.
 8. Shall establish a system and a culture that recognizes and removes barriers impeding school progress, including where defined autonomy is needed.

ORGANIZATIONAL LEADERSHIP

9. Shall advise and support the Superintendent in matters associated with innovation and redesign.
10. Shall deliver presentations to the school board regarding Innovation and Transformation.
11. Shall direct and design implementation of transformation zone structure to build capacity of school leadership.
12. Shall manage and evaluate principals and specialists assigned to the Transformation Zone.
13. Shall serve as district contact with service providers, facilitate coordination and implementation of all provider activities with schools and Central Office.
14. Shall develop practices to establish strong organization and culture, based on clear vision, expectations and cohesive organization values.
15. Shall collaborate with Project Director to ensure that key resources are aligned with transformation plan and implementation strategy.
16. Shall collaborate with the Superintendent, Personnel Director and Board Attorney to evaluate principals to facilitate the transfer or removal of school leaders who are not adequately aligned or qualified to support transformation efforts.

INSTRUCTIONAL LEADERSHIP

17. Shall collaborate with Curriculum Supervisors to ensure curriculum and instruction align with district objectives.
18. Shall advise on the selection of appropriate instructional materials to meet the vision of the district and mission of each campus in the transformation process.
19. Shall mentor and demonstrate best instructional practices for transformation principals.
20. Shall provide school leaders with tools, support, and guidance needed to refine their effectiveness and the overall instructional strategies for their schools.

COMMUNICATION AND RELATIONSHIP MANAGEMENT

21. Shall provide frequent and open communications so that expectations are vertically aligned and laterally supported to include district systems, processes, and practices.
 22. Shall ensure that the transformation initiative and schools' priorities and needs are clearly communicated to key stakeholders, thereby ensuring that key district key staff understand the critical role they play in achieving sustainable change.
 23. Shall collaborate and communicate with multiple stakeholders to enhance the feasibility and success of all transformation initiatives; facilitate periodic meetings for stakeholders involved in transformation processes.
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- 24. Shall facilitate knowledge sharing between district departments and schools.
 - 25. Shall build strong relationships with school leaders and stakeholders in the internal and external public.

EVALUATION: Performance in this position will be evaluated in accordance with the Morehouse Parish Evaluation Plan, and on evidence of schools progressing towards district and school goals which is ultimately school turnaround.

REVIEWED AND AGREED TO: _____ **DATE:** _____
Employee's Signature

RECEIVED BY: _____ **DATE:** _____
Signature and Title

TRANSFORMATION ZONE PROJECT DIRECTOR

QUALIFICATIONS:

The applicant shall possess at least a Master's degree in Education and have at least five years of experience in Education at the time the applicant begins to hold the position. Certification as an administrator is preferred but not required; however, must possess at least a valid Teacher License.

REPORTS TO: Superintendent

EVALUATOR: Superintendent

JOB GOALS: To maintain the overall administrative responsibilities of the School Improvement Grant and assist with aligning resources to meet project objectives.

PERFORMANCE RESPONSIBILITIES:

1. Shall coordinate the School Improvement Grant with existing programs and services available within Morehouse Parish Schools and participating community organizations and agencies.
2. Shall supervise and approve expenditures of all School Improvement Grant funds.
3. Shall prepare and submit required and/or requested School Improvement reports.
4. Shall assist the School Improvement Officer/Transformation Specialist with organizing and conducting orientation for staff.
5. Shall assist the School Improvement Officer/Transformation Specialist with conducting training for staff regarding processes for submitting appropriate documentation such as requisitions, time-sheets, and any other required documents as outlined in the Morehouse Parish Personnel Handbook.
6. Shall develop and maintain program documentation.
7. Shall assist the School Improvement Officer/Transformation Specialist with conducting on-going program evaluations.

EVALUATION: Performance in this position will be evaluated in accordance with the Morehouse Parish Evaluation Plan.

REVIEWED AND AGREED TO: _____ **DATE:** _____
Employee's Signature

RECEIVED BY: _____ **DATE:** _____
Signature and Title

TRANSFORMATION ZONE LITERACY COACH

QUALIFICATIONS:

The applicant shall possess at least a Master's degree in Education and at least five years of experience in Education at the time the applicant begins to hold the position. Certification as an administrator is preferred but not required; however, must possess at least a Teacher License in Literacy, English-language arts, or reading.

REPORTS TO: School Improvement Officer/Transformation Specialist
Principal

EVALUATOR: School Improvement Officer/Transformation Specialist
Principal

JOB GOALS: To implement the curriculum; to assist the classroom teachers in preparing and delivering effective lessons in English-language arts, social studies, and other applicable subjects by mentoring and modeling exemplary lessons; and to assist in the day-to-day operations of the school.

PERFORMANCE RESPONSIBILITIES:

1. Shall serve under the direction of the District School Improvement Officer/Transformation Specialist.
 2. Shall assist the District School Improvement Officer/Transformation Specialist with campus visits and follow-up services.
 3. Shall specialize in literacy and serve as a literacy coach for H. V. Adams Elementary School.
 4. Shall coordinate H. V. Adams Elementary School in the implementation of literacy interventions.
 5. Shall respond to specific zone campus and zone needs.
 6. Shall mentor and coach teachers in effective research-based strategies.
 7. Shall model lessons or guided professional development using research-based strategies.
 8. Shall model serve as an expert resource on the Louisiana Content Standards and Benchmarks.
 9. Shall serve as an expert resource on the essential skills tested by iLEAP, LEAP, and PARCC.
 10. Shall serve as a catalyst for transformation by providing research-based alternatives to current practices and procedures.
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11. Shall engage teachers and school communities in on-going and continual reflections, dialogues and results drive evaluations focused on continuous improvement of student achievement.
 12. Shall assist schools in analyzing and interpreting data in order to identify strengths and weaknesses as well as trends.
 13. Shall assist in the design and implementation of a sustained professional development program based on student needs and in alignment with goals of school improvement plans.
 14. Shall network and collaborate with content supervisors, Title I personnel, other coaches and professional development personnel.
 15. Shall present professional development training in his/her area of expertise.
 16. Shall prepare and maintain logs of all activities.
 17. Shall perform other duties as required or assigned by the District School Improvement Officer/Transformation Specialist or Principal.

EVALUATION: Performance in this position will be evaluated in accordance with the Morehouse Parish Evaluation Plan.

REVIEWED AND AGREED TO: _____ **DATE:** _____
Employee's Signature

RECEIVED BY: _____ **DATE:** _____
Signature and Title

TRANSFORMATION ZONE MATH COACH

QUALIFICATIONS:

The applicant shall possess at least a Master's degree in Education and at least five years of experience in Education at the time the applicant begins to hold the position. Certification as an administrator is preferred but not required; however, must possess at least a Teacher License in Math.

REPORTS TO: School Improvement Officer/Transformation Specialist
Principal

EVALUATOR: School Improvement Officer/Transformation Specialist
Principal

JOB GOALS: To implement the curriculum, to assist the classroom teachers in preparing and delivering effective lessons in math by mentoring and modeling exemplary lessons, and to assist in the day-to-day operations of the school.

PERFORMANCE RESPONSIBILITIES:

1. Shall serve under the direction of the District School Improvement Officer/Transformation Specialist.
 2. Shall assist the District School Improvement Officer/Transformation Specialist with campus visits and follow-up services.
 3. Shall specialize in math and serve as a math coach for H. V. Adams Elementary School.
 4. Shall coordinate H. V. Adams Elementary School in the implementation of math interventions.
 5. Shall respond to specific zone campus and zone needs.
 6. Shall mentor and coach teachers in effective research-based strategies.
 7. Shall model lessons or guided professional development using research-based strategies.
 8. Shall model serve as an expert resource on the Louisiana Content Standards and Benchmarks.
 9. Shall serve as an expert resource on the essential skills tested by PARCC.
 10. Shall serve as a catalyst for transformation by providing research-based alternatives to current practices and procedures.
-

-
11. Shall engage teachers and school communities in on-going and continual reflections, dialogues and results drive evaluations focused on continuous improvement of student achievement.
 12. Shall assist schools in analyzing and interpreting data in order to identify strengths and weaknesses as well as trends.
 13. Shall assist in the design and implementation of a sustained professional development program based on student needs and in alignment with goals of school improvement plans.
 14. Shall network and collaborate with content supervisors, Title I personnel, other coaches and professional development personnel.
 15. Shall present professional development training in his/her area of expertise.
 16. Shall prepare and maintain logs of all activities.
 17. Shall perform other duties as required or assigned by the District School Improvement Officer/Transformation Specialist or Principal.

EVALUATION: Performance in this position will be evaluated in accordance with the Morehouse Parish Evaluation Plan.

REVIEWED AND AGREED TO: _____ **DATE:** _____
Employee's Signature

RECEIVED BY: _____ **DATE:** _____
Signature and Title

TRANSFORMATION ZONE BEHAVIORAL INTERVENTIONIST

QUALIFICATIONS:

The applicant shall possess at least a Master's degree in and certification/license in School Counseling, Counseling, Social Work, Psychology or a Master's degree and a Louisiana Teaching Certificate at the time the applicant begins to hold the position. The applicant shall have at least five years of experience in Counseling, Social Work, or Psychology related fields. National Certification preferred but not required.

REPORTS TO: School Improvement Officer/Transformation Specialist
Principal
Director of Psychological and Intervention Services

EVALUATOR: School Improvement Officer/Transformation Specialist
Principal
Director of Psychological and Intervention Services

JOB GOALS: To maintain the overall administrative responsibilities of the School Improvement Grant and assist with aligning resources to meet project objectives.

PERFORMANCE RESPONSIBILITIES:

1. Shall facilitate communications between home and the school to involve families in the education process of their children.
 2. Shall provide feedback to the school on family situations and family problems.
 3. Shall serve as a liaison between the school and community agencies, collaborates on cases, and assists families.
 4. Shall provide technical assistance in the areas of social skills development, behavior intervention, classroom management, and crisis intervention techniques to parents and school personnel.
 5. Shall assist school personnel in conducting functional behavioral assessments on assigned students in order to develop appropriate behavior intervention plans as needed.
 6. Shall conduct follow-up consultation(s) with school personnel, families and students to ensure implementation of behavior management plans.
 7. Shall maintain accurate records and data collection on all assigned students and groups regarding their referral, interventions and outcomes.
 8. Shall assist in the compilation of reports required by federal, state and local agencies.
 9. Shall review suspension records and develops/implements a plan to reduce the number of suspensions.
 10. Shall make progress on achieving objectives in the Professional Growth Plan.
-

11. Shall prepare self-evaluation as described in the Personnel Evaluation Plan.

12. Shall perform other related duties as may be assigned.

EVALUATION: Performance in this position will be evaluated in accordance with the Morehouse Parish Evaluation Plan.

REVIEWED AND AGREED TO: _____ **DATE:** _____
Employee's Signature

RECEIVED BY: _____ **DATE:** _____
Signature and Title

APPENDIX B- Transformation Zone Survey

H. V. Adams Elementary School

Transformation Zone

Parent Survey

H. V. Adams Elementary School is applying for a School Improvement Grant to secure funds to help transform our school. Please complete the following survey about the ideas that have been implemented at H. V. Adams Elementary School for the 2015-2016 school year. Please include additional ideas in the below.

Henry V. Adams Ranch has implemented a Western Theme and is implementing strategies from Ron Clark's book entitled the *Essential 55*.

Thank you for your time.

1. Your school has adopted the transformation model this school year. The intended goal is to increase student achievement using researched based interventions, models for effective leadership, and ongoing academic support and feedback. Rate your response to the changes.

a. You strongly agree with the changes.
b. You agree with some of the changes.
c. You are neutral about the changes.
d. You disagree with the changes.
e. You strongly disagree with the changes.

2. Identify changes that need to be included in the transformation.

a. Students need additional support outside of the classroom.
b. Students need additional support in the classroom.
c. Students need more access to resources.
d. Students need more time in each class.
e. No changes are needed.

3. If you could change one thing about your child's school, explain in the space below what it would be and why.

APPENDIX C- NISL's Proven Results and Generation
Ready's Proven Results

NISL's Proven Results

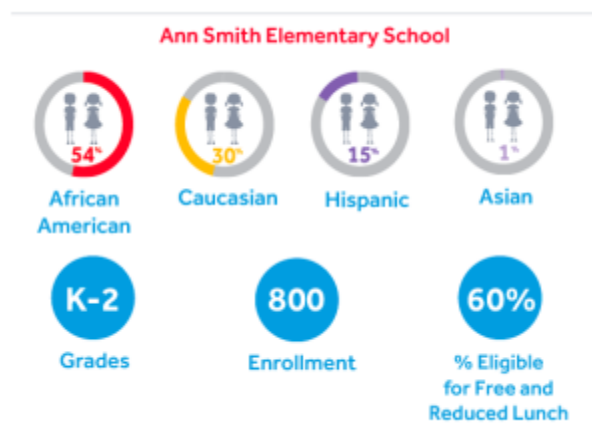
Massachusetts: A rigorous, quasi-experimental research study in 2011 by Johns Hopkins and Old Dominion universities evaluated 38 elementary and middle schools in Massachusetts that were led by NISL trained principals. "The results indicated that the NISL-led schools achieved statistically significantly higher student achievement in both mathematics and ELA versus the comparison group. The effect size was .14 in math and .11 in ELA. This translates into an average of more than a month of additional learning for all students in the 38 schools versus what would have been expected without the NISL EDP intervention."

Pennsylvania (101 schools): A scientifically rigorous study compared student achievement gains in schools with NISL-trained principals with those of comparison schools that were matched in initial performance and demographic factors. Statistically significant student achievement gains were found in both English language arts and mathematics at all school levels. Proficiency in math at the high school level, a particularly hard-to-impact segment, grew an astounding 9.48%. The researchers concluded: "The results of this study represent highly promising evidence that the NISL Executive Development Program for School Leaders results in statistically significant, substantial, and sustained improvements in student performance in reading and mathematics, particularly in the challenging context of secondary schools. This is particularly noteworthy given that the program is highly cost-effective" (Old Dominion, Johns Hopkins 2011).

Massachusetts: The 2011 Massachusetts study by Johns Hopkins and Old Dominion universities compared the effect sizes achieved by NISL to school improvement models. "The effect size is quite large when compared to results observed in similar studies such as comprehensive school reform effects or Title 1 program effects. ... The effect size measured in this study of the NISL EDP, which applies to the entire student population at a school, was achieved for about \$4,000 per school." Though not covered in the report, the effect sizes are also comparable to the most expensive and well-publicized school leadership professional development models, but the efficiencies gained from the NISL train-the-trainer model allow for 5 to 10 times as many schools to be reached at the same cost.

Duval County, Florida: NISL trained 100 percent of the middle and high school principals in Duval County Public Schools, FL (**123,000 students, 45 percent poverty, and 60 percent minority**). A study conducted in the year after training was completed found that student achievement had improved “dramatically,” allowing the district to catch up to comparison groups. The study also found that schools led by NISL-trained principals raised proficiency faster and closed gaps more than comparison schools in 62 percent of the middle schools and 83 percent of the high schools (The Broad Foundation 2006).

Ann Smith Elementary School – Ridgeland, MS



Background:

- Partnered with Generation Ready in 2012
- First year focus was to ensure that the structures for reading and writing workshops were in place
- While students made progress in reading, the principal wanted to see a similar improvement in students' writing
- Principal wanted to ensure teachers had a common understanding of best practices across teaching writing and had consistently rigorous expectations for students as writers across the grades

Focus of Services:

- Build a workable model for the implementation of a comprehensive writing focus that included three types of writing necessary for Common Core State Standards (opinion, informative/explanatory, narrative)
- Build cohesiveness regarding effective writing instruction and expectations for the quality of writing
- Build instructional capacity and confidence in planning and delivery of explicit writing instruction
- Increase the volume and quality of students' writing in all grades
- Increase the frequency and quality of student/ teacher conferring over writing



Results:

- Volume of writing increased as well as the quality
- Teachers see writing as an integral part of reading instruction
- Halls are filled with displays of student writing, and classrooms show evidence of student work, anchor charts and writing samples for each student
- Principal noted that teachers became self-reflective about their instruction
- As observed in a Grade 1 class, the majority of students completed the school year at or above grade level compared to the beginning of the year

My children are writing in December what they usually wouldn't be until April...I love it! The students love it, and I'm so proud of them!" – Teacher, Ann Smith Elementary School

APPENDIX D- Résumés of Key Staff

Crystal Stewart Washington, ABD
101 Hickory Lane, Monroe, LA 71203
Cell: 662-392-5628
Email: cstewartwashington@gmail.com

PROFILE

As the Project Director for the 21st CCLC program, I support student growth by offering remediation and enrichment opportunities, social development and character education, and financial and nutrition literacy.

EXPERIENCE

21st Century Community Learning Centers Project Director, Morehouse Parish School District, Bastrop, LA 2013-present

To implement practices and strategies outlined in the 21st Century Community Learning Centers' grant; to offer administrative support the schools in the districts; and to oversee the afterschool programs at four Morehouse Parish schools. I have successfully implemented grant objectives in four 21st CCLC sites, and I have secured federal, state, and local funding for MPSB to support various initiatives.

Assistant Principal/Athletic Director, North Panola School District, Sardis, MS 2011-2013

To assist the principal in providing school wide leadership, and to learn the role and responsibilities of the principal. Duties include assisting the principal in the overall administration of the school; serving as the principal in the absence of the regular principal; proposing schedules of classes, extracurricular activities, and athletic events; supervising the preparation of student schedules; working with PLCs and leading the Biology PLC; requisitioning supplies, materials, textbooks and equipment; conducting inventories to maintain records and administer textbooks; coordinating transportation, custodial, cafeteria, and other support services; assisting in safety inspections and safety drills; supervising the reporting and monitoring of student attendance; maintaining discipline throughout the student body by dealing promptly and professionally with infractions according to the discipline code; supervising teachers under the direction of the principal; performing all duties assigned by the principal; and directing all initiatives relating to athletics.

Technology Consultant, Mississippi Center for Education Innovation, Jackson, MS July 2010-May 2011

To consult with teachers in Mississippi Delta to offer suggestions in implementing technology in the classroom; to visit the organization's website to monitor blog postings of schools who have received iPods and other technology for tutorials. The goal is to motivate teachers to use technology in the classroom.

Administrative Intern, Holly Springs School District, Holly Springs, MS 2009-2010

To gain practical experience in a leadership capacity; to organize the school's SACS accreditation presentation and visit; to provide professional development in technology integration; and to provide administrative support in student achievement and professional growth.

TEAM Teacher, Mississippi Teacher Corps Summer 2008; Summer 2009

To provide real life experiences for first-year teachers; to mentor, support, and monitor growth and teaching capabilities.

Teacher, Holly Springs School District, Holly Springs, MS 2007-2011

To challenge students to excel academically in English; to promote mastery of skills in vocabulary, reading comprehension, writing, and grammar; to offer students the opportunity to be successful beyond the classroom. One of our goals was to increase student achievement. Since English I students were preparing for the English II test, their progress was monitored three times a year. Over 75% of my students reached their end of the goals by December.

EDUCATION

University of Mississippi, Oxford, MS
B.A in Psychology

University of Mississippi, Oxford, MS
M.A in Curriculum and Instruction

University of Mississippi, Oxford, MS
Ed.S in Educational Leadership

Delta State University, Cleveland, MS
Ed.D in Educational Leadership
In Progress

SKILLS

Proficient in Microsoft Office, iWorks, LCD projectors, Promethean boards, iPods, iPads, and MacBooks.

REFERENCES

Available upon request

HAZEL S. SELLERS

901 South 27th Street - Monroe, LA 71201

(318) 387-6493 - (318) 283-3430

CAREER OBJECTIVE

To utilize my thirty plus years of experience as an educator to maintain a curriculum which lends itself to how knowledge is arranged, how things work and why, how practitioners do their work, and how all these things relate to the learner's own life experiences while facilitating a framework for teaching.

EDUCATION

Master's Plus 30

Administration/Supervision
Northeast Louisiana University, 1982

Master's Degree

Sports Administration
Grambling State University, 1979

Bachelor of Science

Social Studies/Physical Education
Grambling State University

CERTIFICATION

School Superintendent
Parish or city School supervisor of Instruction
Principal
CPR and Emergency Cardiac Care

Social Studies
Physical Education
PIP 6

TRAINING

Louisiana Literacy Profile Training, 2001
Developmental Reading Assessment Training, 2000
District Assistance Team Training, 1999
School Support Team Training
SIP Training
Leadership Training, 1985
Louisiana Teacher Assessment Training
Individual Differences Training

Rubrics Training
Constructed Response Training
Grade Level Expectations
Louisiana Content Standards
School Accountability Training
Brain-Based Learning Training
Teaching Kids to Think Training
Effective Teaching Techniques

Classroom Management Workshop
Strategies for Classroom Management Workshop
Teaching With Dimensions of Learning Workshop
Innovative Teaching Methods Training
Retelling Training
Differentiating the Classroom Workshop
Leadership and Accountability Workshop
Leadership for Differential Instruction Training

Creating the Effective School
Best Practices Training
Guided Reading Training
Brain Compatible Learning Training
Learning Styles I and II Training
Problem-Based Learning Training
Curriculum Mapping Training

WORK EXPERIENCE

Morehouse Parish School System, Bastrop, LA

1999-Present	Morehouse Parish Schools <i>Elementary Curriculum Supervisor</i>
*1998-1999	Henry V. Adams Elementary School <i>Principal</i>
*1990-1999	Carver Elementary School <i>Principal</i> Duties included supervising, scheduling and managing staff, students and programs * Served as principal of the above schools simultaneously
1969-1970	West Monroe High School <i>Teacher</i>
1970-1977	Bonita High/Jr. High <i>Teacher</i>
1977-1986	Collinston Jr. High School <i>Teacher and Head Coach</i> Duties included coaching football, boys and girls basketball and track.
1986-1987	Delta High School <i>Teacher</i>
1987-1988	Started 1 st Alternative School in Morehouse Parish <i>Teacher</i>
1988-1989	Bastrop High School <i>Teacher</i>

OUTSTANDING ACCOMPLISHMENTS

- Recognized by State Department of Education with awards for achieving steady academic and school growth for Carver Elementary School 1994-1996; 1992-1995
 - First Female Head Coach in Louisiana, 1977-1986
 - Superintendent's Award for Outstanding Achievement, 1979-1980
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- Served as principal of two schools simultaneously (Carver and H.V. Adams) 1998-1999
 - Co-Founder, North Louisiana Consortium - Zeta Phi Beta Sorority - 1987

ORGANIZATIONS

- Secretary, Northeast District Supervisor Association 2003-2004
- Member, Louisiana Association of School Executives 1994-Present
- Member, Louisiana School Supervisors Association 1999-Present
- Member, Morehouse Community Coalition 1999-2006
- Member, Zeta Phi Beta Sorority 1973-Present
- Past Secretary/Treasurer, Morehouse Principals Association
- Past Member, Louisiana Association of Principals 1990-1999
- Past Member, National Association of Elementary Principals 1990-1999

ACTIVITIES AND HONORS

- Outstanding Woman of the Year - Monroe 1999
- Who's Who Among Outstanding Educators in Louisiana 1989
- Teacher of the Year, Delta High School 1986
- Teacher of the Year, Collinston Elementary 1985

REFERENCES - Provided upon request

Resume`

Prince Ella Williams

12752 Crossett Road

Bastrop, LA 71220-7726

(318) 281-2866 (Home)

(318) 237-6762 (Cell)

Email: pwilliams@mpsb.us

Objective: To promote and to support the efforts and purposes of education for our future leaders by utilizing acquired knowledge and experiences.

Educational Background

University of Louisiana at Monroe – 2005 – Master’s Degree in Education Leadership with certification in Administration and Supervision and Principalship, plus 30 hours

Northwestern State University, Natchitoches, LA – 2001-2002 - Adult Education certification

Northeast Louisiana University – 1989-1984- Business Education Alternative Certification

Southern University, Baton Rouge, LA – Bachelor of Science in Business Administration, 1973

Employment Background

Morehouse Parish School Board – Personnel Director/Civil Rights Officer: July 2012 – Present: Responsible for directing the selection and assignment of the best qualified school personnel; recruit and train substitute teachers for assignment to parish schools; plan, develop and revise personnel management policies for submission to the School Board; support the Superintendent in his overall administrative efforts and keep him informed of pertinent developments and events. In addition, shall actively advocate, promote and secure the rights of all persons with particular reference to the educational enterprise of which he/she is a part and assume all other administrative responsibilities for routine duties of the personnel office.

New Teacher Assessment Facilitator – July 2010 - 2012: Provide support and directives for effective classroom management, lesson planning and differentiated strategies for daily instruction; guided teachers toward effective annual administrative evaluations.

Acting Principal – 2009 – June 2010: Assumed the duties and responsibilities as administrator and curriculum leader of the staff and students of Carver Elementary School.

Louisiana Assistance and Assessment Facilitator- 2005-2009: Assistance to new teachers through support, modeling and assessment; assignment of mentors that worked with teachers and principals during the two-year LATAAP Program; conducted professional development for mentors and teachers related to assistance, support, and certification requirements;

Bastrop Career Center - Classroom Instructor-1998- 2005: Planned and instructed at-risk students in Job Readiness Skills; planned instruction for Microsoft Office Applications including Word, Excel and PowerPoint; assumed administrative duties in the absence of the Coordinator; assisted with staff development

Morehouse Parish Adult Education – Instructor - 2001- 2005: Part-time instructor of Adult learners; assisted Adult Education Director with budgets, budget revisions, and monthly requests for funds for federal and state programs

First South Home Health – 1996-1998: Financial Manager – Performed daily account transactions for revenues and expenditures; prepared and submitted monthly and quarterly tax reports; processed monthly payroll; managed accounts receivables and accounts payable; performed part-time data entry duties for client services and electronic transfer of data; submitted monthly requests for reimbursement.

Morehouse Parish School System – 1992-1996: Alternative Education Instructor – Planned and implemented lessons in computer literacy, business applications and practices to at-risk students.

Morehouse Parish School System - Eastside Elementary School – 1989-1992: 6th Grade Classroom Teacher – Planned lessons, instructed, supervised and evaluated students in a self-contained environment

Morehouse Parish School System – Food Service Bookkeeper – 1985-1989: Managed computer data entry of receipts, disbursements, revenues, expenditures, substitute payroll worksheet, checking accounts, monthly and annual financial reports for all school cafeterias; processed oral and written communications from cafeteria managers and vendors.

Morehouse Parish Council on Aging – State/Federal Programs Bookkeeper- 1978-1985: Managed budget preparation, financial reporting, accounts receivable, accounts payable for six different programs and office supervision in the absence of the Executive Director.

References

Mrs. Hazel Sellers, Elementary Supervisor
Morehouse Parish School System
P. O. Box 872
Bastrop, LA 71221-0872
(318) 283-3430

Mrs. Joyce Atkins Lee, Former Director
Morehouse Parish Adult Education Program
4617 Perryville Road
Bastrop, LA 71220
(318) 281-9402

Mrs. Dorothy Wheeler
Morehouse Parish School System
Federal Programs Director-Retired
512 Orion Drive
Bastrop, LA 71220
(318) 281-8016

Mrs. Debbie Wilson
Curriculum Coordinator
Beekman Charter School
10431 Williamsburg Lane
Bastrop, LA 71220
(318) 281-7183

Jesse Lee Winston, Jr.
P. O. Box 228
Bastrop, La 71221
(318) 348-1122

EDUCATION

Louisiana Tech University, Ruston, La
Ed. D. (Doctoral Candidate)
Major: Curriculum & Instruction

University of Louisiana at Monroe, Monroe, La
M. Ed. + 30 (July 2000)
Major: Curriculum and Instruction & Administration & Supervision

University of Louisiana at Monroe, Monroe, La
M. Ed. (May 1999)
Major: Administration & Supervision

University of Louisiana at Monroe, Monroe, La
B. A. (May 1997)
Major: Elementary Education (1-8)

CERTIFICATION

School Superintendent
Educational Leader – Level 2
Supervisor of Student Teaching
Elementary School Principal
Principal
Parish or City School Supervisor of Instruction
Elementary Grades
Lower Elementary Grades

EXPERIENCE

- **Director of Federal Programs**
Morehouse Parish School Board (July 2012 – Present)
 - **Director of Technology**
Morehouse Parish School Board (July 2012 –Present)
 - **Civil Rights Officer**
Morehouse Parish School Board (July 2012 – August 2013)
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- **Federal Coordinator of Science & Social Studies Instruction & Homeless Liaison**
Morehouse Parish School Board (July 2010 – June 2012)
 - **Federal Coordinator of Social Studies Instruction & Homeless Liaison**
Morehouse Parish School Board (July 2009 – June 2010)
 - **Federal Coordinator of Math Instruction**
Morehouse Parish School Board (August 2008 – June 2009)
 - **NCLB Coordinator**
Morehouse Parish School Board (August 2005 – July 2008)
 - **Assistant Principal**
Southside Elementary School, Bastrop, La (July 2004 – July 2005)
Eastside Elementary School, Bastrop, La (July 2003 – July 2004)
 - **Instructional Facilitator**
South Side Elementary School, Bastrop, La (November 2000 – June 2003)
Henry V. Adams Elementary School, Bastrop, La (August – October 2000)
 - **Teacher**
Henry V. Adams Elementary School, Bastrop, La (August 1999 – May 2000)
Delta High School, Mer Rouge, La (August 1997 – May 1999)
 - **Counselor**
West Monroe Community Center, West Monroe, La (May - July 1997)

Organizations, Activities, and Interests

- Louisiana Association of School Administrators of Federally Assisted Programs
 - Louisiana Association of School Executives
 - First Jurisdiction of Louisiana Churches of God in Christ
 - National Association of Federal Education Program Administrators
 - Northeast Louisiana Supervisors' Association
 - Louisiana Department of Education Committee of Practitioners (COP)
(October 2008 – June 2012)
 - National Association for the Education of Homeless Children and Youth
 - Louisiana Association of Computer Using Educators (LACUE)
(November 2006 – June 2009)
 - Morehouse Parish Homeland Security
 - Northeast Louisiana Children's Coalition
 - Southern Region Education Board
 - Louisiana Association of Child Welfare & Attendance Personnel
(August 2005 – June 2009)
 - Louisiana Association of Safe & Drug Free Schools
 - Louisiana Science Teachers Association (LSTA)
 - Louisiana Reading Association (LRA)
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- Louisiana Association of Teachers of Mathematics (LATM)
 - Kappa Delta PI

Special Awards and Recognitions

- National Association of Federal Education Program Administrators Leadership Award (2014)
 - Morehouse Parish Schools Employee of the Month (2014 & 2009)
 - Louisiana Association of Safe & Drug Free Schools Outstanding LEA Agency Starfish Award (2008)
 - Kappa Delta PI Outstanding Graduate Student of the Year (2000-2001)
 - Delta High School Teacher of the Year (1998-1999)
 - Delta High School Teacher of the Year (1997-1998)
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Appendix E- Organizational Chart

Proposed Organizational Chart for H. V. Adams Elementary School

