

**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)	InspireNOLA Charter Schools
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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
Andrew H. Wilson	036191	220013000979	Priority	Turnaround	\$3,615,057.03

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

School Profile

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Urban	100 ¹	629	589	620	625	625	625

*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:

¹ According Community Eligibility Provision (CEP), a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students. CEP obtains information from the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families. Economically disadvantaged numbers from the state are not yet available for Wilson.

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.

InspireNOLA Charter Schools, a local charter management organization, is seeking a School Improvement Grant to support the turnaround of Andrew H. Wilson Charter School, a failing elementary school that was serving over 600 students in prekindergarten through 8th grades. One of the highest performing charter networks in the state of Louisiana, InspireNOLA is committed to transforming and inspiring an educational movement, and the takeover and turnaround of Andrew H. Wilson demonstrates this commitment to the students, parents, and community of Wilson and of New Orleans. InspireNOLA currently operates two schools in New Orleans: Alice M. Harte Charter School (750 students, PreK-8th grades) and Edna Karr High School (1150 students, 9th-12th grades). Achieving A and B letter grades last year at Harte and Karr, respectively, InspireNOLA has proven that low-income and minority students in Louisiana can achieve and excel at high levels if they are motivated and supported to do so. InspireNOLA utilizes a comprehensive school model that embraces a holistic approach to addressing every aspect of a child, using a variety of programs and initiatives designed to develop students academically, socially, emotionally, and physically.

Located in heart of New Orleans, Louisiana, in the Broadmoor community, which sustained heavy flooding and damage during Hurricane Katrina in August 2005, Andrew H. Wilson was one of the first schools rebuilt after the storm with the original historical structure preserved and a new adjoining addition constructed. Chartered under the Recovery School District (RSD), the Broadmoor Charter School Board opened Andrew H. Wilson Charter School in 2007. Despite the newly renovated building and ongoing community desire, Wilson has struggled academically since its inception. Never achieving higher than a D letter grade in its seven years of operation under the Broadmoor Charter School Board, Wilson's test scores have been significantly declining for the past three years, falling to an F letter grade during the 2013-2014 academic year. Due to the lack of academic growth and their failing letter grade, the state Board of Elementary and Secondary Education (BESE) decided in early 2015 that Wilson's charter would not be renewed under the Broadmoor Charter School Board.

BESE's process for choosing a new operator for Wilson was unique, as Wilson parents and community members were an integral part in the application review and selection process. Nine reviewers (including a Broadmoor Charter School Board member and two members of the community Broadmoor Improvement Association) and a parent representative group conducted a comprehensive assessment of the seven charter organization applicants through written applications, parent meetings, site visits, and in-person interviews. InspireNOLA Charter Schools was the resounding choice for the new Wilson operator and was granted the charter for Wilson beginning in the 2015-2016 academic year.

InspireNOLA has a track record of achieving high levels of academic excellence and improving school performance. Mr. Jamar McKneely became the principal of Alice M. Harte Charter School (a current InspireNOLA school) in 2009 after the school was rated a D letter grade by the state. Under his leadership, school performance steadily increased over the next five years and Alice Harte achieved

an A letter grade during the 2013-2014 academic year. In July of 2014, Mr. McKneely assumed the role of Chief Executive Officer of InspireNOLA Charter Schools; he is a vital member of the InspireNOLA turnaround team, providing personal expertise of school turnaround strategies and guidance.

During the application process, InspireNOLA was able to analyze the needs of the students and the school and gain valuable parent and community insight. Of the students who currently attend InspireNOLA schools, 85% are low-income, 7% are special education, and over 90% are minority, numbers that largely reflect the student population of New Orleans as a whole and similar to the future student population at Andrew H. Wilson.

Needs Assessment

The need for substantial improvement and change at Andrew Wilson is clear based on data of the school. Wilson students are performing notably below their peers in both the RSD and the state, as shown in *Figure 1* below.

Figure 1: 2013-2014 Achievement Data

LEVEL	WILSON	DISTRICT (RSD)	STATE
Above Grade Level	5%	13%	24%
At Grade Level	37%	43%	45%
Below Grade Level	58%	44%	32%

In order to fully understand the needs and challenges that Wilson is facing, the InspireNOLA team implemented a three-pronged approach during the needs assessment: comprehensive analysis of student achievement data, multiple school site visits and observations, and targeted interviews and meetings with a variety of stakeholders, including students, staff, parents, and community members. InspireNOLA began by analyzing accessible student achievement data, including iLEAP and LEAP scores for 3rd through 8th grade in all subjects and DIBELS grade level percentages for literacy in kindergarten through 3rd grade. This data analysis provided an initial snapshot of Wilson's academic, instructional, and curricular strengths and weaknesses. To understand the culture and behavior of Wilson and to gauge the instructional skills of the Wilson teachers, InspireNOLA staff made multiple site visits during the spring. From these visits, InspireNOLA assessed cultural systems, behavioral expectations, student compliance and investment, teacher efficacy, leadership style and effectiveness, and instructional and coaching models. Lastly, meetings and interviews with Wilson stakeholders allowed InspireNOLA to hear from and begin forming relationships with those currently involved with and invested in Wilson's student body and overall success. InspireNOLA interviewed each staff member, met with students during lunch periods and recesses, held multiple parent meetings in the afternoons and evenings, and attended Broadmoor Improvement Association and Broadmoor Charter School Board meetings. The individual concerns, comments, and desires and the collective voice of the stakeholders heard during all of these in-person sessions allowed InspireNOLA to understand the needs of the families and community of Wilson.

Analyzing the needs at Wilson was a process that took place over the course of many months, beginning prior to InspireNOLA being granted the charter to assume management of the school. Because InspireNOLA is committed to replicating its model that has proven successful at its current schools so that a greater percentage of students in New Orleans can attend high quality schools and not simply expanding to increase the size of the organization, the decision to takeover Wilson was not made lightly. InspireNOLA conducted an initial needs assessment and evaluation of the school during the initial application phase in order to determine if it was the best fit for the students of Wilson. The needs that Wilson exhibits are areas in which InspireNOLA has demonstrated success within its current schools; this complement of observed Wilson needs and InspireNOLA strength, combined with the support of internal and external Wilson stakeholders, has led InspireNOLA to accept the turnaround of Wilson.

Need 1: Effective School Leadership and Teacher Development

Andrew H. Wilson is a failing school. Despite a principal leadership change halfway through its seven years of operation under the Broadmoor Charter School Board, Wilson's school performance score fell by 28.8 points over a two-year period to an F at 49.1. Wilson has also seen dramatic teacher resignations and turnover in recent years, with less than 50% of teachers choosing to return to teach at Wilson in 2013. Due to the leadership change and teacher attrition every year during its tenure, the students and families of Wilson have experienced instability and a frequently changing school environment and instruction.

Through the comprehensive needs assessment, InspireNOLA has noted the following growth areas within school leadership and teacher effectiveness at Wilson:

- Absence of leader presence and authority, as the leader is often not physically in the school building, is rarely in common areas or in classrooms, and does not act in a manner that reflects his leadership or guidance of the school
- Varying levels of teacher efficacy and understanding of effective strategies and skills of successful teaching
- Lack of teacher coaching, development, or feedback conversations to grow and improve teachers' management and instructional skills and pedagogy

InspireNOLA will utilize SIG funds to support effective school leadership and teacher development in order to combat and shift the aforementioned growth areas into areas of strength:

- **Small-School Model:** InspireNOLA will reconfigure the structure of the school, forming three small schools in order to increase leadership presence, investment, and impact. Though a Head of School will lead Wilson overall, each smaller school academy will be led by an Academy Administrator (AA). Wilson's new Head of School will set the overall vision and expectations of the school as a whole, with the three administrators facilitating the implementation of the vision as it applies to their smaller academy. Broken into a prekindergarten through 2nd grade academy, 3rd through 5th grade academy, and 6th through 8th grade academy, the AAs will be the cultural and instructional leaders of their small school. Through their constant presence in classrooms, hallways, and common areas of their academies, the administrators will be fully abreast of the specific needs and challenges of their students and teachers and will have the autonomy to action plan and meet them using the proven methods or strategies they see fit.
- **Leadership Coaching:** Wilson's Head of School and Academy Administrators will engage in leadership coaching and development prior to and during each school year as it is critical that the Wilson leaders are advancing and improving their leadership, instructional, and cultural skills so that they can effectively serve and lead Wilson students and staff. Prior to the takeover of Wilson in the first year, all leaders will participate in an intensive InspireNOLA spring and summer training program to ensure consistency and continuity of the InspireNOLA model of schools. To further learning and development, coaching will continue throughout the school year in the multiple forms, including weekly individual coaching sessions, biweekly leadership collaboration meetings, monthly school walkthroughs and debriefs, and quarterly evaluations. Additionally, the Wilson leaders will observe and learn from experts and leaders who have successfully managed school turnarounds and are leaders of excellent schools through visits to exceptional schools and networks outside of New Orleans. Investing in the leaders is imperative, as Wilson's success is largely dependent on those who are setting the vision and priorities of the school: the Head of School and Academy Administrators. Frequent leadership coaching of these individuals will both hold them accountable for improved outcomes and also develop and support them so that their teachers and students will succeed.
- **Teacher Advancement Program:** Studies have shown that teacher quality is the single most important factor in student achievement. InspireNOLA utilizes the Teacher Advancement Program (TAP) to develop and support teachers in a comprehensive approach that meets the individual needs of teachers and the overarching goals of the school. TAP consists of four key elements, each of which promotes increased achievement and accountability for teachers.
 - **Multiple career pathways:** Wilson will employ two master teachers, one with an ELA focus

and one with a math focus, and five mentor teachers, serving as expert instructional leaders and provide academic support to the Wilson teachers. Master and mentor teachers will facilitate cluster meetings, evaluate teachers, and set student achievement goals. These additional seven mid-level leaders will provide the additional support to novice and developing teachers that has been lacking in past years at Wilson.

- o Ongoing applied professional development: All teachers will attend weekly cluster meetings with their grade level or department teams, receiving targeted and tailored professional development and strategies. School leaders and master teachers will also frequently observe class instruction, provide immediate coaching and feedback, and engage in debrief conversations with teachers to facilitate individual teacher growth as well.
- o Instructionally focused accountability: Teachers will be formally evaluated four times during the school year on twenty-six indicators that relate directly to effective instruction, with additional informal observations and evaluations occurring biweekly at a minimum. This frequent and honest feedback and evaluation will ensure that teachers are constantly striving for improvement and advancing as professionals.
- o Performance-based compensation: Teachers will be eligible to receive additional compensation in the way of annual stipends that will be calculated based on their evaluations, their students' academic performance, and the whole school performance. These stipends provide monetary recognition for teachers' own students' growth and the entire school's growth, and provide an additional incentive to ensure that Wilson students are achieving at high levels.

Need 2: Increased Academic and Cultural Expectations and Results

Overall, Andrew H. Wilson lacks high academic and behavioral expectations, which is therefore translating into students not performing at high levels. On average, Wilson is achieving Basic or above proficiency rates on state assessment of less than 50%, and proficiency has been steadily declining over the past three years at Wilson, which is in contrast to the rest of the district and state where proficiency rates have been increasing.

From site visits to Wilson and during interviews with students, parents, and staff, the cultural and academic weaknesses of Wilson that were detected are substantial. Specific areas that are lacking and needs that require immediate attention include:

1. Lack of common instructional method or practices shared across grade levels or content areas
2. Absence of data posted in classrooms, discussed with students, or used to inform academic or instructional decisions
3. Inconsistent expectations for students, as observed during teacher, staff, and leader interactions with students
4. Low bar of what perceived students can accomplish or achieve
5. Lack of school pride or investment, as evidenced by the condition of the building and student uniforms
6. General sense of disinterest and disrespect from students, shown through lack of engagement or participation during class, repeated refusal to follow even basic directions given by staff members, and occurrences of fights between students

A cohesive, strategic, and intentional system, with expectations and goals that include both culture and academics, is a key component in the success of a school. SIG funds will be allocated to utilizing the following strategies and systems in order to raise expectations for students and to therefore achieve increased results:

- **Common Academic Framework**: In addition to the ongoing professional development and coaching that they will receive through TAP, Wilson teachers will also be supported through InspireNOLA academic components of pacing guides, interim benchmarks, and instructional class structure. All of these features ensure that Wilson teachers will be facilitating rigorous instruction that is based on grade-level standards, therefore raising the academic bar for what

students will be expected to achieve.

- Backwards planning is a critical element of effective instruction, and InspireNOLA proactively assists teachers with backwards planning through providing teachers a pacing guide for each subject, all of which detail suggested units with aligned grade-level standards and length of time, essential questions that focus instruction on key areas, and vocabulary terms that provide background knowledge to elicit connections for students.
 - Aligned to the standards and units prescribed on the pacing guides, interim assessments are administered every six to eight weeks for students in 2nd through 8th grade to provide frequent data regarding student achievement and progress. Rigorous achievement goals will be set both individually for students and collectively for grade levels and subjects from the benchmarks, with tracking data posted in classrooms, hallways, and common areas in order to signify a focus on academic achievement and growth. Teachers will participate in data meetings during which they, along with master teachers and leaders, will analyze the data to understand trends and areas of improvement, creating action plans to meet the needs of classes and individuals moving forward.
 - InspireNOLA classes each follow the same instructional order and framework, which promotes increased student ownership over their learning and enables the teacher to gradually release ownership of the learning to students during a class period. All teachers will receive initial training before school begins to effectively facilitate instruction using the gradual release model, with follow up coaching provided as needed throughout the year. The instructional class structure verifies that academics are student-focused and strategic, with students engaging in higher-order thinking and analysis throughout the entire class period.
- **Reduced Class Sizes and Small Group Instruction:** The majority of Wilson students are performing below grade level and not scoring basic on state assessments, demonstrating a need for increased and strategic individualized attention and instruction. Because of this need, Wilson classes will be capped at no more than 24 students in kindergarten through 3rd grade and no more than 22 students in 4th through 8th grades. Decreasing the number of students per classroom allows teachers to provide more targeted instruction, thus filling in gaps of foundational knowledge and skills that students may be coming in with. Additionally, interventionists and paraprofessionals will be pushing into classes in order to support instruction and assist struggling students, thus providing individualized instruction and support for students. Individualized instruction, coupled with small classes and groups, will enable teachers to meet the needs of every student so that achievement increases for all.
 - **Innovation Period:** For the first 60 minutes of each day, students in 3rd through 8th grade receive small group instruction in stratified classes that target specific skills and standards to advance student understanding and foundational skills. The block is titled “Innovation Period” intentionally, as teachers are encouraged to facilitate instruction through new, inventive, and engaging forms and strategies, leading to investment and engagement from students to begin the day and resulting in accelerated progress. Technology and research-based programs will also be used during the Innovation Period, allowing students to engage in instruction in multiple modalities.
 - **School-Wide Behavioral Expectations:** All students will follow a uniform code of conduct that promotes respect and consideration for each other and themselves. Nonnegotiables for behavior, including volume levels, hallway and bathroom procedures, nonverbal signals, and acceptable conversations and language, will be taught during culture induction in the first week of school. All staff members, from the Head of School to classroom teachers to cafeteria workers, are expected to hold students accountable for adhering to and meeting these high behavioral expectations. Immediate feedback and, when necessary, consequences will be issued to students who defy the school cultural norms and to the teachers who fail to hold students accountable for their actions. To combat the variance of expectations and to assist students with unlearning undesirable behaviors, all staff members must be consistent in holding students to and enforcing high behavioral expectations, for any instances of disrespect or incompliance will weaken the entire Wilson culture.

- **Positive Behavior Incentive System:** High behavioral expectations and InspireNOLA's incentive system that focuses on rewarding students for positive behavior intentionally balance each other in order to externally motivate students to meet and comply with the behavioral system. At Wilson, the positive behavior incentive system (PBIS) will encourage students through providing positive recognition and potential rewards, including positive narration and phone calls home, biweekly celebrations, quarterly awards ceremonies, and academic jackets. The PBIS system invests and motivates students and increases school pride; these improved behavioral results positively impact academics as well, promoting higher achievement and results as students are invested in their school, their teachers, and their learning.

Need 3: Improved Parent and Community Involvement

Though Andrew H. Wilson is largely referred to as a "community school" by the Broadmoor Improvement Association and Broadmoor Charter School Board, only 16% of students who attended Wilson during the 2014-2015 school year actually lived in the Broadmoor neighborhood and few community organizations volunteered in and supported the school. Because the building was renovated and includes a gymnasium, many outside groups and organizations use the space in the evenings, on weekends, and during the summer. However, these groups often leave the space littered with trash and disorganized, thus creating additional work for the janitorial and school staff. Additionally, the costs of keeping the building open late or on more days present financial strain on the school, as Wilson must then pay for security guards, janitorial staff, and electrical costs when outside groups are using the building. The groups and organizations who use the building rarely provide services to the school, so the actual Wilson students are not positively impacted by and do not benefit from them.

Though the lack of community involvement or positive impact on the school and its students presents one challenge and area of improvement, parental and family involvement presents an even greater need. The relationships that many parents have with Wilson are generally negative, as they have often only been contacted about problems or issues occurring at the school (including a gun incident that occurred last year) or behavioral incidents involving their individual student. Parent attendance at school events, including conferences, parent committee meetings, and other sessions, is low, resulting in decreased cultural support and diminished academic reinforcement at home.

During interviews and meetings with parents, community members, and community organizations, InspireNOLA has determined the following needs with regards to parent and community involvement, investment, and support:

1. Low parent attendance (less than 20%) at parent meetings and informational sessions
2. Families generally only called or invited to school when students are misbehaving or presenting other problems
3. Lack of community investment, as demonstrated by a small number of volunteers or benefits received from persons or groups who use the building
4. Absence of collaboration between Wilson and other schools or education organizations

A comprehensive plan that will engage, invest, and support parents, families, and community members has been designed so that InspireNOLA can begin to utilize the positive benefits and impact that families and the community can bring to and have on a school and its outside environment. SIG funds will be utilized to support and enact this plan with the following components:

- **Parent and Community Engagement Lead:** InspireNOLA will employ a fulltime Parent and Community Engagement Lead to drive and foster mutually beneficial relationships between the school, parents, and community. The lead will attend Broadmoor Improvement Association meetings to engage the local community and stakeholders, as well as community development meetings and discussions with groups across the city in order to build a network of collaborative partners. With support from the operations teams, he will vet and schedule outside organizations and groups who wish to use the building space, hold them accountable for appropriate use, and develop avenues in which they give back to or become involved in the school and with the

students. Additionally, his duties will include organizing and executing parent events that will bring them into the school and invest them in the changes and expectations of the new Wilson.

- **Parent Meetings and Events:** To increase parent investment and understanding of the expectations, instruction, culture, and successes that Wilson will experience in future years, InspireNOLA will host a variety of parent meetings and events that all parents will be invited to attend. In addition to the Parent Teacher Organization (PTO), Wilson will engage parents through informational and meet-and-greet events throughout the year, including summer parent orientations, fall and spring open houses, and quarterly report card conferences. Parents and families will also be invited to monthly learning nights that provide parents with strategies and tools to help their children academically, emotionally, and physically, depending on the session topic and presenters. InspireNOLA also hosts fun family events, including an annual City Park night, where staff members, students, and families all spend time together in a relaxing and fun environment.
- **Academic and Behavior Celebrations:** To motivate and reward students both academically and behaviorally, Wilson will implement celebrations that have had proven success at current InspireNOLA schools, including biweekly behavior celebrations that students earn through demonstrating positive compliance and behavior and academic celebrations that students participate in through achieving high results on interim benchmarks or high marks on their report cards. Parents and families are invited and encouraged to attend these celebrations so that they can experience and be a part of the achievements and accomplishments of their children.

Intervention Model

To meet the needs of the students at Andrew H. Wilson and the larger community of Broadmoor and Orleans Parish, InspireNOLA will implement a Turnaround Model that will meet each of the three primary needs identified through our needs assessments:

- Effective school leadership and teacher development
- Increased academic and cultural expectations and results
- Improved parent and community involvement

The students and parents Andrew H. Wilson Charter School and the Broadmoor community have experienced disappointment and failed attempts at improvement since the school reopened after Katrina. Despite a leadership change and support from community members, the highest school performance score achieved was a 77.9 (letter grade of a D) on the Louisiana Department of Education's 200-point scale in 2012. After seven years of failing to meet the needs of students and increase test scores, the school turnaround model must be implemented at Wilson in order to signify and enact substantial changes that will positively impact the students. Many new elements will be put in place at Wilson, including: new leadership with increased autonomy, a substantially new teaching staff, new professional development system, new curriculum programs and use of data, and new wraparound services that provide for the holistic educations, all of which are detailed in depth below in *Section 2: Intervention Design*.

Theory of Change

Mr. McKneely and the entire InspireNOLA team recognize that providing students with only academic skills is not sufficient, and instead focus on holistically developing students to become future citizens and leaders of our city, state, and country. Thus, central to InspireNOLA are its three core values of inspiration, dedication, and aspiration.

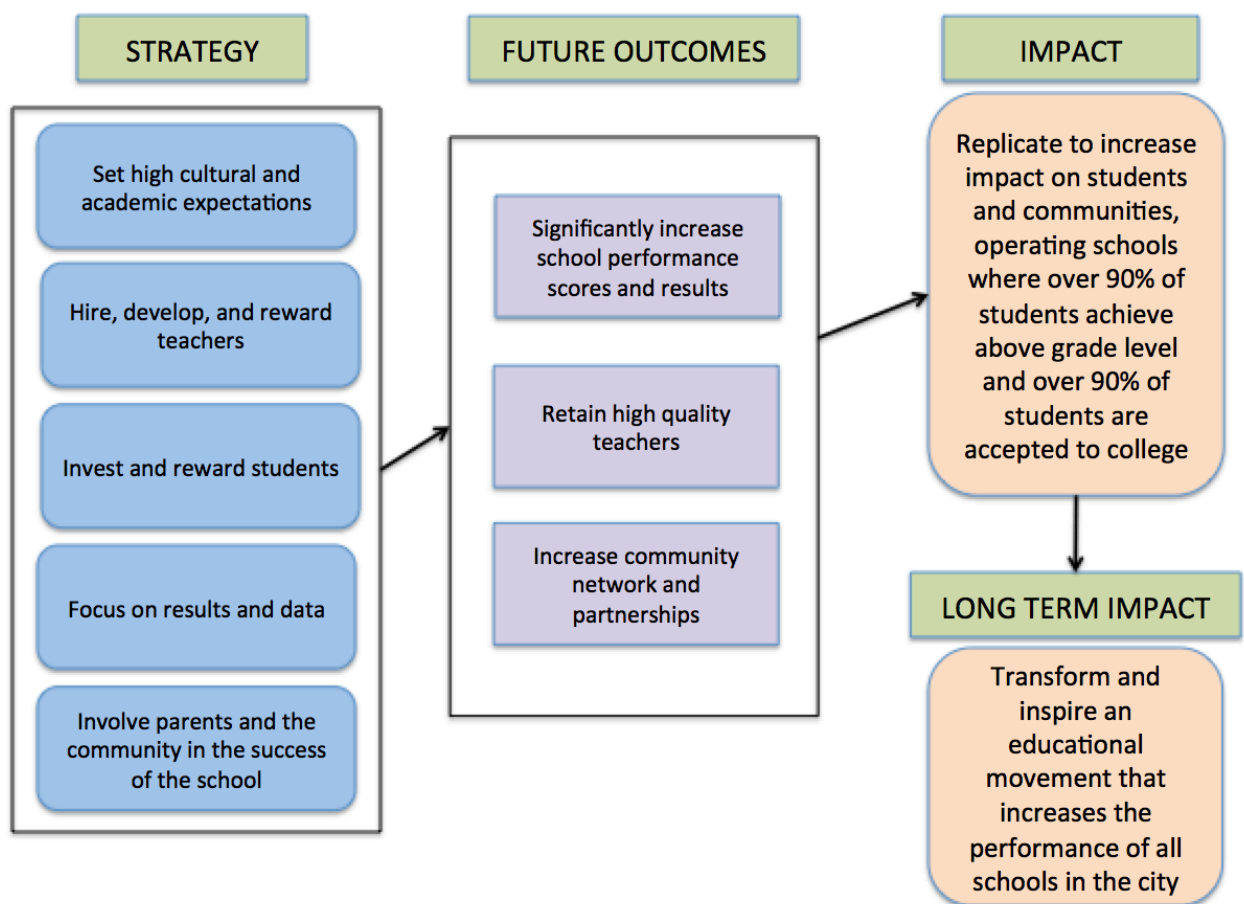
- **Inspiration:** Throughout the week InspireNOLA staff members implement motivational strategies that impact student self-esteem and value. InspireNOLA students attend sessions designed to instill positive values and ethical behavior needed for true success. InspireNOLA leaders and teachers inspire students daily through Positive Behavior Intervention Support and mentoring and character building sessions.
- **Dedication:** Each week InspireNOLA teachers attend professional development clusters designed around data, student achievement, and exploring instructional strategies to meet the

needs of students. During those sessions, teachers research and design individualized research-based strategies to positively impact student academic growth and achievement.

- **Aspiration:** One of the primary focuses for students is the belief they can defy statistics and become change agents in both New Orleans and in the world. InspireNOLA honors and promotes the aspirations of students through the academic framework and prepares them to attain critical thinking skills and possess higher order thinking skills.

InspireNOLA's mission is to transform and inspire an educational movement. With almost 50% of African American children living in poverty in New Orleans, InspireNOLA recognizes that it must work toward improving the educational system and impacting the city of New Orleans if it is to truly change the trajectory of students. *Figure 2: InspireNOLA Theory of Change* shows the strategies that InspireNOLA deems essential to achieving outcomes that will lead to future impact on both InspireNOLA schools and the city of New Orleans.

Figure 2: Theory of Change



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

InspireNOLA Charter Schools believes that a strong partnership with parents and community maximizes the efforts the schools are making to raise academic achievement. The ongoing support and participation of each student's family in the educational process is essential to the mission of InspireNOLA schools. InspireNOLA believes that, to the greatest extent possible, the school and family should form a team dedicated to educating the child to his or her greatest potential. An effective partnership between home and school allows the student to fulfill a greater portion of his or her potential. By garnering parent support for the activities and expectations at school and connecting school-based activities to the home, InspireNOLA makes the most of this important relationship. InspireNOLA embraces partnerships with local community leaders, groups, and organizations, especially those in the neighborhood surrounding the school and those that may provide services to InspireNOLA students.

InspireNOLA engaged the Wilson parents and Broadmoor community throughout the entire charter application and turnaround planning process. As detailed above in *Need 3: Improved Parent and Community Investment*, InspireNOLA held and attended multiple community meetings and parent nights to engage parents and community members in the turnaround process, including the following groups: the previous Wilson Parent Teacher Organization, Broadmoor Improvement Association, Urban League of Greater New Orleans, AmeriCorps, Broadmoor Cares Program, Black Alliance Educational Options, 100 Black Men, and the Wilson Men's Club.

The collective voice of the parents and community shared that they want Wilson to be a school that achieves academically and culturally, one that is involved in and brings together members of the community, and a place where every student succeeds and every family feels welcome. The Parent and Community Engagement Lead will proactively work to accomplish these goals through planning events, attending and hosting community and parent meetings, joining together community members, and scheduling community use of the Wilson building. InspireNOLA hopes that a true partnership between the school and community is created and sustained, and that both the students of Wilson and the Broadmoor and New Orleans community both benefit from it.

SECTION 2: INTERVENTION DESIGN

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

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

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

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

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

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

The academic results and culture of Andrew H. Wilson have been mediocre since the reopening of the school seven years ago, never rising above a letter grade of a D and drastically decreasing for the past three years. Substantial leadership, cultural, and instructional changes are necessary in order to turnaround Wilson, transforming it into a high quality school that is achieving dramatically increased results for its students. InspireNOLA's plan to turnaround Andrew H. Wilson to create a school in which all students are held to and meet high behavioral and academic expectations; teachers and leaders are growing professionally and personally, and are rewarded for meeting goals and expectations; and parents and the community are invested and involved in contributing to the education of students.

InspireNOLA will utilize SIG funds in order to implement the turnaround model with critical changes in three key areas: leadership and staffing, professional development, and instruction.

Leadership and Staffing

- New leadership: InspireNOLA will replace the principal and assistant principal with a new leadership team that will collaboratively work together to lead the school and the three smaller academies housed within it. A Head of School will be the overall cultural and instructional leader, managing the academy administrators and setting the vision and priorities for school improvement and focus. The Wilson Head of School will have the autonomy to make staffing, financial, cultural, curricular, and instructional decisions, and to increase student achievement. Three academy administrators will each lead one small academy (prekindergarten through 2nd grade, 3rd through 5th grade, or 6th through 8th grade), responsible for the academic cultural success of its teachers and students. Creating smaller academies within the larger school will allow leaders to understand and action plan based on the specific needs of their grade levels, utilizing their autonomy to uphold and work toward the overall vision of the school in the manner that best suits their students.
- New governance structure: The previous reporting structure under the Broadmoor Charter School Board provided little support or development for the principal, who reported directly to the board of directors. Under InspireNOLA governance, the Head of School will report to Chief Academic Officer (CAO) at the Central Office of InspireNOLA. The CAO will provide an additional level of feedback, training, and development for the Head of School to increase their efficacy and effectiveness in leading and turning around the school.
- New staff: Following the decision and announcement that InspireNOLA would takeover control and operation of Andrew H. Wilson, InspireNOLA Central Office staff interviewed and observed all current staff members and teachers, making recommendations for rehire offers to the CEO. Only 15% of the previous Wilson staff was rehired for the upcoming turnaround year, and less than half of that percentage are teaching staff. The remaining positions are filled by newly hired staff members who were chosen through a rigorous and thorough interview process conducted by members of the new Wilson leadership team and InspireNOLA Central Office team. Additional Wilson and Central Office staff members will also be added as part of the turnaround model in order to provide increased support and meet the needs of both teachers and students at Wilson.
- Staff incentives: Teachers who meet and exceed expectations have opportunities for advancement, both in financial and promotional capacities. Through TAP, exceptional teachers who are identified as those who can serve as models and exemplars for other teachers have the opportunity to apply to become mentor or master teachers, both of which develop their peer teachers and receive stipends for their increased responsibilities. Additionally, all teachers are eligible to receive performance-based compensation stipends each year that they meet or exceed individual classroom student learning goals and contribute to achieving school-wide performance goals. These incentives attract and motivate staff members to achieve at even higher levels in order to meet the needs of students, particularly the increased needs of those in a turnaround school that was previously failing.

Professional Development

- Ongoing professional development: All staff members will receive and engage in ongoing professional development that is specific and targeted based on their responsibilities at Wilson, with an overall focus of creating and maintaining a consistent and positive cultural foundation and providing strategies and feedback on instructional methods and teaching. Particular focus in professional development activities at Wilson is centered on creating structure that was previously lacking, investing students in the new systems and structures of Wilson, and differentiating instruction for struggling students. Staff participate in professional development for two weeks during the summer prior to the start of school, in weekly hour long cluster meetings throughout the year, and in nine staff-only school days that occur approximately once per month. This development is in addition to the individual feedback and debrief meetings that teachers engage in with master teachers or academy administrators, which are specific to the growth areas of the individual teacher and his or her students.

Instruction

- Use of student data: A key component in the successful turnaround of Wilson will be the comprehensive use and analysis of student data to inform instructional decisions and differentiate instruction to meet the needs of students at all levels. Teachers, instructional support staff, and school leaders will participate in frequent data meetings to analyze and action plan using student data, including MAP assessments, interim benchmarks, and in-class assessments.
- Research-based curriculums and programs: A comprehensive curriculum review will be conducted by the school leaders and Central Office, in connection with a student academic needs analysis, to determine if the current curriculums are research based and meeting the needs of students. Curriculums and programs that are aligned to state and Common Core standards, are vertically aligned to provide yearly growth and connections, and are aligned to meet the specific needs of Wilson students will be purchased and implemented during the initial turnaround year and in future years.
- Increased learning time: Wilson students are behind their peers academically, achieving lower passage rates on state assessments in past years and struggling to make increases from year to year. To offset the past lack of progress and to accelerate the growth rate for students, increased learning time is essential. Daily instructional schedules will be created to provide sacred and increased learning time for all core subjects, with a new hour long "Innovation Period" in place in the morning that provides additional instructional time to meet the deficiencies of students and allow for small group instruction that increases learning for all students of all levels.
- Wraparound services and holistic education: InspireNOLA recognizes the importance of meeting all needs of students, not solely academic ones. Programming and staff that promote meeting the social, emotional, and physical needs of students are imperative components of the Wilson turnaround. Students' needs will be met through diverse enrichment classes and extracurricular activities, and a cultural dean team, parent liaison, community engagement specialist, and social worker are all staff members who focus on the holistic health of the students, families, and community of Wilson.

- 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.

InspireNOLA utilizes the research-based gradual release model for instruction in its current schools in all of its classrooms, as this strategy purposefully shifts the cognitive load from the teacher to the students during learning, and this strategy will be implemented at Wilson during the turnaround. Gradual release is proven to increase the responsibility and learning on the parts of students, thus increasing their overall achievement.² The standard InspireNOLA instructional framework, which was developed based on the gradual release model, includes the following components:

1. "Do Nows" – Upon entering an InspireNOLA classroom all students are given a task to complete independently. These tasks serve as a way to spiral skills previously taught in the curriculum cycle. By constantly reviewing standards taught, students remain exposed to the curriculum and regression decreases. Teachers identify the skills used for "Do Nows" using assessment data from interim and universal screening data.
2. "I do" – Teachers model their thought process when attempting to work with a new concept. Teacher modeling is completed in the form of a think-aloud, where teachers share the thought process they used to come to the correct answer. During the teacher modeling, students are responsible for being active listeners to understand the presented content.
3. "We do" – Once students have seen the teacher work through a concept the teacher will then engage students in working with them to answer questions using the steps highlighted by the teacher during the model. Teachers will use different questioning techniques to solicit input from students. Students will also be asked to collaborate during the guided practice session. The student collaboration time allows the teacher to move to role of facilitator to gather anecdotal information about student understanding of the taught concept. Teachers also use this time to remediate students needing additional support and address misconceptions in student understanding.
4. "You do" – Students work individually to show the teacher understanding of the lesson concept. During independent practice the teacher is collecting qualitative and quantitative data on students' understanding of the concept introduced for the day. Questions formulated for the independent practice mirror items that may be on upcoming assessments.
5. "Exit Tickets" – At the end of every instructional session, teachers assess for student understanding of the taught concept in multiple ways. Exit ticket items are used to connect the day's learning to the curriculum unit goal. Teachers use a combination of the independent practice and exit ticket data to make adjustments for upcoming instruction. *To ensure students understand the flow of the daily lesson, teachers post a daily agenda to review the format of the lesson. Daily agendas contain the above-mentioned pieces and are specific to the skill being taught on that day.

InspireNOLA believes what gets measured gets mastered. All teachers are required for creating a daily measurable learning objective to guide the learning of the day, week, and unit, all of which are aligned to Common Core State Standards. Teachers at Wilson will have the learning objective displayed on the board (dry erase or interactive) and refer to this objective throughout the lesson. Objectives are posted in student friendly language so that all learners, regardless of grade level, understand the learning target for the day.

Objectives are measurable in two ways:

- Student Specific – Students are able to gauge their understanding by looking to reach the quantitative portion of the objective. For example, if student mastery is measured when students can answer 3 out of 4 questions correctly on an assessment, the student is monitoring whether or not they have reached this goal by the end of the lesson.
- Class Specific – Objectives are written in a manner that allows the teacher to monitor the understanding of the class as a whole unit. This whole group mastery is measured with a percentage of students who can reach the student specific goal. For example, if the student

² Fisher, Douglas and Nancy Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. ASCD, 2014.

specific is that the student needs to get 3 out of 4 questions correct, the teacher must set a target for the entire class. In a typical class, teachers look for at least 80% of students to have reached the specific goal. The percentage of class-wide understanding will adjust according to the readiness of students and difficulty of the concept being taught.

Setting and measuring objectives has proven effective in multiple studies, including those conducted by Wise and Okey, Wallberg, and Lipsey and Wilson. In all of these studies, the focus was on the general effects of setting goals or objectives. Collectively, the studies show an average effect size increase in student performance of a 0.5 standard deviation, which is equivalent to percentile gains of approximately 20 points.³

- 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.

All external providers will be interviewed and scored by InspireNOLA leadership team in accordance with the rubric previously established by InspireNOLA for external providers. InspireNOLA will ensure that any provider invited into the school community shares its core beliefs of inspiration, dedication and aspiration. We will only select providers with proven backgrounds and expertise working with the population of students and families we educate on a daily basis. The school leadership team, Central Office staff, and community or parent representatives will serve on a committee to select all external providers to make sure providers are aligned to our mission at all times. Quarterly evaluations and communication between all stakeholders will be crucial for determining impact of programs. External providers will potentially provide transportation, food, facilities management, and special education services that will be monitored.

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

Not applicable

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

Wilson's new Parent and Community Engagement Lead will largely drive the family and community engagement that occurs at Wilson, with support from members of the Wilson staff and Central Office team, including the Head of School, Academy Administrators, School Operations Manager, Dean of Culture, Director of Strategy and Advancement, and External Affairs Manager. Throughout the year, InspireNOLA will ensure regular communication with frequent phone calls, email updates, parent nights and community meeting, as it believes Wilson's achievement will be best accomplished by engaging

³ Marzano, Robert J. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. ASCD, 2013.

families and communities in the schools' culture, academics, and operations. InspireNOLA and Wilson will organize and host a variety of engaging events, including family fun events, parent nights and orientations, community days and volunteer opportunities, and community outreach events.

InspireNOLA knows that parents and community have a direct stake in school practices and outcomes and that their influence and support can be a significant factor in the perpetuation of a healthy culture and the academic success of students. To that end, the Parent and Community Engagement Lead and Wilson leadership team will regularly attend community meetings, work with PTO members to engage parents in order to create buy-in and support on interventions, and build positive and personal relationships with individual parents and community members.

The InspireNOLA family and community engagement plan at Andrew H. Wilson will include the following:

- Monthly PTO Nights: The Parent Teacher Organization (PTO) at Wilson will meet monthly to inform parents of the progress and challenges at Wilson and to train and engage parents into their child's academic progress and success. The PTO will also assist with organizing parent events and will create a parental involvement plan.
- Wilson Open Houses: Wilson will conduct open house nights in the Fall and Spring to inform parents about new strategies and techniques that will enhance student's academic performance and increase behavioral investment.
- Board Meetings: InspireNOLA Board conducts board meetings every other month to discuss the organization and strategic plan for schools.
- Broadmoor Community Meetings: Every month InspireNOLA will attend Broadmoor Improvement Association community meetings to discuss interventions and techniques used at Wilson to improve student's performance and the collaboration between Wilson and the community.

SECTION 3: GOALS

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

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

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

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
49.1	TBD	62	70	78	85	90

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: 4 th		Subject: Reading/Language Arts				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
40%	TBD	50%	60%	67%	74%	80%

Grade: 4 th		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
40%	TBD	50%	60%	67%	74%	80%

Grade: 8 th		Subject: Reading/Language Arts				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
51%	TDB	58%	68%	76%	82%	88%

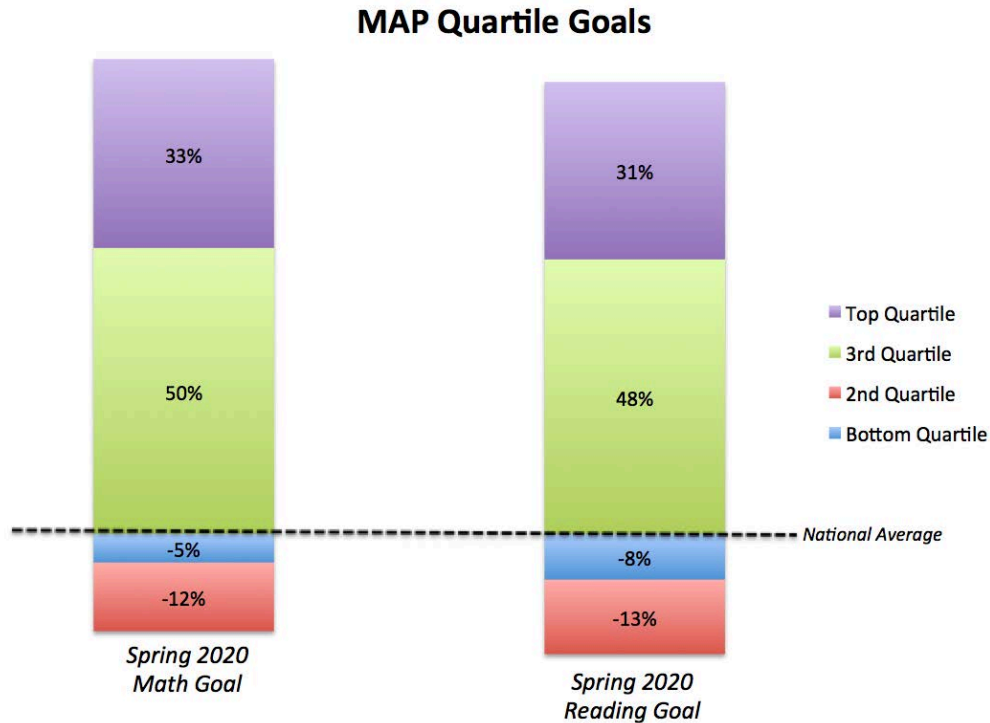
Grade: 8 th		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
37%	TDB	48%	60%	67%	74%	80%

- 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.

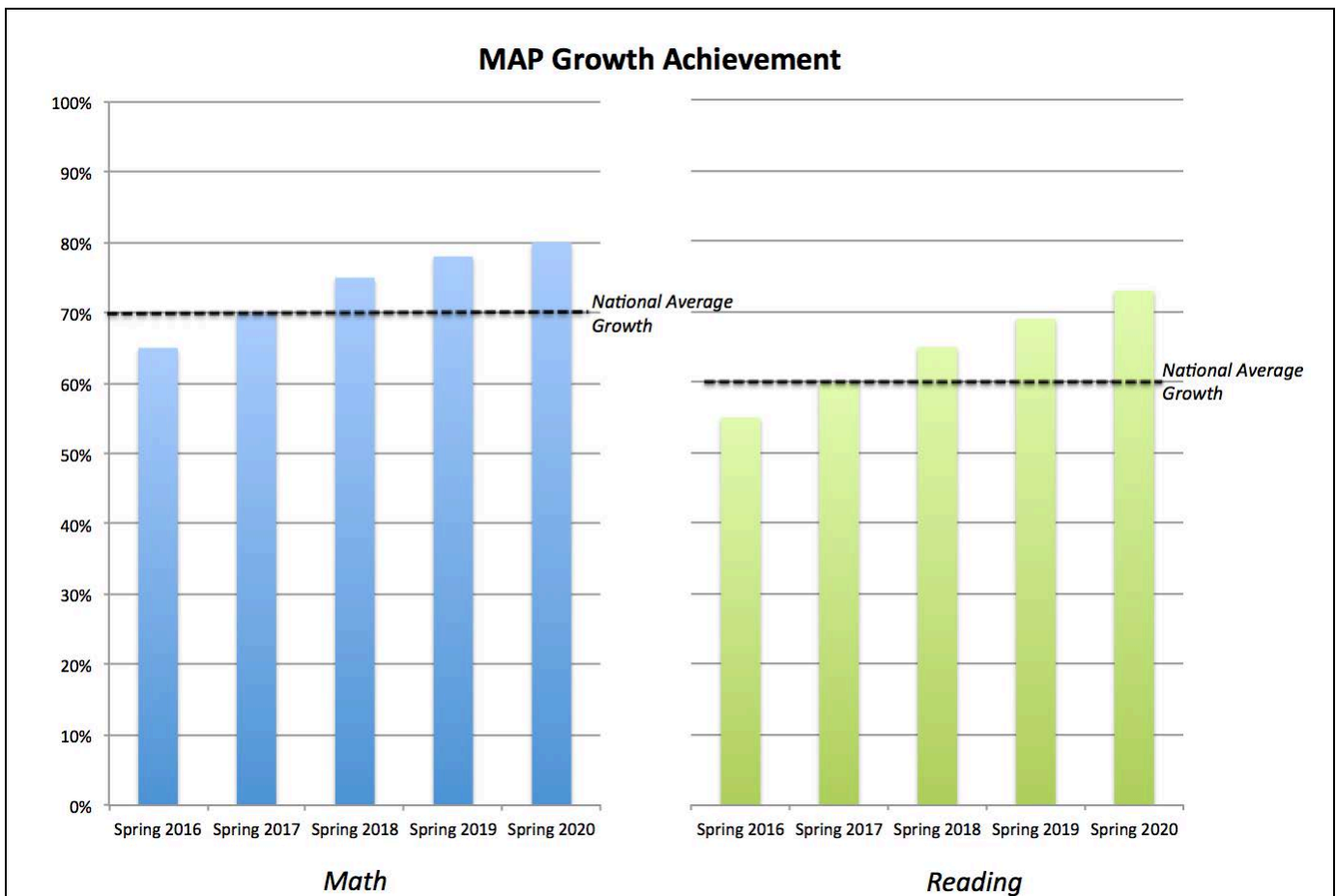
In addition to measuring progress through state assessment proficiency, InspireNOLA will also measure and track progress in kindergarten through 8th grade math and reading through MAP assessments and progress in kindergarten through 3rd grade literacy through DIBELS assessments.

Goal #1: Reading and Math Proficiency (as measured by MAP)

NWEA Measures of Academic Progress (MAP) assessments are nationally normed, Common Core aligned, adaptive, computer based, and more rigorous than the previous Louisiana state assessments (iLEAP and LEAP). As Wilson students will be competing with their peers both locally and nationally to gain acceptance to college and other post-secondary programs, InspireNOLA will employ the use of MAP percentile rankings in math and reading to compare progress and achievement nationally, tracking the percentage of students who are scoring in each quartile. Since Wilson has not utilized the MAP assessments previously, InspireNOLA will set specific yearly quartile targets once baseline data is obtained in the fall of the first year. These yearly targets will increase annually until Wilson students reach the Spring 2020 goal percentages for math and reading, as shown below in *Chart 1: MAP Quartile Goals*.



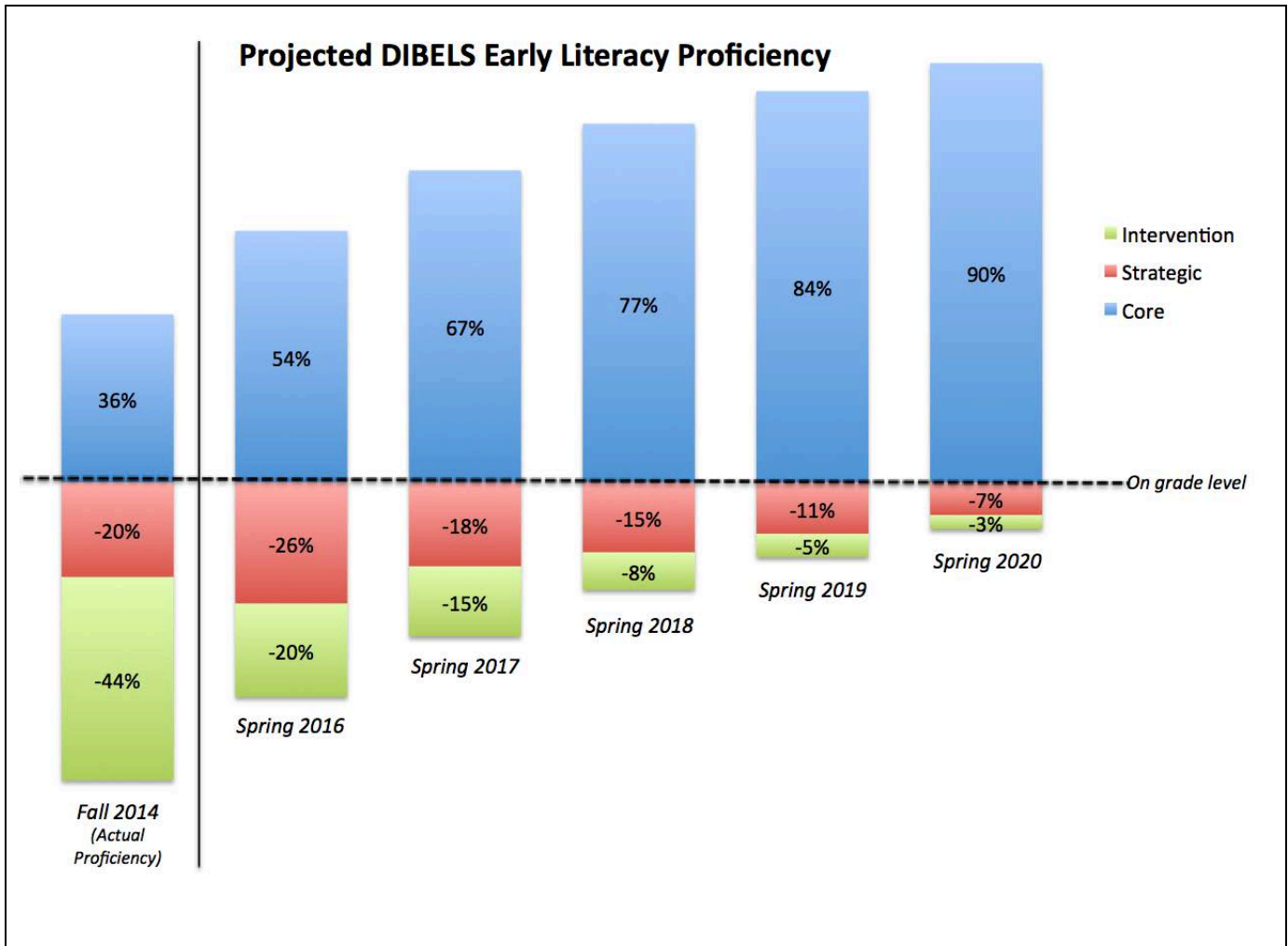
Additionally, InspireNOLA will be measuring the percentage of students meeting MAP yearly growth targets. According to the Charter School Growth Fund, the national average percentage (from their portfolio of schools) of students in Kindergarten through 8th grade meeting yearly growth targets is 70% in math and 60% in reading. Given the declining and failing scores on state assessment, InspireNOLA predicts that Wilson students will, on average, score in the bottom quartile nationally on the MAP assessment, thus increasing the need for accelerated growth. The activities and strategies that are central to the turnaround of Wilson will intensify this growth, and InspireNOLA will monitor and track the percentages of Wilson students meeting their individual goals on a yearly basis. InspireNOLA has set the following yearly growth goals for MAP, as measured by the percentage of students meeting their individual growth goals, indicated in *Chart 2: MAP Growth Achievement*.



Goal #2: Early Literacy Proficiency (as measured by DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assesses early literacy skills of students in kindergarten through 3rd grade and can be used to predict a student's future success in reading. InspireNOLA will continue to use DIBELS at Wilson to measure early literacy ability and growth. Because Wilson administered DIBELS under their previous operator, InspireNOLA is able to set yearly growth targets based on past DIBELS performance data from Fall 2014. Wilson students scored notably below the state averages when comparing the percentage of students per grade level achieving "core," or on grade level. In Fall 2014, 36% of students in kindergarten through 3rd grade at Wilson were reading on grade level at Wilson, compared to the Louisiana state average of 63%.

By establishing and monitoring early literacy progress on DIBELS, InspireNOLA will be able to gauge student literacy and reading scores and abilities in early elementary grades, providing intervention and additional support as needed. Since state assessments do not begin until 3rd grade, DIBELS provides a state-normed assessment to track the progress and achievement in the critical area of early literacy and reading foundations in the earliest grades. Specific yearly goals are indicated in *Chart 3: DIBELS Early Literacy Proficiency*.



- 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 primary goals of InspireNOLA at Andrew H. Wilson are academically related and based on the comprehensive needs assessment, informing the goals and strategies of the turnaround model and design for increasing achievement at Wilson. With less than 50% of students achieving Basic or above on state assessments, Wilson is in immediate need of intensive and targeted academic intervention. Thus, state assessment, MAP, and DIBELS results will serve as the measures of progress for annual academic progress, but InspireNOLA recognizes that additional measures of success in other areas are integral to the overall success of Andrew H. Wilson.

InspireNOLA will set goals around a comprehensive set of leading indicators and measure progress toward them, as these comprehensive measures will serve as additional indicators of success within the turnaround model. Similar to the academic goals, InspireNOLA has set rigorous goals for the leading indicators essential to Wilson success and defined in the monitoring process of each goal.

Goal #4: Increased Student Investment and Culture

- Daily student attendance will average over 95%. – Student attendance will be tracked daily through PowerSchool with support from the data manager. For students who are absent, parents or guardians are called daily to reinforce expectations and verify absence reasoning. The social worker will work with the parents of students with repeated absences or truancy issues and design interventions to combat future attendance issues.
- Student attendance at biweekly celebrations will average over 90%. – PBIS celebrations occur every other Friday, with students earning attendance at celebration individually through compliance and positive behavior aspects. Celebration attendance percentages are tracked biweekly through a master tracker, and academy administrators and the dean team create action plans and specific intervention plans to grade levels, classes, and individual students who are struggling to meet expectations for attending celebrations.
- Behavioral infractions will decrease by 25%, resulting in no more than 10% of the student body suspended once throughout the year. – All behavioral incidents and infractions are recorded in the data-management system, OnCourse, with immediate data and trends available at any time. The Head of School, dean team, and social worker collaborate to identify trends and areas of need. Data will be collected to identify location, teacher, time of day, infraction type, and student descriptors so that targeted support can be given to the teachers and students who required it.
- Student retention throughout the year will be over 95%, with over 90% of students returning to Wilson for the 2016-2017 school year. – The operations and data managers through PowerSchool will track student enrollment, in conjunction with a variety of staff members involved in academics, culture, and operations. Each group will be involved in efforts to ensure that student needs are met so that they are able to remain students of Wilson both during the present school year and upcoming years. Because InspireNOLA recognizes that consistency positively impacts students, Wilson will strive to reenroll and retain current students each school year and will monitor this through the common enrollment system of EnrollNOLA, Salesforce.

Goal #3: Increased Parental Involvement

- Parent attendance at quarterly report card conferences will average over 80%. – Parental engagement, involvement, and support are integral parts of the turnaround success of Wilson, and InspireNOLA plans to utilize and involve parents in multiple ways. Wilson will implement quarterly report card conferences that will serve as a time for all parents to visit the school, speak with teachers and administrators about their students' academic and behavioral progress, and learn about additional school initiatives or avenues to become involved. Attendance at report card conferences will be indicated on homeroom sign in sheets, with overall percentages tracked through a master spreadsheet owned by the data manager. Phone calls and flyers will notify parents of all report card conferences and other meetings in advance, and all parent events will also be included on the school master calendar that is posted on the website and sent home repeatedly, as InspireNOLA realizes that parents need to plan in advance to make involvement at school a priority. Classes with low parent attendance at report card conferences and individual students whose parents fail to attend multiple conferences will receive personal calls and letters from the social worker to assess the difficulties and schedule other conferences, as needed.
- At least 75% of Wilson parents will attend and participate in at least one Parent/Teacher Organization (PTO) meeting or parent night throughout the year. – Similar to report card conferences, parent attendance at PTO meetings or parent nights will be indicated though sign in sheets with overall percentages tracked through a master spreadsheet that is updated and owned by the school data manager. The PTO will host monthly meetings to involve parents and give them a voice in the improvement and success of Wilson, while the school leaders will plan monthly parent nights and open houses to provide updates to parents and showcase the work and activities their students have been engaging in during school hours. Communication of the meetings and events will occur in the same manner as report card conferences, with additional

communication coming from the parent officers of the PTO.

Goal #5: Increased Teacher and Staff Efficacy

- Teachers will perform at the Proficient or Exemplary level on the TAP evaluation rubric by the end of the year. – Creating and developing strong cultural and instructional teachers will be one of the most important focus areas in the successful turnaround of Wilson. To verify that teachers are receiving support and improving their craft throughout the year and therefore improving student outcomes, teachers are formally evaluated on the TAP rubric four times throughout the year. In addition, teacher performance is monitored and evaluated informally through weekly observations. TAP evaluations are tracked through the NIET management system, CODE.
- Daily staff attendance will average over 98%. – An indicator of staff investment and achievement is their presence and commitment, often shown through attendance. InspireNOLA realizes that staff members have unavoidable absences due to illness, family issues, emergencies, and other reasons, but the operations team tracking daily staff attendance will ensure that staff and teachers are present and impacting students.
- Staff retention throughout the year will be over 90%, with over 90% of teachers who are asked back will return to Wilson for the 2016-2017 school year. – Building a strong staff culture and increasing the efficacy of staff members will be imperative to retaining effective staff members. To minimize disruption to Wilson students and families, the operations team will track staff retention during the year. Additionally, Wilson leaders will monitor the percentage of staff members who are offered reemployment for next school year, as InspireNOLA works to retain effective teachers and staff who are working for students and achieving results.

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).

InspireNOLA will provide oversight and support in key organizational areas to enable Wilson to run smoothly and efficiently in order to achieve at high levels. The InspireNOLA Central Office is comprised of highly skilled individuals who possess expertise in many areas directly and indirectly relating to education and operating schools. Collectively, the team is able to provide both oversight and support to schools to hold them accountable for results and outcomes while also offering help to schools in areas where they have autonomy. The five organizational areas through which the InspireNOLA Central Office provides both oversight and support to the schools, including Wilson, and specifics on what this oversight and support entail are as follows:

Academics

Led by the Chief Academic Officer, the Academic Team is responsible for the overall instructional design and assessments for all InspireNOLA schools. The Academic Team ensures that all school sites are utilizing curriculums and instructional programs that are rigorous, aligned to the Common Core or state standards, and consistent with the InspireNOLA instructional model and framework; sets the assessment calendar and ensures that all necessary staff are trained in administering assessments and analyzing data; and holds leaders accountable for achieving defined goals and results. The team routinely completes school walkthroughs and holds collaboration and feedback meetings with the school teams to determine where strengths and weaknesses are present, and action plan with school leaders to address them. To assist the schools, the Academic Team offers support in the following areas: student achievement data analysis, professional development planning and implementation, coaching and feedback, instructional planning, and evaluations.

Operations

The Operations department is responsible for ensuring support services and efficiency in the areas of Operational Support, Facilities and Information Technology.

- Operational Support
 - Manage aspects of the enrollment process, including OneApp generation and assistance with projections and recruitment
 - Serving as point of contact with network transportation and food service contractors on behalf on each school site
- Facilities
 - Ensuring routine and periodic inspections of school grounds and facilities through development of schedules and checklists for maintenance staff to ensure facilities are clean, orderly, and conducive to learning
 - Monitoring safety inspections and accident investigations, develops safety training schedules as needed
 - Planning and directing the work activities of maintenance personnel to maximize workforce efficiency and adherence to operational requirements
 - Ensuring compliance with OSHA, ADA, and other health and safety entities
- Information Technology
 - Ensuring all school hardware and software is operational and ready for use in instruction
 - Ensuring distribution of acceptable use policy and serve as point of contact for concerns regarding technology
 - Assist in the review, selection, acquisition and evaluation of software and hardware

Human Capital

InspireNOLA recognizes the importance of recruiting, hiring, and retaining incredible educators who are positively impacting students and increasing achievement. This has led InspireNOLA to expand its Central Office to include a Director of Human Capital to lead the current Human Capital team and strategize for future expansion and needs. All InspireNOLA schools have autonomy over selecting and hiring staff, however, the Central Office Human Capital team supports the schools through the recruitment and interview process. School leaders make all final decisions regarding new hires, employee renewals, and terminations, with the Human Capital team ensuring that sufficient cause and documentation exists to support all decisions. Additionally, the Human Capital team owns the following

areas as related to staffing and holds schools accountable for adhering to the set expectations: candidate applications and onboarding; benefits; certifications, job performance incidents and issues, and performance review processes.

Finance

The Central Office Finance Department is responsible for the adherence of all local, state, and federal laws and regulations as it pertains to financial functions. InspireNOLA accomplishes this by using both school site personnel and Central Office staff to perform the financial and accounting functions for each school it operates.

- Each school has a School Operations Manager (SOM), who is in charge of a number of financial function including time sheet collection and approval, purchasing, invoice approval, student activity fund management, inventory management, and certain aspects of data management.
- The InspireNOLA finance department includes a CFO for budget management and financial reporting, a Director of Finance to manage month-end and year-end accounting procedures and a support staff member who handles purchasing, accounts payable, and payroll.
- ADP, a national payroll company, has been hired to manage payroll tax calculations and filings, benefit deductions, garnishments, and paycheck/direct deposit generation. InspireNOLA has a full-time staff member dedicated to payroll management.
- InspireNOLA uses Blackbaud, a computerized enterprise accounting system, and a chart of accounts consistent with the Louisiana Accounting and Uniform Governmental Handbook.
- The schools use an Excel based budgeting and budget management tool that has already been developed and customized to the school. The tool is used for day-to-day budget management and approval, scenario analysis, financial reporting, and grant management.
- InspireNOLA utilizes the services of Hienz & Macaluso, LLC Certified Public Accountants for annual external organizational audits.
- InspireNOLA has a board approved policies and procedure manual that governs all financial aspects of the organization including but not limited to payables, procurement, special revenue, payroll, and cash management.

Development

The Director of Strategy and Advancement leads the fundraising and development efforts for InspireNOLA to secure resources needed to effectively implement InspireNOLA initiatives, including expansion and improvement. The Director identifies and applies for grants, organizes fundraising events, builds relationships with funders and philanthropic organizations, and supports schools in identifying funding needs and using allocated funds appropriately. Schools may, as needed and desired, fundraise independently for small activities or trips.

- 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.

Orleans Parish School Board (OPSB) will hold InspireNOLA Charter Schools accountable for meeting the grant requirements according to the process of accountability as described in the charter agreement for Andrew Wilson between InspireNOLA and OPSB. InspireNOLA participates in quarterly meetings and evaluations with OPSB to review programmatic compliance, adherence to the school wide plan with respect to resource alignment, local, state, and federal regulations compliance, and proper documentation. These quarterly meetings are held in conjunction with InspireNOLA central office members, the school site leaders, and the OPSB federal programs and special revenue departments.

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.

InspireNOLA has the capacity to implement the strategies and activities of the turnaround model at Andrew H. Wilson when it assumes controls of the school in summer 2015. Currently operating two high-performing schools in New Orleans, InspireNOLA is chartered under the Orleans Parish School Board as its LEA. InspireNOLA maintains control and autonomy of its finances, staffing, curriculum, assessments, and other organizational aspects, which allows it to adjust and respond to meet the present and future needs of its students. All SIG funds will be allocated directly to the improvement and support of Wilson during the turnaround.

Because it currently operates schools in New Orleans and its Central Office team is located in New Orleans, InspireNOLA has the capacity and community understanding and support to meet the needs of the students, parents, staff, and community of Wilson. Since InspireNOLA was formed, it has recruited and employed an exemplary leadership team that supports the InspireNOLA schools, leaders, and teachers so that the schools can focus on student achievement, positive culture, staff development, and parental involvement. The Central Office team brings a wealth of knowledge and experience within operations, finance, academics, development, and staffing, working directly with school leaders and staff to provide direction, guidance, and support. The InspireNOLA Central Office Leadership team includes the following:

- **Mr. Jamar McKneely, Chief Executive Officer:** Mr. McKneely earned a Bachelors' degree in Finance from Southern University as well as a Masters' degree in Educational Administration from Louisiana State University. Prior to becoming an educator, he served as a budget analyst for two non-profit organizations in Baton Rouge. After serving for seven years as a teacher and Assistant Principal at Edna Karr High School, Mr. McKneely was hired as the Principal at Alice Harte Charter School. Under Mr. McKneely's leadership, Harte increased its state School Performance Score (SPS) by 25 points; improved structure and discipline; matriculated all 2011-2012 eighth grade students to the top five performing high schools in New Orleans; fulfilled 22 out of 24 school-wide assessment goals set from 2010-2012; became ranked in top 10% of schools in New Orleans; earned a Value-Added score of 5 for academic growth; incorporated a belief that all students can achieve levels of basic or above on all state test and DIBELS; and added an Academic Games and Student Leadership program. Mr. McKneely currently serves as CEO of InspireNOLA Charter Schools, bringing his expertise in leadership and vision to all of the schools in the InspireNOLA network.
- **Mr. John Hiser, Chief Operations Officer:** Mr. Hiser earned his Bachelor of Arts degree in Secondary Social Studies Education and his Masters of Education in Curriculum and Instruction from the University of New Orleans. In his 45th year as a practicing educator, Mr. Hiser served as the principal of Edna Karr High School for 29 years. He facilitated several major changes at Karr during that time, including transitioning from a district junior high to a junior-senior magnet school from 1990-2005, and from junior-senior high magnet school to an open admissions high school in the aftermath of Hurricane Katrina. Throughout these changes, Edna Karr maintained accreditation through the Southern Association of Colleges and Schools and earned the Department of Education's National Blue Ribbon for School of Excellence Award in 1999 and 2005 as well as the College Board's Inspiration Award in 2013.
- **Mr. Charlie Mackles, Chief Financial Officer:** Mr. Mackles has worked in the non-profit and governmental sector specializing in the K-12 and post-secondary education arena for the past twelve years. Prior to his work with charter schools, Mr. Mackles worked in higher education and research managing multi-million dollar grants awarded by the National Institute of Health and various other universities and foundations, and is invested in the success of public education. Mr. Mackles is a Certified Public Accountant (CPA) and a Certified Fraud Examiner (CFE), and holds a Bachelor of Science in Accounting and Economics from Louisiana State University.

- **Dr. Wylene Sorapuru, Chief Academic Officer:** Dr. Sorapuru began serving as an educator for New Orleans Public Schools in 1999. During her teaching tenure, Dr. Sorapuru was awarded Teacher of the Year by the State of Louisiana and participated in the National Board for Teachers. In 2005, Dr. Sorapuru became a school-site administrator where she partnered to build systematic structures to open three new charter schools. She has held various roles including Principal, Assistant Principal, Early Childhood Coordinator, Reading First Coordinator, Testing Coordinator, Grant Writer, and Higher Education Instructor. As a principal, Dr. Sorapuru led several charter schools in turnaround status, generating vast academic and cultural improvements. Dr. Sorapuru obtained a Bachelor of Arts in Education from Southern University at New Orleans (1999), a Master of Arts in Education (2002) from the University of New Orleans, and a Ph.D. in Educational Leadership and Administration (2012) from the University of New Orleans.

With two existing schools already in place in New Orleans that serve very similar populations as Wilson that are ranked in the top 10% of open-admissions schools in the city, InspireNOLA is poised for success with the turnaround of Wilson. InspireNOLA will frequently assess its organizational strengths and weaknesses and respond strategically to continue to advance and grow as an organization to best serve its schools and students.

In addition to the InspireNOLA Central Office leaders, Wilson will be led by a Head of School, three Academy Administrators, a School Operations Manager, and a Dean of Culture, who will work collaboratively to oversee the daily operations, culture, and academics of the school. Collectively having over 80 years of educational experience between them, these members will be supported by the Central Office team in addition to relying on their own vast set of knowledge and experiences of working in and leading schools.

- 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.

Andrew H. Wilson is a Type 1 public charter school in Louisiana. As such, InspireNOLA and Wilson are eligible to receive local and state per pupil revenue directed through the Minimum Foundation Program (MFP). Wilson will use these funds to run the day-to-day operations of the school as they make up approximately 85% of total revenue. Based on Andrew Wilson's student population, it is also eligible to receive Title I, Title II, IDEA B, and the USDA Child Nutrition Program funds.

As the majority of our students qualify as at risk, InspireNOLA – Andrew Wilson will use Title I and Title II funds to fully implement the TAP leadership and development pipeline. It also plans to incorporate IDEA and USDA funds to strengthen school climate and culture while increasing academic achievement.

InspireNOLA will incorporate all of the above funding streams to supplement and enhance the turnaround strategies listed below in order to implement with fidelity.

Intervention Method	Alignment of Resources
1. Develop School Leadership and Teachers	Wilson will use MFP, Title I, and Title II funds to create a Prek-2 nd academy within the school. Wilson will also utilize two (2.0) master teachers to support mentor and classroom teachers. Title II funds will allow Wilson the opportunity for increased professional development opportunities for staff. Wilson will utilize SIG funds to create a 3 rd -5 th academy and a 6 th -8 th academy, with each smaller academy led by an Academy Administrator. Additionally, SIG funds will be allocated to the Wilson leaders visiting exceptional schools and networks in other cities to collaborate and research best practices. Annual TAP performance-based compensation stipends will be awarded using SIG funds as well.
2. Increase Academic and Cultural Expectations	Wilson will use MFP, IDEA, and USDA funds to ensure all students have the opportunity to have their health and physical needs met before learning takes place. We will also use MFP funds for facilities enhancement to provide a safe and inviting atmosphere to learn. InspireNOLA will employ two 0.5 FTE Content Specialists in ELA and in Math to assist Wilson with instructional planning, development, and instruction. Software and curriculum licenses will also be purchased with SIG funds to enhance the curricular program at Wilson, as well as technology to provide individualized instruction. Class sizes will be reduced and behavioral expectations enforced through the employment of 4 additional employees (2 teachers and 2 paraprofessionals) through SIG funds.
3. Improve Community and Parent Involvement	Wilson will use Title I and MFP funds to focus extensively on community and parent development. We will align these resources to hold parent nights, orientations, community

	<p>events, small group tours, and family bonding nights. We will also align our external partnerships and providers to fully engrain Wilson in the neighborhood and surrounding community.</p> <p>The SIG funds will be allocated to hire a fulltime Community and Parent Engagement Lead and recruitment and outreach materials and events.</p>	
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- 15) **Practices and Policies.** The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

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

The practices and policies written in this proposal will allow Wilson faculty members and students to meet the academic and social/emotional goals set for our schools. Our model of budget, curriculum, staffing, academic interventions, PBIS and enrichment periods enhance our student's performance and build community partnerships with our local neighborhoods. InspireNOLA in conjunction with the Broadmoor community has made these decisions unrestricted by district policies and mandates.

Budget

InspireNOLA schools complete a full budget process with CEO and CFO to determine projections and forecast for academic programs and external programming for schools. Central office members executive cabinet provides a financial framework to make sure all schools budgets are focused on the best possible outcomes for students based on the states per-pupil allocation and grant funding. Schools leaders and central office work through-out the year to make sure all resources and allocations provides students with a framework for success and advancement.

Curriculum

InspireNOLA schools align their curriculum with Common Core State Standards (CCSS) as well as the ACT College Readiness standards at the high school level. Kindergarten and first grade fully implement CCSS while second through eighth grade currently follows the transitional guidelines set forth by the Louisiana Department of Education (LDOE) to prepare for the complete implementation of CCSS for those grades in the 2014-2015 school year. InspireNOLA utilizes pre assessment within the first two weeks of the beginning of the year in order to inform both direct instruction and RTI. Teachers use the LDOE assessment guides, historical student data, and current student data to determine sequencing and pacing of standards and skills. Teachers also give benchmark tests at regular intervals to measure progress toward mastery of standards. Deep vertical and horizontal alignment of the curriculum by faculty and administration is addressed in an ongoing manner during weekly and monthly professional developments. Classroom strategies vary between whole group instruction and targeted small group instruction, and begin in the student's zone of proximal development. Teachers follow the I DO, WE DO, YOU DO gradual release of responsibility model to support students as they move from watching a teacher model toward increasingly working collaboratively, and then independently, with the teacher as a facilitator to guide and give high-quality academic feedback. To enhance inclusive practices, differentiated instructional strategies are used to ensure that the needs of all students are met. In planning and implementing lessons, InspireNOLA teachers use various methods to differentiate instruction. Two ways teachers effectively differentiate instruction is by enriching content for students

through tiered questioning using Bloom's Taxonomy and also by accelerating students who are ready to be advanced through the content. Students' learning styles and interests are also taken in consideration when creating and teaching lesson to better meet each student's needs. Teachers also encourage staff to incorporate the cultural heritage for students and the community as well as integrate other disciplines into lessons daily. By making these real-life connections, students are able to see real-world application of the content they are learning. Also, the integration of other disciplines into lessons will reinforce and support learning objectives from other courses in addition to model to students the interconnectedness of what they are learning.

Staffing

InspireNOLA Charter Schools recruits certified, highly qualified, effective, and energetic teachers and support staff members who are dedicated to the mission and vision of the network. Teachers must be certified or working toward certification in the areas in which they teach. Teachers of core subjects must be "highly-qualified" or working toward that status. Paraprofessionals must meet the NCLB definition of "highly-qualified" or be working toward that qualification. Teachers are recruited through job fairs, local college education programs, the "Teach Louisiana" website, TeachNOLA, Teach for America and website advertisements, and recommendations of current employees. The ideal faculty will have varied teaching experiences and levels of degrees earned. All InspireNOLA employees must believe that all students can learn and be willing to work as part of a team of colleagues. Teachers must have content knowledge and abide by the InspireNOLA culture in the manner in which they treat students, families, and colleagues. All employees must participate in professional development and reflect on their own practice. In order to hire the best teachers, School Leaders attend city-wide teacher fairs to identify teacher talent from a variety of teacher preparation programs, in addition to InspireNOLA's own hiring fair.

Academic Interventions

InspireNOLA's Response to Intervention team is a cooperative, problem-solving group that assists students, parents and teachers in developing solutions for concerns about individual students.

- The diverse team includes: The RTI coordinator, administrators, interventionists, nurse, counselor and social worker.
- Time is allotted bi-monthly for the team to meet and review student needs and data obtained through Universal Screenings & Progress Monitoring. Decisions are then made based upon data review and teacher recommendation.
- Data used in the decision making process may include but are not limited to: DIBELS, interim assessments, Achieve 3000, state standardized tests and report card grades. Interventions are closely monitored by the RTI coordinator and administration.
- The RTI Coordinator will maintain lists of available resources that can be utilized by teachers and interventionists to assist in providing the highest quality interventions for individual student needs.

Universal Screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic or behavioral benchmarks. The RTI Process includes a multi-tiered model that is researched based academic and/or behavior interventions matched to the student needs.

- All students will be universally screened three times per year (Fall, Winter & Spring) for reading comprehension, mathematical computation, and behavior. Grades K-3 will utilize DIBLES testing for early literacy and grades K-8 will utilize NWEA's MAP assessments for reading and math.
- Students identified as at risk will have further screening in an attempt to identify the level/intensity of needed interventions.
- Prior to placement of a student into intervention all data (as mentioned above) will be evaluated during a team meeting. If it is deemed that the student requires intensive interventions that require the student to be serviced during core instruction, the parent will be notified to attend a meeting to discuss concerns and possible remedies.
- Student performance will be tracked throughout the year to ensure the student continues to grow academically and behaviorally. This data will be available in narrative and graphic

formats as needed.

- High quality instruction is the heart of Tier I for all students.
- Tier II students will be supported by participating in small group instruction within a teacher's classroom and possibly during enrichment in a lab setting.
- Tier III students will be serviced in a small group of one to three students and an interventionist who guides the students through an intensive intervention.
- Students deemed as Tier II will have their progress monitored monthly for growth while those at Tier III will be monitored bi-monthly. The monitoring tool will be decided by the select intervention, grade level and subject area.
- After a sufficient amount of data is collected on individual students in Tiers II & III, the RTI team & teachers will meet to decide if the intervention is assisting the student make adequate progress or if the intervention requires adjustment.
- Teachers and Interventionists will meet during weekly meetings (as needed) in order to collaborate and plan data driven instruction. They will also refine their expertise in the use of research based instructional strategies during these meetings as evidence through their Individual Growth Plans and weekly lesson plans.

PBIS

Andrew H. Wilson will replicate the InspireNOLA PBIS model that has proven successful at InspireNOLA's foundation elementary school, Alice Harte Charter Elementary School. This is a comprehensive school model that embraces a holistic approach to addressing every aspect of a child. InspireNOLA uses a variety of programs and initiatives designed to develop students academically, socially, emotionally, and physically. InspireNOLA Positive Behavior Interventions and Support (PBIS), guides the selection and implementation of research-based academic and behavioral practices, job-embedded professional development that provides teachers with innovative teaching strategies, and Response to Intervention (RTI), a tiered process which supports differentiated instruction and interventions that match students' academic and behavioral needs in an effort to maximize student achievement and reduce behavior issues. At the core, InspireNOLA holds the following core values: Inspiration, Dedication, and Aspiration. (1) Inspiration: Throughout the week we implement motivational strategies that impact student self-esteem and value. InspireNOLA students attend sessions designed to instill positive values and ethical behavior needed for true success. We inspire students daily through our Positive Behavior Intervention Support and mentoring and character building sessions. (2) Dedication: Each week our teachers attend professional development clusters designed around data, student achievement, and exploring instructional strategies to meet the needs of students. During those sessions, teachers research and design individualized research-based strategies to positively impact student academic growth and achievement. (3) Aspiration: One of the primary focuses for our students is the belief they can defy statistics and become change agents in our city and in our world. We honor and promote the aspirations of our students through our academic framework and prepare them to attain critical thinking skills and possess higher order thinking skills. Additionally, extracurricular activities are an essential part of our schools, providing students with outlets beyond academics to engage and develop their interests. InspireNOLA schools offer the following programs: robotics, band, choir, art, soccer, football, basketball, track, and volleyball. Students also receive bi-weekly celebrations based on performance in classes and school.

Enrichment Periods

InspireNOLA schools believe that it must provide enrichment classes to all students to balance the academic rigor in our schools every day. InspireNOLA schools provide enrichment classes such as art, foreign language, robotics, computer technology, and physical education to provide outlets and exposure to students daily.

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

As a Type 1 charter school authorized by the Orleans Parish School Board, Andrew Wilson has the autonomy to budget and allocate resources to best align to the mission and vision of the school. This autonomy allows us the opportunity to dedicate resources to ensure the successful performance of the school well beyond the expiration of the SIG funds.

InspireNOLA's sustainability plan for Andrew Wilson has the following components:

- Leadership and Teaching Pipeline – Our staffing model is heavily focused on building internal capacity at the school level. We have numerous mentor and master teachers housed at the school level whom assist classroom teachers daily in best practices and delivery. Our small school led Academy Administrators provide leadership and development to all staff in the grades they serve. This model ensures consistency that intervention strategies are implemented with fidelity and adjusted as needed, and that staff feel satisfied in opportunities within the charter school. InspireNOLA has demonstrated the ability to retain staff, which supports long-term sustainability, as evidenced by its 90% teacher retention rate.
- Professional Development – An integral part of our sustainability model is the ability of our teachers to continue to grow and support students as content my change. Our weekly TAP cluster meetings allow Master and Mentor teachers the opportunity to work on new content, strategies and deliveries while refining and perfecting current framework. This allows our classroom teachers to continue to increase their ability to provide quality instruction and impact student achievement.
- Fiscal Management – The executive team at InspireNOLA, led by the CEO and CFO, is responsible for ensuring prudent and responsible fiscal management to sustain the school's long-term success. Fiscal management consist of creating an annual budget for approval by the Board of Directors, review of financial statements at Board meetings, monthly meetings with the school administration team to review revenue and expense actuals and forecasts, and quarterly enrollment projections.
- Budget Process – In January of each year, finance staff will meet with the school administration team to review potential enrollment, staffing, and funding scenarios. It is also at this time that any new educational program initiatives that InspireNOLA or the school is considering are discussed at length. The budget model is comprehensive and school site based which allows for detailed budgeting. Based on that information along with historical accounting data, finance staff will prepare draft budgets for review by the school administration team and will continue to work on different scenarios in order to optimize spending on school priorities. The agreed upon budget will be presented to the board Finance Committee for review. The finance team will then make appropriate adjustments based on input from the board Finance Committee, and present a final version to the board, for the board's approval and adoption in June. The proposed budget will also be made available for public input in compliance with applicable state laws.
- Financial Statement Review – The Finance Committee of the Board of Directors reviews financial statements at each meeting to ensure that the actual revenues and expenditures are aligned to the annual budget and long term vision of the school and InspireNOLA. In the event the actuals and forecast is below the budget, the finance team will work with the Head of School to identify expense reductions (e.g., non-replacement of any open positions, staff reductions, non-personnel expense savings, use of contingency) that would re-balance the projections. As part of this process, school educational priorities are always taken into account to minimize any negative educational effects from a budget shortfall. In the event that the forecast is above the budget, the CFO will work with the school leader to determine if the additional resources should be re-deployed on current year priorities or saved for future years.
- Fundraising – InspireNOLA has a dedicated fund raising team that seeks and applies for grants relevant to its programs and strategies. The team includes our Director of Strategy and Advancement who is supported by the C-Level team at InspireNOLA. InspireNOLA has attracted investment from a plethora of funders, including the leading educational foundations – the

Walton Family Foundation, The Gates Foundation, New Schools New Orleans, and the Charter School Growth Fund. These investors recognize InspireNOLA's success as well as its potential for educational and community impact. InspireNOLA anticipates attracting additional funding for Andrew Wilson to support the sustainability of the school initiatives.

- Board Governance – The InspireNOLA Charter Schools' board is composed of local business and community leaders and stakeholders that work with InspireNOLA leadership to establish the long-range plan to ensure Andrew Wilson's sustainability, compliance, and overall fiscal health. The board monitors progress, sets goals, and holds InspireNOLA leadership accountable to results. Board members' backgrounds are diverse and cover critical aspects of the organization including education reform, school management, leadership development, teaching, community/parent engagement, finance, and legal.
- Community Involvement - InspireNOLA believes strongly in the role of community and parents especially as it pertains to student achievement. Without parental and community involvement, the school and ultimately the students will be limited in what they can achieve. Our Community/Parent Engagement Lead will be responsible to build relationships with community and external stakeholders so that Wilson will build a base of advocates, increase the network of resources, and help InspireNOLA become engrained in the community for years to come. This collaboration between school and community will ensure that Andrew Wilson will succeed in not only the short term but well into the future.

SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

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

Not applicable

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

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

Not applicable

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

Not applicable

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

See Section E.

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

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

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

LEA Application Budget Form included with this application:

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

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

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

The SIG funds will be used by InspireNOLA – Andrew Wilson to 1) provide effective school leadership and teacher development by utilizing a small school model, providing leadership coaching, and implementing the TAP model, 2) increase academic and cultural expectations by incorporating a common academic framework, creating a 60 minute innovation period, and communicating cultural expectations with a positive behavior incentive system, and 3) improving family and community involvement by having a dedicated community/parent engagement lead as a point of contact for all stakeholders.

This grant budget is aligned with the Turnaround intervention model as noted above.

School Leadership and Teacher Development

- Leadership Development - SIG funds will be used to hire two (2.0 FTE) Academy Administrators (AA) in year one and year two at a cost of \$381,780. One AA will be responsible for supporting grades 3rd - 5th teachers while the other AA will be responsible for supporting teachers of grades 6th – 8th. The Academy Administrators will be responsible for developing and monitoring the staff within their Academy and carrying out the academic and cultural vision of the overall school as it is developmentally appropriate for their grade levels.
In years three and four one (1.0 FTE) Academy Admin will expand to serve grades 4th – 8th at a cost of \$199,652.76. We will be able to transition the Academy Administrator off of SIG funds in year five.
Our leaders will also take a number of out of state visits to exceptional school site locations to collaborate and research best practices. We expect to take 21 total trips at a cost of \$1,500.00 per person over years one to three. Total costs of site visits will be \$31,500.00
- TAP and Development - Andrew Wilson will utilize SIG funds to implement the Teacher Advancement Program (TAP) for continuing teacher growth and development. TAP creates a leadership pipeline with the creation of a multi-level development team which includes Mentor and Master Teachers. Wilson plans to use SIG funds to pay an annual stipend of \$7,500.00 to seven (7) Mentor Teachers to directly assist and support all classroom teachers within the school.

We will pay this stipend in years one through five for a total cost of \$87,500.00

We will also use SIG funds to pay for TAP performance based compensation stipends annually. TAP stipends are calculated based off of teachers' formal quarterly TAP evaluations, their students' academic performance, and the whole school performance, which ensures that teachers are given monetary recognition for their own students' growth and the entire schools' growth. At a base cost of \$3,500.00 per teacher, we expect to support 47 teachers in year two and three, 30 teachers in year four, and transition the cost off of SIG funds in year five. The total TAP stipends will be \$434,000.00.

The TAP portal will allow our teachers to view video led classroom modeling while the TAP CODE data system will allow for data driven performance evaluation for all teaching staff. TAP Portal and CODE licenses are \$4,000.00 per year. The total cost for years one through five equals \$20,000.00.

We will also use SIG funds to train and recruit a number of Teach for America candidates to supplement our teaching staff and support the teacher pipeline to drive higher academic outcomes. We have budgeted five (5.0) candidates in year one through three at a cost of \$3,450.00. We reduced TFA candidates to two (2.0) in year four and transitioned the cost off of SIG in year five. The total cost is \$58,650.00.

Academic and Cultural Expectations

- Common Framework – SIG funds will be used to hire a halftime 0.5 FTE Content Specialist (CS) for ELA and a halftime 0.5 FTE Content Specialist for Math. These CS will assist in the development of standards and assessments that are uniform for all Andrew Wilson teachers and grade levels. The Content Specialists are budgeted for year one through three at a total cost of \$203,516.60.
- Instructional Programs and Assessment – SIG funds will be used to purchase BrainPOP, STAR, and Learning A-Z. BrainPOP is a website that provides animated, curricular content and aligned instructional resources to introduce or reinforce content and engage students in a different mode of learning; STAR Reading is an online assessment program that measures students' reading ability in 46 skills that align to the Common Core domains; Learning A-Z is an online collection of thousands of leveled books and instructional materials at all reading levels that are used to both teach content and reading skills. The software and domain licenses will be purchased in years one through four at an annual cost of \$8,500.00. The total cost is \$34,000.00. We will use NWEA's Measures of Academic Progress (MAP) to monitor and drive academic outcomes in reading and math through regular assessments. MAP assessments for years one through five has an annual cost of \$8,750.00. Total cost is \$43,750.00 for the grant period. We will also purchase textbooks and workbooks to supplement daily instruction. We are anticipating spending \$140,000.00 over the first three years of the grant.
- Technology – SIG funds will be used to purchase mobile laptop carts to assist students daily during the instructional program and innovation period. We are requiring three (3) mobile labs in year one at a cost of \$90,000.00 and one (1) mobile lab in year two at a cost of \$30,000.00. SIG funds will also be used to purchase ELMOs to be used during daily instruction. We are requiring thirty-five (35) ELMOs in year one at a cost of \$17,325.00 and fifteen (15) ELMOs in year two at a cost of \$7,425.00.
- Reduced Class Size – We believe that overcrowding can greatly impact a teacher's ability to instruct on a daily basis. With that in mind, we will use SIG funds to reduce the classroom size in our middle school by hiring two (2.0 FTE) Class Size Reduction Teachers at \$45,000.00 in all years of the grant. This will allow us to differentiate instruction and accelerate learning for all students, both struggling and advanced, because they will receive more personalized instructional and targeted interventions in smaller groups. The total cost will be \$468,363.61. We will also hire two (2.0 FTE) paraprofessionals at a cost of \$26,000 each to assist in classroom management in years one through three. The total cost over the three year period will be \$159,140.80.
- Culture Expectations – Andrew Wilson will utilize a positive behavior incentive system (PBIS) to redirect unacceptable behavior conditions and establish expectations. Some of the programs InspireNOLA currently offer are an Academic Letter Jacket ceremony where students will

receive jackets, medals, and ribbons for high academic performance. We have budgeted \$18,000.00 in years one through four of the grant.

Parent and Community Involvement

- Community and Parent Engagement – InspireNOLA believes that one of the most important aspects of a successful school is working collaboratively with the families in the communities that we serve. SIG funds will be used to hire one (1.0 FTE) Community/Parent Engagement Lead at Andrew Wilson. The Community/Parent Engagement Lead will assist in developing trust within the community as well as to coordinate student enrollment and outreach events. Outreach events allow InspireNOLA the opportunity to receive feedback from the community while also educating members on the expectations and plans of Andrew Wilson. It is for these reasons that we have allocated budget for this position in all years of the grant. We will have the Community/Parent Engagement Lead at an annual cost of \$56,000.00. The total cost over all five years of the grant will be \$291,426.25. These events include such examples as: orientations, school tours, one-on-one meetings with the Administration Team members, and social events such as our City Park night.

We have included materials for staff and student recruitment to attract high-quality teaching candidates, including advertising, printing, job fairs and materials for recruitment events. We have budgeted \$22,000.00 in years one and two, \$16,000.00 in year three, and \$5,000.00 in year four. The total cost will be \$65,000.00.

Benefits are assumed at the historical rates for InspireNOLA schools and are budgeted as such: 9.32% for Medical, 1.45% Medicare, 26.3% for TRSL, 0.40% for Unemployment, and 0.79% for Worker's Compensation. Total cost of benefits for year one through five is \$834,027.01. All salaries increase by 2.0% inflation annually.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I, Tier II, priority, or focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority and focus schools, it commits to serve multiplied by \$2,000,000

1. LEA/CMO Proposing a 3-Year Implementation Plan for a School

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

Year 1 Budget: Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

2. LEA/CMO Proposing to Implement a Model at a School on the First Day of the Upcoming School Year

	Year 1		Year 2	Year 3	Year 4	Year 5	5-Year Total
	Pre-Implementation	Full Implementation					
School-Level Activities	\$	\$910,529.60	\$1,038,204.09	\$850,258.51	\$560,620.01	\$255,444.82	\$3,615,057.03
LEA/CMO-Level Activities	\$		\$	\$	\$	\$	\$
Total Budget	\$910,529.60		\$1,038,204.09	\$850,258.51	\$560,620.01	\$255,444.82	\$3,615,057.03

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

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

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

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

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

The LEA must assure that it will:

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

LEA agrees to Assurances:

Yes

No

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

Year 1: 2015 - 2016 School Year

Intervention Activities

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

Activities	Timeline	Costs
<p><u>School Leadership and Teacher Development</u></p> <ul style="list-style-type: none"> Teachers are hired and on-boarded Head of School and AAs participate in summer leadership training TAP master and mentor teachers trained Teachers engage in summer professional development and preparation Teachers engage in targeted PD through cluster meetings, observations, and debriefs TAP evaluations occur for all teachers School leaders participate in excellent school visit to NY 	<ul style="list-style-type: none"> Spring and summer June and July July Two week period, end of July through beginning of August Ongoing weekly, August through May Quarterly: September, December, March, May March 	<ul style="list-style-type: none"> SIG Funds SIG Funds SIG Funds SIG Funds SIG Funds SIG Funds SIG Funds
<p><u>Academic and Cultural Expectations</u></p> <ul style="list-style-type: none"> CO Academic Team sets pacing guides and revises interim assessments Curriculums, instructional materials, and software purchased Student orientation held to introduce and teach behavioral expectations MAP and STAR assessments given to measure growth and 	<ul style="list-style-type: none"> June and July June and July 1st 3 days of school in August August, December, and May 	<ul style="list-style-type: none"> SIG Funds SIG Funds SIG Funds

Year 1: 2015 - 2016 School Year

Intervention Activities

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

Activities	Timeline	Costs
<p>achievement (reading and math)</p> <ul style="list-style-type: none"> • Innovation Period begins with stratified groups determined with data from initial assessments • Interim assessments given in all subjects; action plans based on data created by teachers to address student needs • PBIS celebrations held, attended by students who have earned them • CEO, CAO, Academic Team, and other CO members complete walkthrough evaluations and provide support • Evaluate assessment data and curriculums to determine modifications and begin specialized planning for next year 	<ul style="list-style-type: none"> • Late August • September, November, January, and March • Ongoing biweekly, August through May • Ongoing, August through May • May and June 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds
<p><u>Parent and Community Involvement</u></p> <ul style="list-style-type: none"> • Hire Parent and Community Engagement Lead • Family night held at Storyland in City Park • Parent orientations and open houses are held at the school • PTO formed and meetings begin occurring monthly • Parents attend report card conferences • Parent/community Engagement Lead plans community investment 	<ul style="list-style-type: none"> • June • August • August (orientations) and October (open houses) • Formed in August; monthly meetings • Quarterly • September, December, and April 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds

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>
events <ul style="list-style-type: none"> • Parents receive written and verbal communication regarding their students' academic and behavioral progress • Academic jacket ceremony for students who have reached goals • Recruitment of new students and potentially new staff members for upcoming year 	<ul style="list-style-type: none"> • Ongoing, August through May • February • January through July 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs
<p><u>School Leadership and Teacher Development</u></p> <ul style="list-style-type: none"> • New teachers hired and participate in new employee orientation • Teachers engage in summer professional development and preparation • Teachers engage in targeted PD through cluster meetings, observations, and debriefs • TAP evaluations occur for all teachers • School leaders participate in excellent school visit to TN and PA 	<ul style="list-style-type: none"> • July • Two week period, end of July through beginning of August • Ongoing weekly, August through May • Quarterly: September, December, March, May • October and March 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds
<p><u>Academic and Cultural Expectations</u></p> <ul style="list-style-type: none"> • CO Academic Team revises pacing guides and interim assessments • Student orientation held for new students • MAP and STAR assessments given to measure growth and achievement (reading and math) • Innovation Period begins with stratified groups determined with data from initial assessments • Interim assessments given in all subjects; 	<ul style="list-style-type: none"> • June and July • 2 days before school begins in August • August, December, and May • Mid-August • September, November, January, and March 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<p>action plans based on data created by teachers to address student needs</p> <ul style="list-style-type: none"> • PBIS celebrations held, attended by students who have earned them • CEO, CAO, Academic Team, and other CO members complete walkthrough evaluations and provide support • Evaluate assessment data and curriculums to determine modifications and begin specialized planning for next year 	<ul style="list-style-type: none"> • Ongoing biweekly, August through May • Ongoing, August through May • May and June 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds
<p><u>Parent and Community Involvement</u></p> <ul style="list-style-type: none"> • Family night held at Storyland in City Park • Welcome back/open house held at the school • Parents attend PTO meetings • Parents attend report card conferences • Parent/community Engagement Lead plans community investment events • Parents receive written and verbal communication regarding their students' academic and behavioral progress 	<ul style="list-style-type: none"> • August • September • Formed in August; monthly meetings • Quarterly • September, December, and April • Ongoing, August through May 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds

Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<ul style="list-style-type: none"> • Academic jacket ceremony for students who have reached goals • Recruitment of new students and potentially new staff members for upcoming year 	<ul style="list-style-type: none"> • February • January through July 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds

Year 3: 2017 - 2018 School Year

Intervention Activities

Year 3 is for Full Implementation

Activities	Timeline	Costs
<p><u>School Leadership and Teacher Development</u></p> <ul style="list-style-type: none"> • Leadership reconfiguration occurs (moving from 3 AA's to 2 AA's) • New teachers hired and participate in new employee orientation • Teachers engage in summer professional development and preparation • Teachers engage in targeted PD through cluster meetings, observations, and debriefs • TAP evaluations occur for all teachers • School leaders participate in excellent school visit (location TBD) 	<ul style="list-style-type: none"> • May • July • Two week period, end of July through beginning of August • Ongoing weekly, August through May • Quarterly: September, December, March, May • February 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds • SIG Funds • SIG Funds
<p><u>Academic and Cultural Expectations</u></p> <ul style="list-style-type: none"> • CO Academic Team revises pacing guides and interim assessments • Student orientation held for new students • MAP and STAR assessments given to measure growth and achievement (reading and math) • Innovation Period begins with stratified groups determined with data from initial assessments • Interim assessments given in all subjects; action 	<ul style="list-style-type: none"> • June and July • 2 days before school begins in August • August, December, and May • Mid-August • September, November, January, and March 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds

<p>plans based on data created by teachers to address student needs</p> <ul style="list-style-type: none"> • PBIS celebrations held, attended by students who have earned them • CEO, CAO, Academic Team, and other CO members complete walkthrough evaluations and provide support • Evaluate assessment data and curriculums to determine modifications and begin specialized planning for next year 	<ul style="list-style-type: none"> • Ongoing biweekly, August through May • Ongoing, August through May • May and June 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds
<p><u>Parent and Community Involvement</u></p> <ul style="list-style-type: none"> • Family night held at Storyland in City Park • Welcome back/open house held at the school • Parents attend PTO meetings • Parents attend report card conferences • Parent/community Engagement Lead plans community investment events • Parents receive written and verbal communication regarding their students' academic and behavioral progress • Academic jacket ceremony for students who have reached goals • Recruitment of new students and potentially new staff members for upcoming year 	<ul style="list-style-type: none"> • August • September • Monthly • Quarterly • September, December, and April • Ongoing, August through May • February • January through July 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds • SIG Funds

Year 4: 2018 - 2019 School Year

Intervention Activities

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

Activities	Timeline	Costs
<p><u>School Leadership and Teacher Development</u></p> <ul style="list-style-type: none"> • New teachers hired and participate in new employee orientation • Teachers engage in summer professional development and preparation • Teachers engage in targeted PD through cluster meetings, observations, and debriefs • TAP evaluations occur for all teachers • School leaders participate in excellent school visit (location TBD) 	<ul style="list-style-type: none"> • July • Two week period, end of July through beginning of August • Ongoing weekly, August through May • Quarterly: September, December, March, May • April 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds • SIG Funds • SIG Funds
<p><u>Academic and Cultural Expectations</u></p> <ul style="list-style-type: none"> • CO Academic Team revises pacing guides and interim assessments • Student orientation held for new students • MAP and STAR assessments given to measure growth and achievement (reading and math) • Innovation Period begins with stratified groups determined with data from initial assessments • Interim assessments given in all subjects; action plans based on data created by 	<ul style="list-style-type: none"> • June and July • 2 days before school begins in August • August, December, and May • 2nd week of school August • September, November, January, and March 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds

Year 4: 2018 - 2019 School Year

Intervention Activities

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

Activities	Timeline	Costs
<p>teachers to address student needs</p> <ul style="list-style-type: none"> • PBIS celebrations held, attended by students who have earned them • CEO, CAO, Academic Team, and other CO members complete walkthrough evaluations and provide support • Evaluate assessment data and curriculums to determine modifications and begin specialized planning for next year 	<ul style="list-style-type: none"> • Ongoing biweekly, August through May • Ongoing, August through May • May and June 	
<p><u>Parent and Community Involvement</u></p> <ul style="list-style-type: none"> • Family night held at Storyland in City Park • Welcome back/open house held at the school • Parents attend PTO meetings • Parents attend report card conferences • Parent/community Engagement Lead plans community investment events • Parents receive written and verbal communication regarding their students' academic and behavioral progress • Academic jacket ceremony for students 	<ul style="list-style-type: none"> • August • September • Monthly • Quarterly • September, December, and April • Ongoing, August through May • February 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds

Year 4: 2018 - 2019 School Year

Intervention Activities

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
who have reached goals <ul style="list-style-type: none"> • Recruitment of new students and potentially new staff members for upcoming year 	<ul style="list-style-type: none"> • January through July 	

Year 5: 2020 - 2021 School Year

Intervention Activities

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

Activities	Timeline	Costs
<p><u>School Leadership and Teacher Development</u></p> <ul style="list-style-type: none"> • New teachers hired and participate in new employee orientation • Teachers engage in summer professional development and preparation • Teachers engage in targeted PD through cluster meetings, observations, and debriefs • TAP evaluations occur for all teachers • School leaders participate in excellent school visit (location TBD) 	<ul style="list-style-type: none"> • July • Two week period, end of July through beginning of August • Ongoing weekly, August through May • Quarterly: September, December, March, May • February 	<ul style="list-style-type: none"> • SIG Funds
<p><u>Academic and Cultural Expectations</u></p> <ul style="list-style-type: none"> • CO Academic Team revises pacing guides and interim assessments • Student orientation held for new students • MAP and STAR assessments given to measure growth and achievement (reading and math) • Innovation Period begins with stratified groups determined with data from initial assessments • Interim assessments given in all subjects; action plans based on data created by 	<ul style="list-style-type: none"> • June and July • 2 days before school begins in August • August, December, and May • 2nd week of school in August • September, November, January, and March 	<ul style="list-style-type: none"> • SIG Funds • SIG Funds

Year 5: 2020 - 2021 School Year

Intervention Activities

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

Activities	Timeline	Costs
<p>teachers to address student needs</p> <ul style="list-style-type: none"> • PBIS celebrations held, attended by students who have earned them • CEO, CAO, Academic Team, and other CO members complete walkthrough evaluations and provide support • Evaluate assessment data and curriculums to determine modifications and begin specialized planning for next year 	<ul style="list-style-type: none"> • Ongoing biweekly, August through May • Ongoing, August through May • May and June 	<ul style="list-style-type: none"> • SIG Funds
<p><u>Parent and Community Involvement</u></p> <ul style="list-style-type: none"> • Family night held at Storyland in City Park • Welcome back/open house held at the school • Parents attend PTO meetings • Parents attend report card conferences • Parent/community Engagement Lead plans community investment events • Parents receive written and verbal communication regarding their students' academic and behavioral progress • Academic jacket ceremony for students 	<ul style="list-style-type: none"> • August • September • Monthly • Quarterly • September, December, and April • Ongoing, August through May • February 	<ul style="list-style-type: none"> • SIG Funds

Year 5: 2020 - 2021 School Year

Intervention Activities

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

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<p>who have reached goals</p> <ul style="list-style-type: none"> Recruitment of new students and potentially new staff members for upcoming year 	<ul style="list-style-type: none"> January through July 	