

**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**

<b>Official Name of LEA (Agency/Organization)</b>	Madison-Tallulah Education Center
<b>Name of Superintendent/CEO</b>	Patricia B. Candler, Ed.D.
<b>Phone Number</b>	318-574-0029, Press 3
<b>Email Address</b>	pcandler@tallulahcharter.org
<b>Mailing Address</b>	1206 North Cedar Street
<b>City, State</b>	Tallulah, LA
<b>ZIP Code</b>	71282
<b>Name and Title of LEA Grant Contact Person</b>	Patricia B. Candler, Ed.D.
<b>Phone Number</b>	318-574-0029, Press 3
<b>Email Address</b>	pcandler@tallulahcharter.org
<b>Name and Title of Fiscal Contact Person</b>	Kathy Hughes
<b>Phone Number</b>	318-574-0029
<b>Email Address</b>	khughes@tallulahcharter.org

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

Official Name of School	Site Code (6 digits)	NCES ID (12 digits)	Priority or Focus School	Intervention Model*	Amount Requested
Tallulah Charter School	3A2001	220105002375	Focus School	Transformation	\$1,607,698.24

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

### School Profile

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Rural	95.33	363	416	464	512	608	656

\*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.

N/A

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

N/A

## 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.

For the purpose of this grant Madison-Tallulah Education Center School District (the LEA) is acting as the agent and primary overseer of the SIG grant application and implementation of the Transformation School Model. Tallulah Charter School is located in Tallulah, LA; Madison Parish, rural northeast Louisiana. Madison Parish has been declared as the poorest parish in Louisiana. The racial make-up of the city consists of 36.3% white, 62.2% African American, 0.2% Native American, 0.2% Asian, 0.2% Pacific Islander, and 0.2% considered from other races. The population of Madison Parish is 12,093 according to the 2013 Census. The median income for a household in the city is \$25,498.

There is a public school, Madison Parish School District, located within a two mile radius of Tallulah Charter School. Madison Parish School District currently enrolls about 2,000 in grades Pre-K-12. A private school serving 315 students PK-12, Tallulah Academy located 2 miles away. Other educational influences include Delta Community College, an accredited two year college that provides career and technical educational opportunities to students of our area.

During the 2014-2015 school year, a continuation and enhancement of practices focusing on classroom instruction to develop a curriculum that is rigorous, intentional, and aligned to national, state and local standards was conducted. Professional Learning Communities and School Building Level Committees were established but did not always have a clear focus on teaching and learning. Classroom Walk-through data gives an overview of classroom trends and patterns. Students' Individual Education Plans and Academic Improvement Plans were modified, monitored and updated. However, little progress was shown.

The Madison-Tallulah Education Center School District has engaged family and community stakeholders to participate in reviewing and assessing the needs of the school through the following opportunities. The school conducted family survey (July 2015) asking parents and community members for feedback regarding several areas of where the school could make improvement. The feedback from the survey was overwhelmingly positive. According to the survey results that most needed improvement was school/family communication. Based on the family/community feedback, the leadership team developed and implemented a communication plan that provided additional avenues for school and family communication including redesigning a new school webpage, distributing monthly newsletters, initiating weekly automated calls, maintaining internal communication, utilizing email and our Facebook page.

Tallulah Charter School conducted the needs assessment that was developed by all members of the Leadership Team which consisted of Chief Executive Officer, Principal, parents, board member, community members, and teachers. The report was reviewed by the entire staff for input and was then edited with their suggestions. This document was shared with the Tallulah Charter School parents and community. After considerable consultation and deliberation using the Comprehensive Needs Assessments as well as the data from community stakeholders,

parent forums, and school board meetings, the resounding decision was given to pursue the Transformational model. The Transformational Model was chosen because it afforded Tallulah Charter School and the community of Tallulah the correct set of circumstances to adequately address our multiple needs in a systematic fashion. The data provided were the lens through which all local decisions were conducted.

Some of the issues identified through careful examination of student achievement data, Adequate Yearly Progress (AYP), attendance and discipline rates, stakeholder input, and demographics informed the decision to use the Transformation Model. In addition, the following were considered in the final decision for selecting the model: lowest achieving subgroup, teacher attendance, characteristics of the student demographics, enrollment area of the school, perceptual data from students, staff and parents, process data, improvement plan outcomes, professional development program results, policies, and contractual agreements.

First, Tallulah Charter School held annual parent nights to share the school improvement plan and has assembled a parent advisory council that provides suggestions and feedback regarding the school's improvement efforts. This summer we held a parent night, explaining how the school-wide Title I program is implemented, how students are assessed and monitored, and how parents are notified of student progress. We were also able to highlight the priorities of our Continuous Curriculum Achievement Improvement Plan for this school year while discussing and answering questions about our overall academic program. Additionally, we host quarterly family literacy nights to encourage parent engagement.

In addition, our Parent Advisory Council (PAC), which consists of several parents, teachers, school counselor, Principal, and Chief Executive Officer in the summer of 2015 shared the four goals of our 21<sup>st</sup> Century Community Learning Center Grant with parents and community members. One of the grant's goals is also to develop a school community with effective partnerships between school staff, families, and community. The parent advisory council also shared with parents and community members the school's three priorities improve core instruction and strengthen tiered instruction in English Language Arts and Math; strengthen school-wide PBIS; and increase family and community involvement and communication. The discussion with parents was focused mostly on how to improve parent engagement and communications. During the June meeting, school leadership shared Spring benchmark data from our MAP testing with parent advisory council.

Lastly, the leadership team conducted a survey of the staff and parents/community members in July. The survey measured how the community felt supported by the school as well as how the community perceives the level of support of their students by teachers. In addition to the survey, the school received input and suggestions from the staff, families/community, and the School Board regarding the school needs assessment. The Chief Executive Officer then shared the goals for the grant with the PTA Council and received vital feedback regarding the schools' improvement efforts.

Overall, we feel strongly about engaging our families and community in our school, and we believe we have a plethora of opportunities for our parents and community members to provide input on ways to continuously improve our school.

The SIG Team members reviewed and analyzed several data sources, student achievement data, discipline reports, the Louisiana Report Card, attendance reports, parent/community surveys and school management documents for the Comprehensive Needs Assessment. In addition, the SIG Team utilized the assessment tool, Professional Learning Community (PLC) rubric to determine school strengths, needs and capacity. Combined with the Continuous Curriculum Achievement Improvement Plan revisions and feedback, the following needs emerged as priorities for furthering current improvement efforts:

- Need to fully implement data teaming efforts and Leadership Team training and support.
- Need for site-based family and community support personnel to provide daily access for families to school resources and information, connections to social services and preschool opportunities.
- Need for focused strategies to improve attendance and reduce tardy behavior.
- Need for increased school-community partnerships to support school vision and mission.
- Need for an additional school-based administrator, such as a Leadership Coach to support building

management and allow the Principal greater capacity to serve as the instructional and improvement leader.

- Need for comprehensive summer school to meet the needs of struggling students and provide extended learning outside of the regular school year
- Need for structured, after-school extended learning and enrichment opportunities to improve student outcomes and experiences
- Need for extended learning opportunities within the school day for students not able to attend after-school and summer school
- Need for additional technology applications to be used to support student practice and engagement in school and at home
- Need for high-quality professional development in core curricular area of English language arts, especially writing.

In August 2015, the Continuous Curriculum Achievement Improvement Plan review indicated that evidence that the tasks have yielded progress on Priority Goal #1 (Data Driven Decision Making) and Priority Goal #2 (Guaranteed and Viable Curriculum). Tasks remained unchanged in those areas as improvement is being made. For Priority Goal #3 (Extended Learning Time and Engagement), there was no evidence of progress. Tasks for Priority Goal #3 (Extended Learning Time and Engagement) must be created to provide structured learning time during the day, after school and in the summer in order for progress to occur and student outcomes for growth and achievement to improve.

It has been determined by the SIG Team that these needs can be met by applying SIG funding and final requirements to mitigate the current needs.

The staff is a small staff, working under the leadership of the Chief Executive Officer. The initial decision to write the SIG was spear-headed by the leadership team, and in collaboration with staff, determined to move forward with planning. Playing the support role, district-level administration offered specific school and district data for leadership review, analysis, and interpretation. Specifically, the initial data analysis of standardized Math and English language arts achievement, and attendance clearly indicated significant intervention for improvement and success.

This data review, coupled with increased Common Core State Standards, and PARCC requirements helped inform the initial leadership team of the decision to pursue the SIG and embark on a transformation model for intervention. Additionally, after review of current achievement trajectories the leadership team identified the significant challenge that Tallulah Charter School faced was the small school size, and as such, would not likely show any marked improvement given the student body “threshold” remained low; **with subpopulations reporting fewer than seven students in each cohort.** In addition to determining the SIG was appropriate for Tallulah Charter School, the team also determined the opportunity to intervene would provide ample potential to grow the student body, expand instructional opportunities, and ensure students’ access to a high-quality, research-based instructional offering that resulted in 21<sup>st</sup> Century skills needed for post-secondary success, as college and career-ready citizens.

**The SIG team includes the following members:**

- Teachers
- Principal
- Student
- Parents
- Community partners
- Chief Executive Officer

**These members have been and will be involved in the following ways:**

**District Administrators and School Board representatives** – provided visioning, data analysis, input and support, planning process for writing and implementation, commitment for shared implementation of grant over the 5 year period.

**Teacher representatives** – provided input teachers that represented literacy and mathematic skills, and college partnerships for feedback on programming and curriculum.

**Tallulah Charter School students and parents** – provided support through Site Council, regular evening Parent Communication classes, surveys, and through accreditation visit interviews.

**Key community members** – provided input on community and local business needs, support for new model in grant, commitment for support over the life of the grant and into sustainability plan.

In each instance, the above groups will consider data, through analytic processes, and propose model adjustments in our quest to reach desired outcomes. Through the initial pre-planning year, the team will engage in rich discussion about needs for students, school, and community; ideas will be offered, and many times incorporated into the final grant model plan as it is implemented.

During the course of the 2014-15 school year, Tallulah Charter School leadership and district leadership has engaged in planning and prioritizing the future of Tallulah Charter School. Though a great deal of work has been conducted around needs assessment, goal setting and the setting of future achievement targets, this was done outside of the SIG planning process, and as such, actual SIG interventions were not developed, though rich data were acquired and provided the basis for this SIG planning. Data gathered through the collaborative process and administrative planning clearly indicated support of transformational model interventions.

### TALLULAH CHARTER SCHOOL NEEDS ANALYSIS

Year	SPS	Reading Below Grade Level	Math Below Grade Level	Writing Below Grade Level	Certified Teachers	Report Card Grade
2013-2014	38.8%	34%	44%	56%	35%	F
2014-2015	43% (anticipated)	38% (anticipated)	48% (anticipated)	62%	37%	F

There is really very little subgroup data due to the low number of students in each subgroup that attends Tallulah Charter School. However, below find the subgroup data we do have.

Year	Subgroup	Reading	Math
2013-2014	<b>Hispanic-less than one percent</b>	N/A	N/A
2014-2015		N/A	N/A
2013-2014	<b>Educational Disadvantaged</b>	29%	40%
2014-2015		36% (anticipated)	44% (anticipated)
2013-2014	<b>African American</b>	34%	44%
2014-2015		38% (anticipated)	48% (anticipated)

**Tallulah Charter School opened August 2013.**

#### STUDENT ATTENDANCE DATA

#### TEACHER ATTENDANCE

	2013-14	2014-15		2013-2014	2014-15
<b>STUDENTS</b>	<b>94%</b>	<b>92%</b>	<b>TEACHERS</b>	<b>92%</b>	<b>90%</b>

**TRUANTS /30 OR MORE ABSENTEES**

<b># OF STUDENTS</b>	<b>2013-14</b>	<b>2014-15</b>
	<b>15</b>	<b>21</b>

**DISCIPLINE DATA****SUSPENSIONS and EXPULSIONS****Total Number of Students Suspended and/or Expelled:**

<b>DISCIPLINE TYPE</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>In-School Suspensions</b>	0	2
<b>Out-of-School Suspensions</b>	19	28
<b>In-School Expulsions</b>	0	0
<b>Out-of-School Expulsions</b>	0	0

**ELL DATA-N/A****DROPOUT DATA-N/A**

As part of the SIG process a survey was given to students, parents, and staff to identify their opinions about changes they would like to have implemented. The following chart is a summary of the information we collected and considered in this writing.

<b>Personnel Input</b>	<b>Program Input</b>	<b>Expanded Options Input</b>
Assistant Principal	More intervention classes	AP/College Courses classes
Additional teachers	Project-based learning	After school Programs-Student and adult
Additional Paraprofessionals	Additional class selections/electives	Summer Enrichment programs
Interventionist for each class	College Partnerships and college credits	IB Courses
Counselor	On-line classes	Gifted Courses

The Transformation model was chosen because it fits the current needs of Tallulah Charter School. Many interventions have been implemented through the Continuous Curriculum Achievement Plan. However, receipt of this grant and use of this plan would provide Tallulah Charter School the funds to allow teachers career growth, leadership opportunities, and flexible working conditions. Classroom observation and teacher self-assessment show that high quality professional development is needed for all staff. The transformation model will provide this professional development to all teachers.

Transformation aligns to the needs of Tallulah Charter School because it provides a base to correct the following factors that attributed to our low achievement. The specific processes and strategies in our transformational plan are directly aligned with our recent needs assessment which indicated targeted areas for improvement in the areas of formative assessment, flexible grouping, professional learning, instructional technology, and

community involvement. Also, the Transformation model, we believe, will result in the most immediate and substantial improvement in learning and school success for the students attending Tallulah Charter School given the existing capacity of our school. In summary, the following information is based on 5 Whys, Observations, and Commendations. **Root causal data revealed the following factors attributing to low academic performances.**

- Lack of certified teachers
- Teachers lacked pedagogy on how to teach standards based curriculum
- Teachers experienced difficulties meeting the needs of all learners
- Teachers experienced difficulties effectively using data to implement the Response to Intervention process
- More than 60% of students continue to struggle reading informational text; thus having a significant factor on students' performance in science, social studies, and writing
- More than 60% of the students did not pass the writing proficiency exam
- Additional instruction and/or interventions needed with reading comprehension, phonics, vocabulary, fluency, and numeracy.
- More than 65% of the students did not meet proficiency in science.
- Students lacked the background knowledge and literacy skills needed to read complex texts, write based on a variety of genres, and incorporate ideas that are logical and grouped sequentially
- Students in lower grades lacked skills in phonemic awareness, phonics, fluency, and vocabulary development
- High number of office referrals relating to physical aggression, bullying, and lack of social skills and problem-solving strategies relating to anger management
- Lack of technology to successfully implement a standards based curriculum
- Need to increase rigor in an instructional model

**This plan is an extreme makeover because of the following:**

- Increased learning time to improve student achievement
- Job embedded professional learning and consultant support with a 3-year focus on the areas from our needs assessment
- Behavioral change rather than regulation of change to ensure sustainability
- Plan to retain effective teachers and remove ineffective teachers – incentives, rewards and implementation of TAP teacher evaluation system
- Documentation of the journey of teaching and learning (Professional Growth notebooks and Data notebooks)
- Structures in place for effective collaborative instructional planning
- Focused leadership on achieving learning goals
- Increased stakeholder engagement with a focus on educating parents to support their children under the direction of a Parent and Community coordinator
- A thorough integration of instructional technology to support teaching and learning
- A school-wide focus on formative assessment and differentiated learning
- Improving literacy for all with the implementation of a reading program



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

Throughout the 2014-2015 school year, Tallulah Charter School (TCS) has continuously engaged family and community stakeholders. In July 2015, we asked parents to complete a survey to help us to better understand their perceptions about the culture and climate at Tallulah Charter School. July 2015, we held our annual EAGLE Launch (parent night), explaining how students are assessed and monitored, and how parents are notified of student progress. We were also able to highlight the priorities of our Continuous Curriculum Achievement Improvement Plan for this school year while discussing and answering questions about our overall academic program.

Additionally, we hosted quarterly family literacy nights to encourage parent engagement. A recent survey was sent to families and the community as well as the Continuous Curriculum Achievement Improvement Plan goals feedback form allowing stakeholders to comment and make suggestions on the goals and tasks on the 2015-2016 school improvement action plan.

Our Parent Advisory Council consists of several parents, 21<sup>st</sup> Century Community Learning Center Director, school counselor, Principal, and Chief Executive Officer. During the Spring meetings we shared the four goals of our Charter Planning, Designing, and Implementing Grant, one of which is to develop a school community with effective partnerships between school staff, families, and community. We also shared our three priorities for grades K-7: improve core instruction and strengthen tiered instruction in English Language Arts and math; strengthen school-wide Positive Behavior Intervention System; and increase family and community involvement and communication.

Discussion with parents focused mostly on how to improve parental engagement and communications and several helpful suggestions were provided. During the Spring meeting, we shared benchmark data from our MAP testing. Our discussion centered on the culture of our school and the wider community, student behavior issues, and how these could best be improved.

Monthly Board of Education meetings are another regularly occurring venue for parents and community members to learn about the current state of TCS and improvement efforts. During the Spring, the Chief Executive Officer, Patricia B. Candler during her remarks made a presentation to the Board of Education explaining our Report Card. The Chief Executive Officer regularly makes presentation to the Board of Education regarding student benchmark assessment, behavior, and attendance data.

The staff provided stakeholder feedback by completing a staff survey as well as responding to the School Improvement Grant (SIG) goals and tasks at a PLC meetings the past Spring.

The Chief Executive Officer and the Principal met with the PTA to discuss the school's goals for this grant and school improvement efforts for the 2015-2016 school year. In addition, the Chief Executive Officer and the Principal shared data in reading and math scores with the PTA and community members. Moreover, they shared attendance and enrollment data, and the proposed plan, goals and justifications for the Transformation School Model. In return, the PTA along with other community members provided feedback to the school on ways to improve relationships with the community.

There has been multiple opportunities (May 2015 activities-Pre-k Exit Program, Kindergarten Graduation, 5<sup>th</sup> Grade Graduation, 6<sup>th</sup> Grade Social, Parent Award Night, School Trip to Hot Springs, Arkansas, 2015-2016 registration, during exit interviews) provided for family and community members to be educated on current report card ratings and school improvement efforts. Student interviews and focus groups were conducted during Spring Fling.

Other included the following efforts/ meetings held with families in which input on school improvement was collected:

- June 3, 2015: Shared data from the School Report Card with families and recorded input for improvements. This input was included in decision making at the school level.
- March and April 2015: Pleasant Grove #2 Church Meetings: Chief Executive Officer and Principal attended two church meetings to share School Report Card results, request support for volunteers and services and seek input for improvement using the selected intervention (Transformation Model).
- May 22, 2015: Shared School Report Card with families and recorded input for improvements, enhancements and eliminations.
- May 2015: Parents were encouraged to provide feedback and input for improvements during the Spring Fling and conference days.

Our school leadership team and Board of Education reviewed the information gathered from family and community stakeholders, including survey results, direct feedback from parents, and minutes of Parent Advisory meetings, all in an effort to understand family and community concerns, and to ensure that those concerns are addressed in our plans for the future. Some initial feedback from earlier in the school year led to the development of an enhanced communication plan, which includes a weekly bulletin, regularly/weekly scheduled automated calls, a monthly newsletter, displaying weekly school activities on TV monitor in the school's cafeteria and administration building where parents wait to pick up their students, and weekly updates to the school's website and Facebook page – all in an effort to ensure that regularly scheduled communication is happening between school, families, and the community.

## 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) 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 Teaching and learning in at least one full academic content area (including professional learning for educators).
    - ii. Student non-academic support.
    - iii. 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.

For the purpose of this grant, the LEA is the Madison-Tallulah Education Center School District acting as the agent and primary overseer of the SIG grant application and implementation of the Turnaround School Model. The Madison-Tallulah Education Center school board has tasked the Chief Executive Officer to lead the effort in applying for the SIG.

The Chief Executive Officer first called the school leadership team together to read over the grant requirements and to begin discussing each of the models of the SIG. The school leadership team reassessed all indicators for school improvement, reviewed the Continuous Curriculum Achievement Plan feedback, the goals for the 21<sup>st</sup> Century Community Learning Center grant, study of staff and community survey data, and analysis of state outcome assessments and screening/progressing monitoring data to determine the current state of improvement efforts at the school. The leadership team weighed the pros and cons of each of the models, used community feedback, survey and student data, and then determined which model the school qualifies for before proposing the Turnaround School Model as the model that gives the school its best chance of successful implementation. In particular, the leadership team reflected on information gathered throughout the school year from family and community stakeholders on ways to improve the school. The LEA collaborated with and received feedback from the school staff and family and community stakeholders in support of the Turnaround School Model. Furthermore, the LEA in collaboration with the school leadership team has developed specific structures and timelines to implement a plan to address the final requirements of the Turnaround School Model.

The data points gathered from surveys, interviews, and meeting comments were integrated with data from student assessments, student behavior/attendance data, and information from MAP regarding progress of improvement efforts. Combining the stakeholder feedback with outcome data provided a comprehensive picture of the current status of the school. From there the group assessed the current resources available to meet the identified needs and reviewed requirements of school improvement models to determine which model best fit the needs identified through the needs assessment. Each of the models were considered and scored according to the identified needs; it was clear that the Transformation Model was the best fit. The decision to move forward with the Transformation Model was presented to the School Board and other stakeholder groups for final approval.

Tallulah Charter School Leadership team developed a plan that is consistent with the final requirements of the transformation model. Tallulah Charter School will address the mandatory requirements of the transformation model through the implementation of the following plan.

### **Category 1: Developing and Increasing Teacher and School Leader Effectiveness**

**Replace the Principal** During our leadership meeting held in June 2015, the leadership, board members decided not to replace the principal so that there will not be an interruption in the progress made thus far; therefore, the current principal will not be replaced.

### **Rigorous Teacher Evaluation System**

SIG funds will be utilized to implement a rigorous teacher evaluation system from the Louisiana Department of Education called TAP: The System for Teacher and Student Advancement. We will utilize TAP teacher evaluation system as the primary evaluation tool. In order to increase the efficacy of TAP, administrators need more time in classrooms and more time working collaboratively with teachers. We will increase time with teachers through scheduled, weekly walkthroughs and lesson-specific observations with all teachers on a monthly basis. In October 2015, we will hire a Turnaround Officer to build the capacity of our current office staff to manage TAP paperwork, scheduling, and additional clerical support managing our school partnerships to allow more time for administrators to work directly with teachers in classrooms.

### **Rewarding Teachers and Leaders**

Teachers who demonstrate high levels of performance will be provided with a menu of professional development opportunities. Teachers can choose from additional professional development/tuition funds or the opportunity to attend national conferences as part of a Tallulah Charter School team.

Rewards/incentives for school leaders and teachers will be developed during the 2015-16 school year. School leadership roles are being designed with rewards for successful implementation.

### **Recruit and Retain Staff**

We will work closely with Human Resources to fast-track hiring decisions for teachers who have the talent and disposition to be successful at Tallulah Charter School. Beginning Fall (October), administrators will visit job fairs and teacher preparation programs at local colleges and universities to facilitate recruiting for our building.

The school Leadership Team recognizes the importance of implementing a strong teacher induction and mentorship program at Tallulah Charter School. All teachers new to Tallulah Charter School have a learning curve specific to the population of students we serve. New learning for teachers may include comprehensive classroom behavior management, trauma-informed care, engagement strategies for students in poverty, parent involvement strategies and equitable teaching practices. SIG funds will be used to launch a comprehensive teacher induction, mentorship, and support program for all teachers. Instructional coaches will assist administration in designing and implementing a curriculum responsive to teacher needs. Teachers choosing to attend will be paid and will receive resources to be used in their classroom.

Administration will reach out to high quality substitutes to be at Tallulah Charter School on a regular basis. High quality substitutes will be offered the opportunity to participate in staff development around cultural awareness and positive climate on non-student days. This will serve two purposes: to create additional work opportunities for the substitutes and to foster a sense of community that is founded in our school culture.

### **High-quality job-embedded instructionally aligned professional development**

Initial professional development will start in August 2015 and will be supported by the Instructional Coaches through the grant duration and beyond. Through the district's early release schedule, ongoing professional development will be strategically embedded into the schedule. Each week, the early release time will be dedicated to staff implementing the intervention model. Staff members, through the leadership of the principal and district team, will collectively review the PD goals, timelines and expectations and coordinate with a highly accountable, yet flexible design to meeting the rigorous goals as outlined in the SIG. In addition, staff are also encouraged and supported to augment their skills by earning specialty endorsements using the local universities or the university of their choice.

## **Category 2: Comprehensive Instructional Reform Strategies**

### **Implement Research-Based Instructional Program**

#### **Priority Goal 1: Literacy**

Tallulah Charter School Elementary has an at-risk student population, who have been struggling to make sufficient growth in literacy. While students did make positive growth during the 2014-2015 year, the majority of students are still not meeting benchmarks expectations for literacy. Tallulah Charter School's goal for literacy is to continue to promote student growth in literacy. Our core program for literacy is Core Knowledge which outlines the steps to transform our literacy instruction to result in accelerated student growth.

#### **Tallulah Charter School District Literacy Framework**

Tallulah Charter School Literacy Framework is what guides literacy instruction at Tallulah Charter

School. The Literacy Framework has directed the shift to an integrated literacy approach. With this approach teachers will use Project GLAD strategies beginning in January to provide students with background knowledge of a specific content area. Students will then use this content knowledge to focus on reading and writing grade-level texts. Their strong base of content knowledge will also allow them to focus on their language development.

### **Priority Goal 2: Math**

The students at Tallulah Charter School Elementary are not making as many gains in math as they are in literacy. As a result, we need to shift the way we instruct mathematics in our school. The leadership team has already reworked the master schedule to allow each teacher to have 15 minutes every day for a math corner that previews, reinforces, and builds on grade level math standards. In addition to the math corner, each teacher also has an uninterrupted, hour-long block of time that focuses on math instruction. July 23, 2015, teachers were given professional development and planning time to focus on how to unpack math standards, plan common formative assessments, and examine data from student assessments. Currently, the core math program for Tallulah Charter School is Eureka for grade-level instruction and Every Day Counts for the math corner.

### **Priority Goal 3: Culture an Climate**

Tallulah Charter School is a highly impacted school, with 95% of students in poverty, including 8% who are homeless and receive Title X services. It is necessary that Tallulah Charter School promote a school climate of inclusion, cultural responsiveness, and care for our students. We believe that meeting the social and emotional needs of our students is a key factor in promoting increased academic achievement.

July 20, 2015, Tallulah Charter School staff met to discuss our discipline system. We shared our current discipline data that we collected from JPAMS. After sharing the data, we gathered feedback from staff on our discipline system and our current needs to decrease disciplinary incidents and disproportionality of students of color reflected in our discipline data.

### **Comprehensive PBIS Training and Support**

There are inconsistencies in all areas of PBIS, from classroom management, to data keeping, to ways in which we intervene to assist our most challenging students. Training will be provided in November 2015 to teachers by consultants from LSU in the following areas: School-wide systems of support, effective supervision (classified staff), classroom management systems of support and Tier II/Tier III behavior interventions.

### **Intensive Equity Training**

Tallulah Charter School will contract with Education Today Group to provide key staff a 5-day equity training in January 2016. High-quality, intensive equity training is a key component to moving the conversation around equity forward and it is imperative our decision-making personnel have the tools they need to apply an equity lens to the initiatives set forth.

### **Priority PLCs**

In an effort to improve school-wide communication and data-driven decision making around school-wide priorities, we will build decision-making capacity among our teachers by identifying grade-level representatives for each of our Priority Goals: Culture and Climate, Literacy, and Math. The PLCs conducted by coaches will be driven by goals specifically written in the Continuous Curriculum Achievement Plan, and will be the team responsible for carrying out the action steps related to the goals. These PLCs will meet once a month with Administration and Instructional Coaches to check-in on priority goals, current progress, and action steps.

### **Increased time in grade-level Data Review Meetings**

Currently, data teams meet every 6 weeks with the Instructional Coaches and Title I teachers to analyze data, target subgroups of our lowest readers, and design action plans to address those needs. We will use

SIG funds to increase the amount of time we meet (meeting every 3 weeks) in order to run Data Teams for math. We will use STAR math data to progress monitor in math and facilitate our data team discussions.

### **Job-Embedded Staff Development**

In order to build the capacity of our teachers and upon approval of the SIG, we will use SIG funds to hire Instructional Coaches at Tallulah Charter School. The coaches will work directly with our leadership coach to launch a comprehensive schedule of job-embedded professional development aligned to the Tallulah Charter School Districts' literacy and math initiatives.

### **Category 3: Increased Learning Time**

#### **Increase Learning Time**

Currently, Tallulah Charter School offers a regular school day of 7 hours, with an extended day of an additional 2 hours Tuesday-Thursday for tutoring, homework help, remediation and activities/clubs/athletics. Currently, students are encouraged to attend the extended school day, and additional contacts are made for students who are having academic difficulties at school. Transportation is provided at the end of the extended school day which allows more students to participate. The program will take place from September 2015 – May 2016 and Summer School (2016) for a total of 300 hours.

Tallulah Charter School will implement a summer school program sponsored by 21st CCLC focusing on LEAP Assessment. The middle school grades program will concentrate on remediation and building of essential foundational skills for students who have identified as underachieving in math and language arts. Summer school will be utilized four hours per day, 5 days a week for 4 weeks, for a total number of 80 additional instructional hours.

Tallulah Charter School will begin a weekly *Saturday School* (2015 program through which we will provide critical academic support (including make-up work) and counseling for students removed from the classroom for disciplinary reasons (suspensions, time in office etc.). Under the direction of the Principal, teachers and counselors will partner with local volunteers and mentoring groups to provide students with adequate support and guidance. On whole, we expect to organize 25-30 sessions (3.5 hrs. each), totaling 90+ hours of additional instructional.

Tallulah Charter School will begin Intervention Intercessions, through which students can receive additional instruction during breaks and/or between each six weeks, lending 20 additional days of academic instruction.

#### **Family Engagement**

Beginning the fall (September), Tallulah Charter School via the Family and Community Coordinator, will increase our parent outreach efforts by hosting at least one curriculum night monthly to increase our parents' ability to support their students academically. Nights will include quarterly literacy and math nights, as well as an annual art and science night. These will be organized at each grade level, allowing the teachers to focus on the grade level curricula. This is based on feedback from parents requesting information about how to support their students' learning.

***New Family Breakfast:*** Administrators will host a new family breakfast every two weeks from 8:30am-9:30am to welcome families new to Tallulah Charter School. This will be an opportunity to learn about students and their families as well as elicit feedback from families on potential needs.

***Parent Focus Groups:*** Tallulah Charter School will host parent focus groups to garner parent voice around community hopes and dreams. Parents will have access to resources and surveys to provide Tallulah Charter School with feedback regarding family comments, concerns, or specific needs. There will also be an opportunity to suggest adult courses families would like to see offered.

**Family Nights and Language Exchange:** Tallulah Charter School will continue its outreach efforts by continuing to host movie nights and other fun family nights.

**Volunteer Opportunities:** Based on feedback from parents, Tallulah Charter School will increase its capacity to offer volunteer opportunities to parents and communities.

**Community Classes:** We will expand our efforts to provide the community with high-interest classes based on feedback we elicit from parents and community members.

**Category 4: Operational Flexibility**

- The Director of Federal Programs will work with school leadership to support all objectives for this SIG plan.
- The Director of Human Resources and school leadership will utilize rigorous hiring practices designed to improve student outcomes and meet the goals of this grant.
- The Director of Federal Programs and school leadership will seek technical assistance to meet the intended goals for this grant.
- The Director of Instructional Technology will support expanded use of technology to facilitate extended learning opportunities.

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

Understanding that effective intervention strategies must be based on research, the SIG leadership team used multiple sources to determine the best approaches toward comprehensive reform.

**Early Childhood Education Non-cognitive Skills Support-Evidence Based Strategy**

This strategy was selected because the non-cognitive skills (motivation, effort, self-regulated learning, self-efficacy, academic self-concept, antisocial and prosocial behavior, coping and resilience) will build systems to provide a consistent non-academic support network to students including 1-1 adult-student support, a school-wide behavior system, and additional counseling opportunities. Certainly, one thing that becomes clear from this evidence is that when students develop their non-cognitive skills well at the beginning of their school career they do better cognitively. They do better in terms of their intellectual development. They can sit still more, they can focus more, they can take in new information and deal with confusing information, which helps them learn how to read, learn, and how to do math (Paul Tough, 2012). Although many preschool programs are designed to promote cognitive development, the non-cognitive lessons may be the most important (Heckman, 2010). The greatest effect of early childhood programs is on non-cognitive skills, motivation, and achievement. The early childhood field has long acknowledged the importance of socio-emotional skills and, as such, made their development a key part of curriculum and measurement strategies. Early childhood education thus provides examples of how to ensure that non-cognitive skills are nurtured, and also of how the assessment of outcomes and practices can be adapted to include non-cognitive skills. We believe that non-cognitive skills are as important as cognitive skills in determining academic achievements and job prospects.

**Instructional Coaching/Curriculum Alignment** The implementation of a Common Core-aligned reading curriculum (Core Knowledge) followed by the implementation of a core-aligned math curriculum (Eureka Math) requires strong professional development. Teachers will benefit greatly from follow-up

job-embedded coaching by a trained professional who is knowledgeable, trusted, and available regularly. A secondary responsibility for the coaches will be to teach PLC members to better analyze learning data and strategize how to reach struggling students by using research strategies. Yet another responsibility of the instructional coaches along with the leadership coach will be to take the faculty through the process of curriculum development and alignment to the state's Academic Standards/Common Core State Standards. Professional Technical support will be provided to the coaches to support PLC planning and curriculum alignment training. The staff will collaborate in July 2015 on a week-long professional development math and English language arts curriculum alignment that will align the math and English language arts standards to Louisiana academic standards and the CCSS. Substitutes will be hired to allow teachers to collaborate for PLC Planning and Curriculum Alignment tasks. We believe that the alignment to the standards will result in higher student achievement.

**Extended and Supported Learning Time:** Although time alone will not solve the low achievement and growth for Tallulah Charter School students, we believe that providing a systematic and intentional time period in which additional highly-trained support is provided has the potential to improve student outcomes. This SIG plan has a minimum of 200 annual hours of extended learning opportunities for all students and 150 additional hours for students experiencing difficulty. We selected this strategy because it ties to our use of assessments to provide highly-focused, additional support to students. With intervention and enrichment blocks built into each grade level's daily schedule, students would have access to highly trained math and literacy coaches, special education assistants as well as their classroom teachers and peers during these times. We believe this consistency and intentionality, along with increased personnel scheduled at each block, will allow us to develop additional time wisely and lead to acceleration of all students' progress.

**Guaranteed and Viable Curriculum:** A guaranteed and viable curriculum is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that guarantees that the curriculum being taught is the curriculum being assessed. This means that individual teachers do not have the option to disregard or replace assigned content. It is viable when adequate time is ensured to teach all determined essential content. This strategy was selected due to the fractured and scattered instructional techniques and resources that were being utilized. This was one of the reasons the new students arriving at Tallulah Charter School following the district boundary change were not successful in making progress toward their learning goals. With the selection of Eureka Math for mathematics, teachers made an intentional decision to follow with fidelity the curriculum and work in PLCs to determine the essential outcomes through classroom based assessments and data monitoring. The Leadership Team knows this strategy of selecting essential outcomes, and providing guaranteed content and time to learn, can be translated to other areas of learning and is a sustainable strategy for improvement.

**Parent and Community Engagement Programs:** Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs. Researchers Belfield and Levin cite parent-family and community involvement as a key to addressing the school dropout crisis and noted that strong school-family-community partnerships foster higher educational aspirations and more motivated students. According to Paul Barton (2009), the evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and the research shows parent involvement affects minority students' academic achievement across all races. Tallulah Charter School has identified a number of family and community engagement strategies and has selected the support of a school-based liaison as a necessary strategy for establishing systems for sustaining improvements in attendance and engagement made at the school level beyond the grant period.

**Hiring a building level administrator, such as a Turnaround Officer:** This strategy was selected due



to the value of the Principal serving as the instructional leader for this improvement intervention. Currently, the responsibilities of the Principal include all safety and security management, student discipline, curriculum support through professional development, licensed and classified observations and evaluation, family and community event planning, fiscal accountability and other duties as assigned. Emergent situations often take the Principal away from data meetings and other improvement initiatives, reducing her ability to support student learning initiatives and improvement of instruction. A Turnaround Officer could share in leadership responsibilities and increase the capacity of the Principal to be an agent of change and improvement. Additionally, the Turnaround Officer would learn, over the two years of SIG funding, the principles for school improvement and become more capable of leading improvement initiatives as a future Principal.

**Data Team Meetings** The strategies will be supported through the weekly Data Team meetings, additional professional development, and will be monitored through regular classroom observations by the principal and the District Walk-through team. This team consists of representatives from content areas, Instructional Services/Curriculum, Instruction, and Assessment; Special Education, Directors, and Coordinators.

**Data Teams and PLC Protocols:** This strategy was selected as there is a systemic need at the school for the vision for data use to be articulated and for school-wide expectations for protocols to be developed for analyzing and using data for planning and reporting progress. It was also selected as a strategy to support the culture of inquiry to improve teaching and learning. Data provides us with the material for asking questions that focus on student learning outcomes as a focus for instructional improvements. Following the process for Rapid Inquiry-Based Change Cycles, we determined that data teams and the use of PLC protocols assisted us in accelerating the learning for students in the area of mathematics and extending this has the potential of doing the same for other content areas.

**Behavior Specialist** The need for a Behavior Specialist is based on Tallulah Charter School's behavior data, high poverty level, lack of community resources, and an increase in the number of students with severe emotional and behavioral issues, including an increase in the number of students with emotional disturbance eligibility in special education. Behavior Specialist will work with building staff to provide training, policy support, organizational support, as well as family and parent education.

**Family and Community Engagement** Family engagement and capacity building strategy was selected in order for families to provide additional support to their children. A critical part of involving families is to provide multiple opportunities to learn about the levels of support we structure to support student learning in reading and mathematics. Beginning this year and into the future years of the grant we would provide a minimum of 4 formal opportunities for parents to learn about their child's progress, and to learn the supports the school will provide to accelerate their learning.

- Fall Family Engagement Night:** This evening will be focused on the focus of Tallulah Charter School's Continuous Curriculum Achievement Improvement Plan and how parents can play an important role in supporting their child in reading and math. This would also provide informational time with classroom teachers and specialists to learn about their child's current achievement.

- Fall Goal Setting Conferences:** Tallulah Charter School will provide two days dedicated to setting academic goals in reading and mathematics looking at benchmark and diagnostic data to help establish school tasks to support each individual student, and supplemental tasks for parents to help in the form of home supports. Classroom teachers will facilitate these conferences. The school will offer one night time slot to support families that cannot attend during the day.

- Spring Progress Monitoring Conferences:** Tallulah Charter School will provide two additional days in the spring to report student progress in reading and math. This will include winter benchmark data, formative assessments, and district interim common core performance

tasks.

•**Spring Family Literacy Night:** The focus of this evening will be on effective strategies to support student reading growth at home.

- 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.

Madison-Tallulah Education Center School District will not be utilizing the services of external providers; however, the LEA will contract with professional development organizations to provide high-quality and relevant training to staff in implementing the Transformation School Model.

Reasonable and timely steps will be taken to recruit and screen any providers to be used in staff development of student interventions. These will include analyzing the school's operational needs and researching and prioritizing the external providers available to serve the school.

Consideration will be given to the external provider market and contact will be made with other schools currently or formerly engaged with the external provider regarding their experience. Parents and community members can be involved in the selection process. The district will clearly delineate the respective responsibilities and expectations to be assumed by the external provider and the school. A proven track record of success working with a particular population or type of school and alignment between external provider services and existing school services is necessary.

- 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.

As a result of the SIG District Leadership preliminary analysis and determination of priority needs, our first step is to build school and district-level leadership capacity to strategically address teaching and learning. This includes best practices for classroom management and a deeper understanding of the impact of poverty on the social-emotional health of our students and families. Due to low achievement among all subgroups, our first step is a deeper examination of the growth-mind set among staff.

Embedded throughout this work is staff commitment to deep implementation of proven best practices and processes. Staff members who have both the requisite skills and desire for this commitment need time and resources for sustained, job-embedded professional learning to develop and sustain a positive, rigorous learning environment where substantial gains are realized. **Timeline:** Two times per month.

Our next step is to build on and deepen the existing Data Team/PLC structure with district support. Staff must strengthen their understanding of how to select and implement high leverage instructional strategies, deepen their assessment literacy through the Data Team process, and reflect on their practice using a self and peer monitor process, including classroom walk-throughs. **Timeline:** Weekly

In order to accelerate positive growth in student achievement, both district and school leadership and staff need accountability in reviewing, revising, and/or developing school and classroom systems that promote effective classroom practices with clear and consistent monitoring through a cycle of Sustainable School Improvement. This cycle includes building readiness in stakeholders, collecting and analyzing data, setting goals based on current data, investigating research /evidence based school and classroom practices,

creating an action plan, implementing and monitoring, evaluating effectiveness, sustaining effective practices yielding desired results, and eliminating ineffective low leverage instructional systems and practices that create barriers to student achievement and building staff capacity. **Timeline:** Monthly

It is our current plan to continue and to deepen Tallulah Charter School staff's opportunity for professional learning in mathematics and English language arts. Other emerging best practices and systems to meet student and staff needs will be discussed and vetted at the monthly Tallulah Charter School SIG Planning Team meeting will be evaluated for further consideration. **Timeline:** Monthly

### **Successful Implementation**

The pre-implementation activities aforementioned will contribute to successful implementation of the selected intervention because they

- Yield feedback on current process and suggestions for improvement
- Provide full awareness of what works well and what needs to be changed prior to work commencing.
- Offer a pilot process with defined schedules and materials
- Contribute detailed measures and measurement tools
- Determine if training plan and timeline for review activities work
- Assure that all staff fully aware of intentions and details of new teacher evaluation process
- Provide in depth knowledge of full documentation and process for all volunteers/revisions from analysis as appropriate
- Refine ongoing progress monitoring and revision discussions
- Give a picture of full analysis of impact to date
- Showcase awareness of work in progress and general impact from the perspective of the volunteer group
- Create full awareness of revisions and final process and valid and reliable tools
- Provide a non-threatening way for teachers to participate in new teacher evaluation process

- 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.

Research shows (National Parent Teacher Association, 2013) levels of parent and family involvement are directly related to increases in student achievement. This achievement includes higher grades, better test scores, improved attendance, more positive attitudes and behaviors, and higher graduation rates with greater enrollment in postsecondary options.

To ensure ongoing family and community engagement, grant funding and technical support will be used to:

- Parents will have an ongoing active role in the Tallulah Charter School's SIG Planning Team and Continuous Curriculum Achievement Improvement Plan Development process. Parents will have direct contact with the principal and Turnaround Officer in order to provide feedback, have questions answered, and to present issues for consideration and are considered to be equal partners at the SIG table.
- Provide monthly "First Wednesday" meetings in which families and community members can learn about curriculum, assessment results, current initiatives and issues. They can also provide input around these areas and participate in the improvement initiatives.
- The Site Council which consists of parents, community members, teachers will serve as the advisory board to administrative decision-making and will meet every six weeks to discuss Tallulah Charter School's priority goals
- Ensure daily opportunities to interact with the Family and Community Liaison.

- Administer Bi-yearly surveys of parents during parent conferences.
- Provide Title I presentations during parent conferences.
- Participation in all activities and projects related to school improvement and community engagement.
- Create and sustain the Family Advisory Board, which meets directly with the Principal and school leadership.
- Maintain and expand membership in the PTA’s BOOSTER Club, which promotes family-friendly events at the school.
- Develop new volunteer opportunities at the school. When each volunteer signs in at the office, they will have the opportunity to engage with the liaison, secretary, clerk, and Principal.
- Initiate an early childhood and family education program (4-6 hours a week, Birth-5)
- Hold yearly report card meetings to share results from the Louisiana Department of Education Report Card results
- Ensure greater access to school website
- Administer annual surveys to parents and community members about SIG interventions. Survey results will be analyzed and included in the review, tracking and monitoring process.

Each of these family and community events, along with having an open-door policy, will invite participants to provide feedback and input for Tallulah Charter School’s plan for improvement as well as issues that arise within the community at large. A schedule will be created before each school year begins in order to provide families an opportunity to commit to these events. The consistency of these events will encourage greater participation each year.

### 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:

- 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
N/A	38	40	48	56	64	80

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

Grade:4th		Subject: Reading/Language Arts				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
N/A	34	43	53	63	73	80

Grade:4th		Subject: Mathematics				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
N/A	44	42	52	62	72	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.

### Connection Between Meeting Goals and Annual Results

The Leadership Team will review state outcome data in reading and mathematics, STAR screening data, and JPAMS reports to set annual goals for student achievement and behavioral growth. Tallulah Charter School students will show one year's growth in both reading and math based on DIBELS and STAR assessment data. Students below grade level will show more than one year's growth which is determined on an individual basis. School wide goals are established at the beginning of each school year based on fall benchmark data. Also, the State Report Card is used to establish the achievement growth goals. The annual goals for student achievement in reading/language arts and mathematics are consistent with State and District growth targets which are in place for all students. The student growth goals is fifty percent of the teachers final evaluation score. Additionally, the district will study student achievement for all subgroups. The TCS Achievement Compacts set achievement targets and growth targets for all of the subgroups.

The SIG leadership team will meet with the principal to review formative data on leading indicators to assess progress toward those goals which in term results will attain student achievement goals.

- 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 Leadership Team will review state outcome data in reading and mathematics, MAP screening data, and DIBELS reports to set annual goals for student achievement and behavioral growth.

### Screening data – MAP (formative assessment)

- In Reading, each class/grade will increase the numbers of students in each subgroup (Meets, Nearly Meets, Does Not Meet, Far from Meets) by at least 40% from Fall to Spring.
- In Mathematics, each class/grade will increase the numbers of students in each subgroup (Meets, Nearly Meets, Does Not Meet, Far from Meets) by at least 40% from Fall to Spring.

**Behavioral Data**

From JPAMS, behavioral referrals will decrease by 50% or more from September 2015 to June 2016. All student data were used as part of the Comprehensive Needs Assessment. Student academic growth and achievement progress will be shared formally with parents at the September Annual Title I Parent Meeting, and during October and March Parent Conferences. The Turnaround Officer will support the principal in reviewing and interpreting all student data.

**Measuring Progress on Leading Indicators**

Student academic growth is measured throughout the year using a comprehensive assessment system. The district system is also monitored and evaluated in order to ensure that the necessary and appropriate data are collected and available in a timely manner. We believe that Tallulah Charter School will become a model to be replicated in other schools.

**Formative Measures and Goals**

Student growth is assessed and monitored with formative measures that are utilized at ongoing and regular intervals at the classroom, grade level, school, and district levels. Teachers administer ongoing informal assessments through the course of a lesson including exit tickets, use of white boards to show an answer, etc. Grade level team teachers will create and discuss pre, post and formative assessments as part of their Data Team cycle with measures showing a student growth to an overall target of 80% or more of students meeting proficiency as defined by the formative assessment for each cycle. This data provides teachers evidence of effective strategies and informs instruction for the individual and grade level team.

STAR 360 will be piloted at Tallulah Charter School and is expected to provide more immediate data to teachers to inform instruction and intervention/extensions. The Principal and Instructional Coaches will use classroom data to inform the need for professional learning for the teacher, the grade level and/or the school. DIBELS will be used in grades K-5. STAR 360 and DIBELS reading data will be administered three times a year with the goal that 80% or more students K-5 are on their recommended growth trajectory with 80% or more on grade level by end of the year and the other 20% on 2 year catch-up trajectory.

**Interim Measures and Goals**

The district will develop District Interim Assessment through Edusoft and will be administered two times a year and is connected to the curriculum map and units of study outline with the goal of at least 80% of students in grades 3-7 will be on track for meeting proficiency on priority standards as per the maps and assessments.

**Summative Measures and Goals**

LEAP/PARCC measures for reading and math in grades 3-7 to compare between years growth in overall achievement, identified sub group growth (identify the groups with achievement gaps and call them out), identified sub group overall achievement, and individual student growth. The 2015-2016 scores will be a baseline for year to year comparison.

**Professional Learning Communities**

Using the rigorous, accountable and system process of Professional Learning Community practices, students' needs will be met through effective and timely intervention. Student progress will be measured weekly and matched with expected academic and behavioral outcomes. Students will no longer be allowed to make inadequate progress and building academic targets will be consistent and rigorous.

**Making Adjustments**

Tallulah Charter School leadership will team to analyze reading and math data on a regular basis. Moreover, this will include analysis of the implementation of effective instruction through mini-observations by the principal, coaches, and district-wide leadership team. The data will be shared at each

leadership team meeting to determine rate of progress, but to also inform professional learning implementation as well as make needed adjustments. The data will be analyzed and used to make adjustments across the system for continuous improvements in identified goal areas. The Turnaround Officer will provide oversight for all activities and data collection/tracking processes.

The walk thru data will include standards of practice for core reading, small group, and intervention of reading and math are present; planning is evident through clear CCSS objectives; core instruction is based on framework that demonstrates I do, we do, you do; student engagement strategies are used that increase students opportunities to respond and regular corrective feedback in whole group and small group instruction; core reading materials are used to guide instructional planning; language supports for all students are in place i.e., language objectives, sentence stems, graphic organizers, strategic partnering; intervention structures and strategies are in place to support students with more intensive needs. Small group support targets specific skills where students need support to access core instruction; and rigor is demonstrated through the depth of the student work and the level of response required by students.

<b>Academic Goals</b>	<b>Methods of Measuring</b>	<b>Strategies for Monitoring Progress</b>	<b>Timelines</b>
<p><b>Reading/Language Arts</b>            In Language Arts, 3% of students will meet or exceed the achievement targets set by the state from year 1 to year 2</p> <p>In Language Arts, 3% of students will meet or exceed the growth targets set by the state from year 1 to year 2</p> <p>In Language Arts, 3% of students will meet or exceed the subgroup growth targets set by the state from year 1 to year 2</p>	<p>Diagnostic Test            Pre/post Tests            Formative Assessments            Summative Assessments            Progress Monitoring            Benchmark</p>	<p>Record and monitor student participation within the testing window for each student and subgroup, and develop strategy to promote participation by each student</p>	<p>Daily, as needed</p>
<p><b>Mathematics</b>            In Mathematics, 3% of students will meet or exceed the achievement targets set by the state from year 1 to year 2</p> <p>In Mathematics, 3% of students will meet or exceed the growth targets set by the state from year 1 to year 2</p> <p>In Mathematics, 3% of students will meet or exceed the subgroup growth targets set by the state from year 1 to year 2 (each subgroup will be listed)</p>	<p>Diagnostic Test            Pre/post Tests            Formative Assessments            Summative Assessments            Progress Monitoring            Benchmark</p>	<p>Record and monitor student participation within the testing window for each student and subgroup, and develop strategy to promote participation by each student</p>	<p>Daily, as needed</p>
<p><b>Science</b>            In Science, 5 % of students will meet or exceed the achievement targets set by the state from year 1 to year 2</p> <p>In Science, 5% of students will meet or exceed the growth targets set by the state from year 1 to year 2</p>	<p>Diagnostic Test            Pre/post Tests            Formative Assessments            Summative Assessments            Progress Monitoring            Benchmark</p>	<p>Record and monitor student participation within the testing window for each student and subgroup, and develop strategy to promote participation by each student</p>	<p>Daily, as needed</p>

In Science, 5% of students will meet or exceed the subgroup growth targets set by the state from year 1 to year 2			
---	--	--	--

<b>Intervention Goals</b>	Methods of Measuring	Strategies for Monitoring Progress	Timelines
Increase the number of minutes within the school year by 180 hours/10,800 minutes	Sign-ins from extended day activities	Analysis of extended day schedule and student participation	Quarterly with interventions as needed to promote participation
Increase student attendance rate of 91% to 98%	JPAMS records	Intervene to improve attendance by working with students, parents	On-going examination of attendance records by Registrar
Decrease discipline incidents from 25 incidents to 5 incidents	JPAMS records Discipline reports	Intervene to improve attendance by working with students, parents, counselor	Weekly, Registrar to monitor on-going attendance patterns and make weekly reports to Principal, Counselor, and Turnaround Officer.
Increase teachers performance level of Satisfaction on TAP teacher evaluation from 40% to 90%	Diagnostic Test Pre/post Tests Formative Assessments Summative Assessments Progress Monitoring Benchmark	Daily walk and talk thrus	Monthly reports of trends, based on the Turnaround Officer and Leader competencies, based on observations of teachers and the Leader Action Plan checkpoints
Increase teacher attendance rate of 80% to 95%	Daily Sign-in sheets	The Turnaround Officer will monitor attendance and make reports to the Principal	Monthly reports of teacher attendance by office staff

<b>Leading Indicators</b>	Methods of Measuring	Strategies for Monitoring Progress	Timelines
Number of minutes within the school year, including extended learning time	Class Schedule JPAMS	Analysis of school schedule and student participation	Quarterly with interventions as needed to promote participation
Student participation rate on State assessments in reading/language arts by student subgroup	Study Island Eagle MAP Edusoft DIBELS Results of State Spring Testing	Record and monitor student participation within the testing window for each student and subgroup, and develop strategy to promote participation by each student	Annually, study state participation reports; monitor student participation within the testing window
Student participation	Study Island	Record and monitor student	Annually, study state



rate on State assessments in mathematics by student subgroup	Eagle MAP Edusoft DIBELS Results of State Spring Testing	participation within the testing window for each student and subgroup, and develop strategy to promote participation by each student	participation reports; monitor student participation within the testing window		
Student attendance rate	Attendance Reports from JPAMS Teacher Roll Books	Monitor to determine whether there is a pattern of attendance/absence among students or subgroups and intervene to improve attendance by working with students, parents, counselor to develop interventions	On-going examination of attendance records by Registrar		W
Discipline incidents	Behavior Write-ups Discipline Reports from JPAMS	Intervention team will monitor monthly discipline and incident reports and develop interventions to change behavior in concert with classroom teachers, parents, counselor. Intervention team will study JPAMS reports to determine trends regarding behavior incidents, and develop interventions that are appropriate to the context: common areas, class rooms, students within specific grade bands or classrooms	Weekly, Registrar to monitor on-going attendance patterns and make weekly reports to Principal, Counselor, and Turnaround Officer.		M
Truants/Chronic absenteeism rate	Attendance Records from JPAMS Teacher Roll Books	The Child Welfare and Attendance Officer will monitor attendance and make reports to the Principal, Counselor and Turnaround Officer; the Intervention Team will develop a plan for each student with excessive absenteeism to improve attendance	Weekly reports from Attendance Officer/Registrar to Principal, Counselor, Turnaround Officer		W
Distribution of teachers by performance level on an LEA's T evaluation and support system	Student Learning Targets Results TAP Results	From classroom observation and walk-through data, report trends in competencies, and develop plans to promote/increase competencies in areas where need is show in the aggregate or in the individual	Monthly reports of trends, based on the Turnaround Officer and Leader competencies, based on observations of teachers and the Leader Action Plan checkpoints		M
Teacher attendance rate	JPAMS Report	The Turnaround Officer will monitor attendance and make reports to the Principal	Monthly reports of teacher attendance by office staff		M
Drop-out rate	N/A	N/A	N/A		N

Number and percentage of students completing advanced coursework [e.g., AP/IB]	N/A	N/A	N/A		N
Early-college high schools	N/A	N/A	N/A		N
Dual enrollment classes	N/A	N/A	N/A		N

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).

Madison-Tallulah Education Center School District has selected the Transformation Model for implementation at Tallulah Charter School. Madison-Tallulah Education Center School District, using funds from the grant, will create a Turnaround Officer position. A Turnaround Officer will be hired as a liaison between Madison-Tallulah Education Center School District and Louisiana Department of Education; one who is experienced in School Improvement, Continuous Curriculum Achievement Improvement Plan monitoring and development, and be able to provide technical assistance regarding the Comprehensive Assessment System, Measure of Academic Progress (MAP) formative/screening tool along with additional diagnostic assessments and progress monitoring tools such as DIBELS and *easyCBM*, matching research-based interventions to identified student needs, developing schedules that promote core and intervention/extension opportunities, and interfacing with parents, and community stakeholders.

The Turnaround Officer will be responsible for oversight and support implementing Tallulah Charter School's action plan for the turnaround intervention. The Turnaround Officer will participate in monthly leadership team meetings to assess the implementation timeline, conduct school walkthroughs, make adjustments and keep record of accomplishments and modifications in the school Continuous Curriculum Achievement Improvement Plan.

The Turnaround Officer will be responsible for meeting with the Board of Directors as well as extend information to the Chief Executive Officer and other related administrators regarding Tallulah Charter School's progress toward full implementation of the turnaround action plan as well as any necessary adjustments to the plan. The Turnaround Officer will provide data to Madison-Tallulah Education Center School District and the Louisiana Department of Education including:

(1) Number of minutes within the school year; (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; (3) Student attendance rate; (4) Discipline incidents; (5) Chronic absenteeism rates; (6) Distribution of teachers by performance level on the TAP teacher evaluation and support system; (7) Teacher attendance rate; (8) Student achievement and growth from interim benchmark assessments (MAP); (9) Student behavior data and overall school behavior trends.

The current principal, Keith Wolfe, has been at the school less than three years, therefore, he will not be replaced. The district will provide support for the SIG Principal through providing .6 FTE, or three day per week in technical support. This individual will be contracted. This experienced professional will be a seasoned, retired Principal who can provide the following weekly supports to reinforcement the obvious support that will be provided by the Turnaround Officer.

- Coaching Principal around school improvement implementation through specific, constructive, and frank feedback
- Participating in hiring process of new teachers and support staff

- Guiding Leadership Team development
- Coordinating and facilitating instructional walkthroughs with feedback to the Principal
- Assisting Principal in Continuous Curriculum Achievement Improvement Plan revision and school improvement budgeting
- Communicating with district's Academic Unit and with LA DOE regarding SIG supports and requirements.

The Turnaround Officer will team up with the Principal on a weekly basis to determine the instructional and operational supports that Tallulah Charter School will need in order to implement key SIG requirements and initiatives. Issues that arise will be brought to Chief Executive Officer in order to find quick and viable solutions so that there are no internal obstacles to effect implementation.

Madison-Tallulah Education Center School District will work collaboratively with Louisiana Department of Education to effectively monitor the implementation of the transformation model. The grant will be monitored and measured by the Turnaround Officer. He/she will work with the state supported consultant to attend monthly leadership meetings to monitor the progress of the implementation and supports.

Our monthly meetings would include the following:

- Analysis of progress of achievement plan tasks
- Analysis of classroom observation data aligned to professional development plan
- Review and analysis of school-wide DIBELS data
- Review reports developed by school leadership team and reviewed by Louisiana Department of Education
- Update and revise tasks within plan to address deeper implementation of plan

The CEO and district leadership team will provide classroom instruction appraisal for the School Leadership Team to analyze external analysis of classroom practices and level of implementation. This also includes monthly support meetings for the principal provided by the CEO. These meetings will be based on individual leadership goals including student learning and growth goals/targets.

Tallulah Charter School will offer extended learning time to all students which means that "*The Gift of a Good Start 21<sup>st</sup> CCLC* program" will greatly expand. This will create a need for flexibility in terms of bussing and nutrition services. This flexibility will be granted within the confines of what the SIG budget can allow.

The district is prepared to support the Principal in restructuring the school day, if needed, to recoup instructional time for enrichment, intervention, or community building. The Turnaround Officer will provide technical assistance in developing a schedule that balances district requirements with SIG initiatives.

The district has provided a list of "Best Practices" for Tallulah Charter School to aspire. The district anticipates that the SIG will provide the funding needed to implement these best practices fully in after school and summer programs. Also, in support of implementing the selected intervention, the district will support a continuation and expansion of Data Teaming.

In order to support the increase in family and community engagement, Tallulah Charter School understands that additional supports may be needed. As the school begins to engage parents in new and effective ways, the school may require additional custodial support and may need to pay certified and classified staff to provide the human resources that the event might require.

The Chief Executive Officer will visit Tallulah Charter School two times per monthly and provide feedback as to implementation of the various SIG initiatives.

The district will provide appropriate reward structures that will recognize teachers who have made gains

in student achievement. Ineffective teachers will write a 90-day improvement plan and will be provided professional development. If progress is not shown, the teacher will be dismissed.

In order to support comprehensive instructional reform, the district will provide funds for the district's core programs. The district will examine data from Unit Writing Performance Tasks, DIBELS, MAP, Study Island to measure progress toward full, high-quality implementation. The district will continue to support implementation by refreshing materials.

In support of the selected intervention, the district will continue to provide professional development including a new teacher orientation and training, a 7-day Project Literacy training, a five-day Mathematical Practices Training, and one Social Studies/Science training per grade level. Furthermore, the district will continue to provide 4-1.0 FTE Instructional Coaches (core subjects) in order to support core program implementation and application of the key learning from professional development sessions. The Instructional Coaches will also provide coaching on program and implementation and strategies in line with the main thrusts of this School Improvement Initiatives.

**See Appendix for Oversight Plan and Timeline.**

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

The Board of Directors in collaboration with school leadership and family and community members, will not hire external providers but instead will hold accountable the Chief Executive Officer and leadership teams for the services and performance of the school during the implementation of the Transformation School Model as well as establishing protocols responding to the turnaround implementation if the Chief Executive Officer and leadership team is not fulfilling their responsibility within the purview of the grant.

#### **Monitoring Procedure**

Monthly meetings will be held with the SIG Planning Team and the District SIG Planning Team to discuss Tallulah Charter School's progress in order to be monitor and evaluate the work of the Chief Executive Officer and leadership team. Parents are members of the SIG Planning Team. Milestones/indicators would be reviewed and next steps created with clearly articulated tasks for the Chief Executive Officer and leadership team. Monthly meetings will provide timely and specific feedback and allow for a more rapid monitor and adjust cycle.

The milestones and indicators will be clearly articulated and mutually agreed upon. In addition, they will specify a calendar for progress monitoring of the work of the Chief Executive Officer and leadership team, the school, and the district. The monthly meetings will provide an opportunity to review, discuss, and revise the work if necessary. In addition, protocols for failure on the part of the Chief Executive Officer and leadership team to fulfill mutually agreed upon milestones/indicators will have been established prior to the start of the project.

- 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.

Madison-Tallulah Education Center School District Leadership and Tallulah Charter School will be thoroughly prepared to begin implementation on the first day of full implementation. Tallulah Charter School will be implementing the Transformation Model with a detailed and realistic timeline. We have determined the people who will be leading our school through the requirements of the Transformation Model. Tallulah Charter School has an exceptional *staff* ranging with experience from 1 to 15 years; all *paraprofessionals* are highly qualified. Half of our teachers are highly qualified. We have 6 teachers who have their Master's Degree. The person to be chosen as the *Turnaround Officer* will meet the competencies for the position. The persons chosen to *coaches* have Masters degrees with a total of over 38 years of experience. The *Counselor* is certifies with over five years of experience. The *Principal* has a Specialist Degree with 15 years of experience. The *Chief Executive Officer* has a Doctoral degree in education with over 30 years of experience.

Schedules are being developed to support each activity, and many strategies are being developed to strengthen current initiatives. Madison-Tallulah Education Center School District will commit the time, and fiscal and staffing resources needed to support Tallulah Charter School to make the implementation of this plan successful. We have the necessary policies, practices, and procedures in place to implement this plan. Madison-Tallulah Education Center School District and Tallulah Charter School Leadership Teams are in place with the capacity to fully implement the Transformation Model and all requirements.

- Current policies, practices, and procedures are in place to support all aspects of this plan, including hiring, managing the budget, evaluating staff and *Principal*, and providing support for coaching and curriculum implementation.
- Implement a system for celebrating student and *staff* learning successes.
- Will strengthening core literacy through on-site training by the *Leadership Coach* and *Instructional Coaches* in common instructional framework that is congruent with Louisiana Department of Education Literacy Toolkit with self-evaluation of literacy components and walk-throughs to establish fidelity of implementation.
- Training in math practices/habits of mind and interaction will be provided by *Education Today Group* which supports standards for effective math practice.
- A plan has been developed to orient *new staff* in the core Language Arts and math programs, the common assessments and the comprehensive assessment cycle, as well as other initiatives mentioned.
- A *Turnaround Officer* will be hired as a liaison between Madison-Tallulah Education Center School District and Louisiana Department of Education; one who is experienced in School Improvement, Comprehensive Achievement Plan, monitoring and development, and be able to provide technical assistance regarding the Comprehensive Assessment System, MAP formative/screening tool along with additional diagnostic assessments and progress monitoring tools such as DIBELS and *easyCBM*, matching research-based interventions to identified student needs, developing schedules that promote core and intervention/extension opportunities, and interfacing with parents, community stakeholders
- *District and School leadership Teams, Instructional Coaches, Leadership Coach*, and the remaining staff will receive training and have been using data to inform instruction and interventions. Cycles of data are collected using MAP-during fall, mid-year, and spring, and progress monitoring is scheduled between cycles. Data are reviewed in teams with classroom teachers, instructional coaches, and special education teacher. Diagnostic assessments will be/are available and used to obtain more specific data for explicit interventions and supplemental instruction.
- The teachers will develop data notebooks that reflect common assessments in the core subjects during PLCs Plans to further develop these assessments will be established to develop common performance task assessments that address close reading and constructed written responses to text.
- Additional training is being scheduled to strengthen differentiation and responsiveness to students

within core instruction.

- Extended learning time will be offered through intervention and extension periods each school day for reading and math. A master schedule will be created which provides for 90-minute daily non-voluntary extended learning time within the regular school day. Tallulah Charter School also offers tutoring after school through the *Gift of a Good Start* 21<sup>st</sup> Century School Grant. With this grant, according to the 21<sup>st</sup> CCLC Director funds will be used to offer after-school learning opportunities to each student at the end of the school day, and additional in-service and pre-service school improvement days for staff. A schedule has been developed and can be implemented as soon as grant is awarded.
- Tallulah Charter School will continue to strengthen PBIS components, include systematic cycles of monthly review of behavior data reports, and systematically develop and implement intervention as a response to data.
- Leadership Team will collaborate with Turnaround Officer to create timelines for implementation and supports for team planning and data analysis (calendar for training will be created); will create and publish an assessment, analysis and planning schedule for all instructional teams; will meet to create and publish Professional Development Calendar-approved upon receipt of grant.
- A state *Education Program Consultant* will continue to work with Tallulah Charter School monthly to support the SIG implementation and evaluation.
- Will provide and expand community-oriented events such as Veteran's Day Assembly.
- Add activities as a result of recommendations from our action plan will be addressed.
- Add a *Mentor teacher* who coaches each new teacher for 3 years, and the Mentor teacher will work in partnership with the Instructional Coaches.
- Rehire a *FTE Family and Community Coordinator* to support school goals around engagement, attendance, and early childhood education resources.
- Provide ongoing training and support on attendance protocols, programs, and services available to support families at Tallulah Charter School
- Provide ongoing training and support to the Principal from the *Principal Coach/Mentor*.
- A *Science Facilitator* will be hired to help the science teachers with interventions in Science.
- A *Math Facilitator* will be hired to help the math teachers with interventions in Math.
- *Instructional Interventionists* will be hired to assist with Tier II and III interventions with struggling students in math and literacy.
- A *Band, Music, Art, and Foreign Language teacher* will be hired to provide enrichment and electives.
- Will update all technology and install learning apps to support practice of Common Core State Standards skills.
- Provide counseling as needed to the students from the *Counselor*.
- The *Grant Manager* in collaboration with the *Chief Executive Officer* will provide budget tracking and management for all funding sources available to Tallulah Charter School in an effort to support coordination of services and support
- Every *student* will be assigned a mini-laptop computer. The building will be equipped to operate these computers while students are in the classroom and storage cabinets will be purchased to store the computers for recharging. Students will have access to their computer at all times during the school day and during the after school program. Each classroom will also be equipped with five iPads so that students can learn about the different forms of technology and to use when they work in their collaborative groups during instruction. All teachers will be provided with a multimedia center that allows them to facilitate both individual and whole class computer use. *Teachers* will be provided professional development in the integration of computers in the classroom, as well as in integrating them with their Smart Board.

In summary, the current capacity of Madison-Tallulah Education Center School District Leadership and Tallulah Charter School fully supports implementation of each component of the School Transformation Model. During the planning year, the school will determine the best option for extending student learning

time, complete planning for implementation of instructional coaching and peer mentoring, and add specificity to the staff incentive component of the transformation model. They will also continue building on the foundation of work that was begun through the Continuous Comprehensive Achievement Plan. The district and school leadership has the capacity to fully implement all activities related to this plan.

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.

Madison-Tallulah Education Center School District is committed to providing the resources and time required by this plan to ensure improved results for the students at Tallulah Charter School. It is our hope that efforts within this plan will inform the district in selecting interventions that lead to improved outcomes for students. In order to accomplish this, the district will align and leverage resources in the school and district and coordinate funding sources to ensure that maximum stewardship principles are observed. The district will remain open to looking at ways to support students that may be different and/or unique, while following all rules and regulations.

Funding sources include General Funds, Title I, Title II, IDEA, 21<sup>st</sup> CCLC, MFP, CNP, and other related school improvement grant funds, including School Improvement Grant (SIG) funding.

The following program funds will begin allocating set-asides to support implementation of strategies for school improvement plan and to support activities aligned with the School Transformation Model:

<b>Funding</b>	<b>Activities</b>	<b>Support</b>
<b>Title I, Title II, IDEA, SIG, General Funds</b>	Professional Development (CCSS Writing, ELA, Math, Data, PBIS, Classroom Management, Differentiation, Data, Growth Mindset, Intervention materials, Salary for Instructional Assistants, 1FTE Reading Specialist, Professional services, Curriculum, Software	Title I and Title II-A both provide funds for professional development that enables teachers and administrators to impact instruction using best practices. <b>IDEA B</b> grants to state and local education agencies to offset part of the costs of the K-12 education needs of children with disabilities
<b>21<sup>st</sup> Century Community Learning Centers</b>	A Gift of Good Start Afterschool Program	21 <sup>st</sup> CCLC is the only federal funding source dedicated exclusively to afterschool programs.
<b>General Funds, MFP</b>	Increased Front Office Staff, Increased Front Office Staff PLCs, School Nurse, Core subjects curriculum adoption, Full day pre-kindergarten, Testing/data technical support	MFP is the formula that determines the cost to educate students at public elementary and secondary schools and defines state and local funding contributions to each district. Education officials often use the term "MFP" to refer specifically to the portion the state pays per student to each school district
<b>School Improvement Grant</b>	Specialized Professional Development, Instructional Coaches, Leader, Family and Community Coordinator, Materials	These grants are targeted to support implementation of the fundamental changes needed to turn around the

	to support implementation such as manipulatives, consumables supplies, parent and community engagement materials, substitutes, trainings, Mentoring new teachers, Professional Technical Support from MAP, DIBELS, Study Island, Stipends, Class size reduction, Counselor, Certified and classified staff	lowest-achieving schools.
<b>CNP</b>	Breakfast, lunch, snack	Child Nutrition Program – Administered by State agencies, each of these programs helps fight hunger and obesity by reimbursing schools for providing healthy meals to children

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 District Leadership and School Leadership Team reviewed current policies and practices at the district and school level and did not find any that would negatively impact any of the strategies or activities associated with the School Transformation Model or did not find any policies or practices that would negatively impact implementation of the School Transformation Model. Many policies would support the model as it is a continuous improvement model. Therefore, the district doesn't anticipate any significant need in developing or modifying policies to support implementation of the transformational SIG model.

In order to maintain this level of non-impact, the district will establish a Chief Executive Officer's Advisory Council (CEOAC). The Council will consist of the Chief Executive Officer, Principal, SIG Team Members, Turnaround Officer, Parent(s), and Family and Community Coordinator. The CEOAC will meet monthly to discuss implementation and any barriers that may be impeding the efforts to implement the SIG plan. Barriers will be identified by Professional Learning Communities (PLCs), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education by the Chief Executive Officer as requested by the CEOAC.

Tallulah Charter School is a Type 2 independent autonomous charter school; therefore, it already has autonomy over staffing, curriculum, and budget decisions. In other words, Tallulah Charter School leaders and the Board are free to make decisions about staffing, curriculum development, budgeting, and other factors to meet the needs of its students. Evaluation of all programs is ongoing. We will continue to evaluate, through data and other means, to modify policies or practices.

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

Madison-Tallulah Education Center School District has made a concerted effort to ensure that the programs and resources that will be implemented under the school improvement grant are able to be sustained after funds run out.

*In order to sustain the reforms after the funding period end, the Madison-Tallulah Education Center*



***School District will:***

The Turnaround Officer along with the Chief Executive Officer and the Board of Education will monitor sustainability of the Transformation model as well as provide support and oversight throughout the implementation process. The selected activities, system adjustments, and professional development to build staff capacity will ensure that the Transformation goals will last beyond the scope of the grant.

The School Leadership Team is ready to begin making system adjustments to support sustainability of the Transformation School Model. For example, the School Leadership Team is prepared to provide incentives to retain highly qualified staff. There will be extensive opportunities for each staff member to receive further education through professional development. In some of the instances the professional development will allow staff to receive a stipend to further their knowledge and education. Collaboration, communication and commitment are key factors to retaining staff at Tallulah Charter School. These incentives include but are not limited to financial support for continuing education courses and/or additional licensure. By investing in highly qualified staff, the school supports the development of teachers and builds lasting capacity of the staff. Through a vigorous interview process a strong commitment has been made on the part of the remaining staff to ensure that the students at Tallulah Charter School are successful in their academics.

Professional learning activities will be sustained through the continued implementation of a professional learning plan approved by the Leadership Team. Job-embedded professional learning activities will be led by staff that have been trained during the five year grant funding period. Other grants such as Title IA, School Improvement, Title II, and state funds will be used to continue professional learning in subsequent years. During the grant period, we will build accountability with peers, collaborative action teams, and professional learning communities so that existing staff can train new staff and reinforce practices with each other. These job-embedded professional development will provide essential training to build lasting staff capacity. The planned activities include: Continued work with Common Core State Standards ELA, Mathematics and writing training, classroom management training, new staff in-service training, culturally responsive classroom training, growth mindset training, non-cognitive skills training, differentiation training, data team and common formative assessment training, modeling, coaching, co-planning, providing exemplars--strategies designed to provide support and guidance, etc. The format of an embedded cadre is an investment that will enhance the knowledge, understanding, and appreciation of Tallulah Charter School teachers in reading, writing, and mathematics.

Review of the data collection methods, reporting structures, and instructional monitoring will continue, with the School Leadership Team analyzing the effectiveness of our practices on a bi-annual basis. Looking at the data will be a key piece in sustaining the level of student achievement. Tools, new curricular materials, additional professional development, and enhanced parent/community involvement will be acted upon in alignment with the goals of the School Improvement Grant. Frequent progress monitoring of School Improvement Grant activities will occur between school/district leadership and external partners. Madison-Tallulah Education Center School District will continue to use formative assessment results to drive classroom instruction with the understanding that student needs shift throughout the school year. Based on on-going evaluation of the program, Tallulah Charter School commits to on-going refinement of transformational model, based on student learning data. We will develop a data warehouse, which will allow for the effective organization and disaggregation of student learning data, through which we expect to monitor the implementation and effectiveness of this proposed intervention.

The Turnaround Officer will provide written monthly updates relative to established Benchmarks to the Chief Executive Officer and monthly reports to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will formulate mid-course corrections as needed. Coaches will keep district leadership informed through a written report of progress submitted weekly.

Collaboration with our partners and Tallulah Charter School Leadership Academy will ensure that all involved with student improvement process, including the Chief Executive Officer and the Board of Education will continue. We will build staff capacity to take on full ownership of school reform efforts and continue the work once partners are no longer engaged and the funding cycle ends.

### **District Level**

At the district level, Chief Executive Officer, Patricia B. Candler has led in such a way that demonstrates she understands a key lever for success in the Transformation Zone is to be a system that continuously learns. Madison-Tallulah Education Center School District is a unique school district in that it is a system that continuously learns and is committed to transforming itself along with the transformation of Tallulah Charter School. See Appendix for resumes and job description.

### **Family and Community Stakeholders**

In order to increase and sustain family and community engagement an ad hoc committee to oversee and monitor the transformation model initiatives will be developed. This committee will be composed of school board members, CEO, staff members, parents and community members. In addition, we will create a section in each monthly newsletter entitled “ School Improvement”. We are also in the process of making our parent/community survey more accessible through SurveyMonkey. We are also in the process of creating a parent resource center where parents will have access to the internet and a variety of resources. In addition, monthly meetings with the Community Council will keep all stakeholder of implementation progress. With district support, a new Parent Leadership Team has been formed that will be totally involved with school improvement especially sustaining the reform.

The district and Tallulah Charter School will utilize a plan of continuous improvement called the Continuous Improvement Curriculum Academic Plan. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus: Student Learning, Effective Teachers and Leaders, and Infrastructure to Support Student Success.

Finally, evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives.

## 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.

Replacing the Principal who led the school prior to commencement of the transformation model is the element being modified. The current principal, Keith Wolfe, was hired in 2013. This modification is with the understanding that with the help of a Principal Coach/technical support, the principal will acquire the skills needed to lead a comprehensive reform process.

Madison-Tallulah Education Center School District believes that replacing the Principal at this time will interrupt the momentum of the school's recent growth and progress towards its overarching goals for improvement (core, behavior, and communication). Madison-Tallulah Education Center School District strongly believes that replacing the Principal could negatively impact other systems and structures already in place, and are confident in the changes we are making towards full implementation of the Transformation School Model; all with the singular goal of working to ensure we are providing a quality and welcoming environment for all our students.

Madison-Tallulah Education Center School District will provide support for the Principal by providing a .6 FTE or three day per week Principal Coach or a Mentor as well as technical support. This experienced professional will be a seasoned, retired Principal or a Mentor from a high-performing school who can provide support to the Principal to reinforcement the obvious support that will be provided by the Turnaround Officer. Through this initiative the principal will continue or acquire new skills in analyzing data to drive successful instruction, developing public relations systems to ensure the community is informed of school goals and achievements, researching education trends and best practices, make effective classroom visits, monitor the implementation of literacy and mathematics tiered intervention programs, analyze data and provide useful feedback to teachers, provide leadership and direction for the Leadership Team, and facilitating continuous improvement by enabling staff to participate in communities of learning. We will search for other Turnaround Principals, the Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year. Therefore, the Principal Coach will provide leadership training, on-site coaching, and proven leadership structures.

In addition, the principal will develop his skills as an instructional leader by utilizing the support from Louisiana Department of Education. The listed tools and resources will support the Principal with decision making and empowerment as he leads Tallulah Charter School. See below:

- Louisiana Principal's Teaching and Learning Guidebook
- TAP Educator Support and Evaluation System
- Principal Goal Setting Guidance
- Professional Learning Modules

**Monitor:** The Principal Coach will provide the Chief Executive Officer with weekly briefs on the progress of the Principal. The Principal will attend monthly meetings with Chief Executive Officer (who has extensive experience providing leadership that improves student achievement) and school support team to monitor progress and identify additional support needed for SIG/Leadership work. The Chief Executive Officer and the school support team will use the Principal Monitor to evaluate the Principal monthly.

**Evaluation:** This improvement will be manifested by increased student achievement which will be evident by at least 10% improved end of the year state test scores for 2016. The principal effectiveness

will be reviewed prior to full implementation in year 2 and every year of the SIG grant.

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

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

**N/A. Madison-Tallulah Education Center School District does not plan to implement a whole-school reform model.**

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

**N/A. Madison-Tallulah Education Center School District does not plan to implement a restart model.**

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

### **Timeline Delineating the Steps for Implementing the Selected Intervention**

#### **Pre-Implementation Year 1**

<b>Implementation Task</b>	<b>Timeline</b>	<b>Person Responsible</b>
Chief Executive Officer's Advisory Council (CEOAC)	Monthly	Turnaround Officer
Leadership/Advisory Team Meeting	September 2015	Turnaround Officer Coaches
PTA/Parent Advisory Council	September 2015	Parents Community Member
Upon notification of award Leadership team and principal meet to determine next steps with achievement data	October 2015	Chief Executive Officer
Plan back-to-school events to introduce SIG and increase family engagement	October 2015	Family and Community Coordinator

Involve staff, parents, community partners	October 2015/ May 2016	Family and Community Coordinator
Review and revise Continuous Curriculum Achievement Improvement Plan as needed	October 2015/ May 2016	Turnaround Officer Coaches
Identify and order supplies/materials needed to support SIG implementation	October 2015	Turnaround Officer Coaches
Plan for increased learning opportunities for staff, retreat	October 2015	Turnaround Officer Coaches
Brainstorm leadership opportunities for students	October 2015	Counselor
Investigate extended year/summer school programs	October 2015	Turnaround Officer
Data Team meetings	October 2015/ Every six weeks	Turnaround Officer
Continue to strengthen PBIS components and include cycles of monthly review of behavior data to inform interventions	October 2015- May 2016	Counselor
Purchase supplemental curriculum and other materials	October 2015	Turnaround Officer
Meet monthly with Family Advisory Board prior to First Wednesday meetings	October 2015- June 2016	Family and Community Coordinator
Begin "First Wednesday" family and community meetings and input cycles	October 2015- June 2016	Family and Community Coordinator
Hold Louisiana Report Card meeting and input cycle with family and community members; share discipline data	October 2015	Chief Executive Officer Turnaround Officer
Engage in curriculum alignment process	October 2015/ May 2016	Turnaround Officer Coaches
SIG Implementation monitoring Quarterly meetings with district leadership and school leadership, and school support team to monitor progress and identify additional support needed for SIG work.	Beginning October 2015/Quarterly	Chief Executive Officer Turnaround Officer
Peer Mentoring Principal create plan for peer mentoring	Beginning October / May 2016	Mentor
Principal Mentoring	Beginning October / May 2016	Principal Coach
Personal Writing with performance task assessment	October 2015- December 2015	Consultant
Establish and implement PLC cycle processes	October 2015	Turnaround Officer
Outline calendar and agendas for parent engagement activities	October 2015	Family and Community Coordinator
Purchase technology for instruction and incentives	October 2015	Turnaround Officer
Develop school and community engagement activities	October 2016	Family and Community Coordinator
Parent conferences and Title I parent/community presentations	November 2015	Family and Community Coordinator
Give formative assessments to grades 3-5; 2 <sup>nd</sup> grade completes performance tasks as appropriate	November-December 2015	Coaches
PTA/Parent Advisory Council	December 2015	Parents

		Community Member
Leadership/Advisory Team Meeting	December 2015	Turnaround Officer Coaches
Administer first trimester interim assessments	December 2015	Coaches
Argumentative Writing with performance task assessment	January 2016-March 2016	Consultant
Administer second trimester interim assessments	February 2016	Coaches
PTA/Parent Advisory Council	March 2016	Parents Community Member
Leadership/Advisory Team Meeting	March 2016	Turnaround Officer Coaches
Conduct parent conferences and Title I presentations, survey parents	April 2016	Family and Community Coordinator
Leadership Team meets to plan Summer School 2016	April 2016	Turnaround Officer Leadership Team
Administer third trimester interim assessments and submit student work samples online	May 2016	Coaches
Leadership/Advisory Team Meeting	June 2016	Turnaround Officer Coaches
PTA/Parent Advisory Council	June 2016	Parents Community Member
Post any open positions for 2016-2017 hiring; conduct screening and hiring	June 2016	Chief Executive Officer
Summer School and Back to School event	July 2016- August 2016	Coaches Turnaround Officer
Leadership Team meets; professional development for 2016-17 planned and published with calendars for assessment and planning.	May 2016	Turnaround Officer Leadership Team
Annual Report	September 2016	Turnaround Officer
Program evaluation	September 2016	External Evaluator

### Implementation Year 2

Implementation Task	Timeline	Person Responsible
Chief Executive Officer's Advisory Council (CEOAC)	Monthly	Turnaround Officer
Needs assessment	August 2016	Turnaround Officer
Administer all pre-assessments	August 2016	Coaches
Implementation of extended learning time	August 2016	Turnaround Officer
Peer Mentoring Principal create plan for peer mentoring	Beginning August 2016/Ongoing	Mentor
Principal Mentoring	Beginning August 2016/Ongoing	Principal Coach
Data Team meetings	Every six weeks/Ongoing	Turnaround Officer Leadership Team
Leadership/Advisory Team Meeting	September 2016	Turnaround Officer Coaches

PTA/Parent Advisory Council	September 2016	Parents Community Member
Meet monthly with Family Advisory Board prior to First Wednesday meetings	September 2016- June 2017	Family and Community Coordinator
Begin "First Wednesday" family and community meetings and input cycles	September 2016- June 2017	Family and Community Coordinator
Hold Louisiana Report Card meeting and input cycle with family and community members; share discipline data	October 2016	Turnaround Officer Leadership Team
Narrative Writing with performance task assessment	October 2016- December 2016	Consultant
SIG Implementation monitoring Quarterly meetings with district leadership and school leadership, and school support team to monitor progress and identify additional support needed for SIG work.	November 2016	Turnaround Officer Leadership Team
Parent conferences and Title I parent/community presentations	November 2016	Family and Community Coordinator
Give formative assessments to grades 3-5; 2 <sup>nd</sup> grade completes performance tasks as appropriate	November 2016- December 2016	Coaches
PTA/Parent Advisory Council	December 2016	Parents Community Member
Administer first trimester interim assessments	December 2016	Coaches
Mathematics with performance task assessment	January 2017- March 2017	Coaches
Administer second trimester interim assessments	February 2017	Coaches
PTA/Parent Advisory Council	March 2017	Parents Community Member
Leadership/Advisory Team Meeting	March 2017	Turnaround Officer Coaches
Conduct parent conferences and Title I presentations, survey parents	April 2017	Family and Community Coordinator
Leadership Team meets to plan Summer School 2018 along with program Director	April 2017	Turnaround Officer Leadership Team
Administer third trimester interim assessments and submit student work samples online	May 2017	Coaches
PTA/Parent Advisory Council	March 2017	Parents Community Member
Leadership/Advisory Team Meeting	June 2017	Turnaround Officer Coaches
Summer academy	June 2017- July 2017	Coaches
Post any open positions for 2017-2018 hiring; conduct screening and hiring	June 2017	Chief Executive Officer
Summer School and Back to School event	July 2017- August 2017	Coaches Turnaround Officer

Leadership Team meets; professional development for 2017-18 planned and published with calendars for assessment and planning.	August 2017	Turnaround Officer Leadership Team Chief Executive Officer
Annual Report	September 2017	Turnaround Officer
Program evaluation	September 2017	External Evaluator

### Implementation Year 3

Implementation Task	Timeline	Person Responsible
Chief Executive Officer's Advisory Council (CEOAC)	Monthly	Turnaround Officer
Administer all pre-assessments	September 2017	Coaches
Data Team meetings	Every six weeks	Leadership Team Chief Executive Officer
Leadership/Advisory Team Meeting	September 2017	Turnaround Officer Coaches
PTA/Parent Advisory Council	September 2017	Parents Community Member
Meet monthly with Family Advisory Board prior to First Wednesday meetings	September 2017- June 2018	Family and Community Coordinator
Begin "First Wednesday" family and community meetings and input cycles	September 2017- June 2018	Family and Community Coordinator
Hold Louisiana Report Card meeting and input cycle with family and community members; share discipline data	October 2017	Chief Executive Officer Turnaround Officer
SIG Implementation monitoring Quarterly meetings with district leadership and school leadership, and school support team to monitor progress and identify additional support needed for SIG work.	Beginning August 2017/Quarterly	Turnaround Officer
Peer Mentoring Principal create plan for peer mentoring	August 2017/ May 2018	Mentor
Principal Mentoring	August 2017/ May 2018	Principal Coach
Performance task assessment	October 2017- December 2017	Coaches
Parent conferences and Title I parent/community presentations	November 2017	Family and Community Coordinator
Give formative assessments to grades 3-5; 2 <sup>nd</sup> grade completes performance tasks as appropriate	November 2017- December 2017	Coaches
PTA/Parent Advisory Council	December 2017	Parents Community Member
Leadership/Advisory Team Meeting	December 2017	Turnaround Officer Coaches
Administer first trimester interim assessments	December 2017	Coaches
RICC with performance task assessment	January 2018- March 2018	Coaches



Administer second trimester interim assessments	February 2018	Coaches
PTA/Parent Advisory Council	March 2018	Parents Community Member
Leadership/Advisory Team Meeting	March 2018	Turnaround Officer Coaches
Conduct parent conferences and Title I presentations, survey parents	April 2018	Family and Community Coordinator
Leadership Team meets to plan Summer School 2018 along with program Director	April 2018	Leadership Team Chief Executive Officer
Administer third trimester interim assessments and submit student work samples online	May 2018	Coaches
PTA/Parent Advisory Council	March 2018	Parents Community Member
Leadership/Advisory Team Meeting	June 2018	Turnaround Officer Coaches
Post any open positions for 2018-19 hiring; conduct screening and hiring	June 2018	Chief Executive Officer
Summer School and Back to School event	July 2018- August 2018	Coaches
Leadership Team meets; professional development for 2018-19 planned and published with calendars for assessment and planning.	August 2018	Turnaround Officer Leadership Team Chief Executive Officer
Present to the Board of Education and other stakeholders the data and findings from the SIG grant implementation and means for sustaining post-grant.	August 2018	Chief Executive Officer
Annual Report	September 2018	Turnaround Officer
Program evaluation	September 2018	External Evaluator

#### **Post-Grant Sustainment Years 4 and 5**

<b>Implementation Task</b>	<b>Timeline</b>	<b>Person Responsible</b>
Chief Executive Officer's Advisory Council (CEOAC)	Monthly	Turnaround Officer
Administer all pre-assessments	September 2018/2019	Coaches
Leadership/Advisory Team Meeting	September 2018/2019	Turnaround Officer Coaches
PTA/Parent Advisory Council	September 2018/2019	Parents Community Member
Data Team meetings	Every six weeks	Leadership Team Chief Executive Officer
Meet monthly with Family Advisory Board prior to First Wednesday meetings	September 2018/2019- June 2019/2020	Family and Community Coordinator
Begin "First Wednesday" family and community meetings and input cycles	September 2018/2019- June 2019/2020	Family and Community Coordinator
Hold Louisiana Report Card meeting and	October 2018/2019	Chief Executive Officer

input cycle with family and community members; share discipline data		Turnaround Officer
Performance task assessment	October 2018/2019- December 2018/2019	Coaches
Parent conferences and Title I parent/community presentations	November 2018/2019	Family and Community Coordinator
Give formative assessments to grades 3-5; 2 <sup>nd</sup> grade completes performance tasks as appropriate	November 2018/2019- December 2018/2019	Coaches
PTA/Parent Advisory Council	December 2018/2019	Parents Community Member
Leadership/Advisory Team Meeting	December 2018/2019	Turnaround Officer Coaches
Administer first trimester interim assessments	December 2018/2019	Coaches
Leadership/Advisory Team Meeting	December 2018/2019	Turnaround Officer Coaches
Performance task assessment	January 2019/2020- March 2019/2020	Coaches
Administer second trimester interim assessments	February 2019/2020	Coaches
PTA/Parent Advisory Council	March 2019/2020	Parents Community Member
Leadership/Advisory Team Meeting	March 2019/2020	Turnaround Officer Coaches
Conduct parent conferences and Title I presentations, survey parents	April 2019/2020	Family and Community Coordinator
Leadership Team meets to plan Summer School 2019	April 2019/2020	Turnaround Officer Leadership Team
Administer third trimester interim assessments and submit student work samples online	May 2019/2020	Coaches
Leadership/Advisory Team Meeting	June 2019/2020	Turnaround Officer Coaches
PTA/Parent Advisory Council	June 2019/2020	Parents Community Member
Post any open positions for 2019-2020 hiring; conduct screening and hiring	June 2019/2020	Chief Executive Officer
Summer School and Back to School event	July 2019/2020- August 2019/2020	Coaches
Leadership Team meets; professional development for 2019-2020 planned and published with calendars for assessment and planning.	August 2019/2020	Turnaround Officer Leadership Team Chief Executive Officer
Program evaluation	September 2019/2020	External Evaluator
Final Report	September 2019/2020	Turnaround Officer

**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"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>
--	------------------------------------

**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.

**These funds will be used at Tallulah Charter School. No funds will be used for LEA level activities.**

Object	Expenditure Category	Year 1	Year 2	Year 3	Year 4	Year 5	COMBINED FUNDING
100	Salaries	\$ 288,425.00	\$ 288,425.00	\$ 288,425.00	0	0	\$865,275.00
200	Employee Benefits	\$ 72,474.41	\$ 72,474.41	\$ 72,474.41	0	0	\$217,423.24
300	Purchased Professional/Tech Svcs.	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	0	0	\$300,000.00
400	Purchased Property Services	0	0	0	0	0	0
500	Other Purchased Services	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	0	0	\$4,500.00
600	Supplies	\$ 73,500.00	\$ 73,500.00	\$ 73,500.00	0	0	\$220,500.00
700	Property	\$ 0	\$ 0	\$ 0	0	0	0

TOTAL	\$535,899.41	\$535,899.41	\$535,899.41	0	0	\$1,607,698.24
-------	--------------	--------------	--------------	---	---	----------------

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

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

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

Year 1 Budget: Pre-Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

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

	Year 1		Year 2	Year 3	Year 4	Year 5	5-Year Total
	Pre-Implementation	Full Implementation					
<b>School-Level Activities</b>	\$500,000	\$1,107,698.24					
<b>LEA/CMO-Level Activities</b>	\$0		\$0	\$0	\$0	\$0	\$0
<b>Total Budget</b>	\$1,607,698.24						

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

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

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
<b>School-Level Activities</b>	\$535,899.41	\$535,899.41	\$535,899.41	<b>0</b>	0	\$1,607,698.24
<b>LEA/CMO-Level Activities</b>	\$0	\$0		\$0	\$0	<b>\$0</b>
<b>Total Budget</b>	\$535,899.41	\$535,899.41	\$535,899.41	<b>0</b>	<b>0</b>	\$1,607,698.24

*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:**

<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>
--	------------------------------------

**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
Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.	September 2015	General Funds
Provide remediation and enrichment to students at Tallulah Charter School	September 2015 – May 2016	\$19,000
Identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement	September 2015-ongoing	\$14,000
Compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.	September 2015- June 2016	\$10,375
Train staff on the implementation of new or revised instructional programs that is aligned with the school’s comprehensive instructional plan and the school’s intervention model.	September 2015- June 2016	\$10,000

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

**Intervention Activities**

*Year 2 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
Retain principal	September 2015	General Funds
Assign effective teachers and leaders to lowest achieving classes	September –October 2015	General Funds
Recruit, place and retain staff/Select new staff /Replace staff deemed ineffective	September 2015– November 2015	\$500
Support for staff being reassigned	September 2015 –June 2016	General Funds
Create partnerships to support transformation model	October 2015	General Funds
High-quality, job-embedded professional development	September 2015 –June 2016	\$14,000
Implementing data collection and analysis structures	September 2015 –May 2016	\$3,000
Increase learning time (extended day, week, and/or year)	September 2015 –June 2016	\$16,000
Student supports (emotional, social, and community-based)	September 2015 –June 2016	\$6,375
Purchase infrastructure and technology equipment and supplies	October-November 2015	\$15,000
LEA-activities designed to support implementation of the transformation model	September 2015 –June 2016	General Funds



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

**Intervention Activities**

*Year 3 is for Full Implementation*

<b>Activities</b>	<b>Timeline</b>	<b>Costs</b>
Administer all pre-assessments	August 2018	General Funds
Data Team meetings	Every six weeks	General Funds
“First Wednesday” family and community meetings and input	Monthly	Title I
Hold Louisiana Report Card meeting	October 2018	General Funds
Performance task assessment	Quarterly	General Funds
Parent conferences and Title I parent/community presentations	Quarterly	Title I
Give formative assessments for LEAP to grades 3-7; 2 <sup>nd</sup> grade completes performance tasks as appropriate	Fall, mid-year, Spring	General Funds
Administer interim assessments	Fall, Mid-year, Spring	General Funds
Leadership Team meets to plan Summer School 2019	April 2019	General Funds
Post any open positions for 2019-2020 hiring; conduct screening and hiring	May 2019	\$500
Summer School, Back to School event	July/August 2019	Title I
Leadership Team meets; professional development for 2019-2020 planned and published with calendars for assessment/planning	August 2019	General Funds
Professional Developments.	September-ongoing	\$5,250.00

**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>
Administer all pre-assessments	August 2018	General Funds
Data Team meetings	Every six weeks	General Funds
“First Wednesday” family and community meetings and input	Monthly	Title I
Hold Louisiana Report Card meeting and input cycle with family and community members; share discipline data	October 2018	General Funds
Performance task assessment	Quarterly	General Funds
Parent conferences and Title I parent/community presentations	Quarterly	Title I
Give formative assessments for LEAP to grades 3-7; 2 <sup>nd</sup> grade completes performance tasks	Fall, mid-year, Spring	General Funds/Title I
Administer interim assessments	Fall, mid-year, Spring	General Funds
Leadership Team meets to plan Summer School 2019 along	April 2019	General Funds
Post any open positions for 2019-2020 hiring; conduct screening and hiring	May 2019	\$250.00
Summer School, Back to School event	July/August 2019	General Funds
Leadership Team meets; professional development for 2019-2020 planned and published with calendars for assessment and planning.	August 2019	General Funds
Professional Developments	September-ongoing	\$ 5,250.00

**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>
Planning Team Retreat to Assess Year 4 and Sustainability	July 2020	\$ 5,250.00
ELA/Writing Summer Institute	July 2020	\$13,000
New Math Curriculum Professional Development	August 2020	\$14,000
Continued Professional Development Activities	Ongoing school year	\$8,375
Monitor Progress	Ongoing school year	\$4,000