

**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>	Mildred Osborne Charter School
<b>Name of Superintendent/CEO</b>	Andrew Shahan
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**A. SCHOOL TO BE SERVED: Provide information about the school to be served with a School Improvement Grant.**

Official Name of School	Site Code (6 digits)	NCES ID (12 digits)	Priority or Focus School	Intervention Model*	Amount Requested
Mildred Osborne Charter School	373002	220014102367	Priority	Transformation	\$1,983,998.69

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

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**School Profile**

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Urban	100	434	527	508	508	508	508

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

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

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.

Osborne has not been awarded a SIG grant prior to SY14-15.
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Optional: Additional contact information or information about the school to be served:

NA
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## SECTION 1: SCHOOL NEEDS

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- 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.

### **Needs Identified**

Each year ARISE Schools conducts a rigorous needs analysis via internal controls and an external organization that consists of a quantitative analysis of student performance data, stakeholder input and external reviews. The primary focus of the needs analysis is student achievement and evaluating the deficiencies present.

### **Quantitative Analysis of Student Performance Data**

Mildred Osborne Charter School believes that the continual use of well thought out data systems for student achievement pinpoint needs and allow for targeted intervention to take place. We approach scholar data in three ways to help us then drive towards our solutions: Micro, Macro and Meta.

- Micro-level data is data that is used in the classroom daily to target student needs.
- Meta-level data provides information on students for longer periods of time, and this information is gathered via unit tests, Interim Assessments and reading benchmarks.
- Macro-level data, such as PARCC and LEAP/iLEAP, indicates larger trends to help us identify needs.

### **Student, Staff and Families Surveys**

Mildred Osborne Charter School uses a variety of student, staff and family surveys to gain key insights into our performance and to identify areas to improve. We have a full Survey Monkey account that we use frequently, such as after weekly one-on-one coaching debriefs. We also send out a survey every quarter to generate an overall assessment of how the school year is progressing. After every Professional Development session, we have staff evaluate the effectiveness of our presentations, connect how what they learned will drive student achievement, and get ideas on how to improve. Additionally, we send home surveys with families to get feedback and see what else is needed or wanted to address the academic needs of our scholars, as well as holistically addressing scholar needs that will drive towards student achievement. We also survey our scholars with age-appropriate surveys to see their opinions and get their ideas on how to engage them in academics and surrounding opportunities.

### **External School Review**

Mildred Osborne Charter School has New Schools for New Orleans conduct two full school reviews each year. These reviews interview and survey every staff member, as well as

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parents, students and community members, over various aspects of our schools functioning. This information is then correlated via on-site data collection from a group of educators from New Orleans but outside of the ARISE Schools network. The results bring to light key areas of strengths to build on and areas to grow.

Through this thorough analysis, we have identified these urgent identified needs that are key factors in the areas our school needs to improve:

- 1) Increase teacher effectiveness through high-quality coaching and professional development (Excellent Teacher Development)
    - a. Evidence: Through partnering with Match, our school recognizes that a lead teacher must score at least a 6 on our 10-point rubric in order to be an effective teacher. However, the goal is for teacher to continue to grow throughout the year to become as close to a strong 10-score teacher as possible to provide the best learning opportunities for our scholars. This occurs through
  - 2) Increase differentiation and intervention for scholars who are off grade level (High-Dosage Tutoring)
    - a. Evidence: Students within the same classroom are at different grade levels for their proficiencies in math, reading, and writing. By developing small-group instruction through high-dosage tutoring, an educator can target a select, small group of students who are off grade level while another teacher addresses the larger, more homogenous group of students on or closer to grade level.
  - 3) Invest in quality of unit assessments aligned with Common Core (Use of Data in Instructional Practice)
    - a. Evidence: Through in-house and external reviews, Mildred Osborne Charter School has received feedback that the school has a strong alignment in our interim assessments and analysis with Common Core. However, the school and its educators need to focus on developing high-quality units with unit assessments that align with Common Core that will allow for more frequent analysis that aligns with end-of-year goals.
  - 4) Re-structure learning time through scheduling (Extended Learning Time)
    - a. Mildred Osborne Charter School's students experience "summer slide" each year. This evidence is found in the assessments students take at the end of one academic year to indicate final growth versus where they arrive as a baseline summative assessment the next academic year. This data is evident in MAP, STEP, and F&P.
  - 5) Increased Social-Emotional and Community-Oriented Supports for Students and Families
    - a. Evidence: Students and families at Mildred Osborne Charter School often experience stress and challenges outside of the school day. Aftermath of these issues persist within the school day for students who are grappling with making the best choices for their academic achievement. Social workers, psychologists, and positive behavior systems empower scholars to make the best choices for their academic achievement.
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- 3) **Family and Community Input.** Describe how the LEA has taken into consideration family and community input in selecting the intervention.

Mildred Osborne Charter School uses a variety of surveys to gain key insights into our performance and to identify areas to improve. We send home surveys with families to get feedback and see what else is needed or wanted. We also survey our scholars with age-appropriate surveys to see their opinions and get their ideas.

Additionally, at community events, such as our ARISE Open House in July 2015 or our annual Fall Fest in October of each year, we invite community members to join us. School leadership and the CMO team work diligently to meet community members and hear their ideas at events such as this, recording comments from conversations that will improve interventions for our students and school.

Mildred Osborne Charter School recognized the value of more parent input, and beginning this year, they are opening the school for quarterly functions called "ARISE in Action." During these events, parents have coffee and donuts with school leadership, visit the classrooms of the students, and provide feedback about their experiences with the school. Our first "ARISE in Action" occurred in mid-August 2015, and the feedback from that event included chats about many of our selected interventions that will be covered later in this application.

Moreover, Mildred Osborne Charter School hosts five "point of entry" tours each year, beginning in AY 2014-15, where community members are invited to learn more about our school by walking the halls, chatting with leadership teachers, and meeting students. Within 48 hours of a tour, a CMO team member calls the visitors with the specific task of 1) thanking them for attending and 2) requesting feedback about how the school was perceived, what was strong, and what could be improved. These conversations are recorded and shared with school leadership, and then analyzed and embedded into intervention decisions. During our tours last year, we had artists, neighborhood residents, church pastors, educational consultants, university representatives, bankers, nonprofit leaders, and parents attend our tour, with an average of five new guests at each event.

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## SECTION 2: INTERVENTION DESIGN

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

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

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

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

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

### **Intervention Model Chosen**

Based on Osborne's identified needs, the transformation intervention model best fits the needs of the school community in our pursuit to create a world-class school where every scholar is successful in high school, college, and beyond. The four key areas of the Transformation model (flexible and sustained support, extended learning time, comprehensive instructional reform, and teacher development) align ideally with our areas of need.

### **Theory of Change**

In 2012, Dr. Roland Fryer and Dr. Will Dobbie collected data on the inner workings of 39 charter schools in New York City and correlated this data with measures of school effectiveness. They found that five specific policies accounted for 45% of the variation of school effectiveness: ***excellent teacher development, the use of data to guide instruction, high-dosage tutoring, increased instructional time, and high expectations***. This research was conducted on schools serving similar populations of students as Osborne, and we believe that this research is incredibly useful and specific to our work here in New Orleans East.

### ***Excellent Teacher Development***

Research has consistently shown that the greatest factor in student achievement is the teacher. In Fryer's study, he found that the typical teacher at a high-achieving elementary school receives feedback 15.89 times per semester, compared to 10.23 times at other charter schools. The typical teacher at a high-achieving middle school receives feedback 16.50 times per semester, over twice as much as teachers at other charter schools. At ARISE Schools, we design our program to be able to meet this level of teacher support. We have worked with MATCH Schools out of Boston to design our coaching program. The Osborne coaching program holds these characteristics sacred:

- Every teacher is assigned a coach and will be coached at least once a week.
  - Coaches have a face-to-face coaching debrief that includes an active practice component once a week after observing the teacher.
  - Coaches will support teachers at the end of each debrief (i.e. professionalism responsibilities, resource discovery, additional practice, etc.)
  - Coaches will schedule weekly pop-in observations as follow up (if needed) from
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coaching sessions and to see trends in grade levels or across subject areas.

- Evaluations will take place three times a year and be conducted by OSBORNE trained coaches who are not the teacher's permanent coach.

At ARISE Schools, we believe in the power of an effective teacher and we are dedicated to supporting the development of an effective teacher in every teacher! From this well developed system of teacher support, we can pull data to make further decision on professional development needs from school trends to individual needs.

### ***Data-Driven Instruction***

The use of data helps to adjust tutoring groups, assign remediation, modify instruction, and create individualized student goals. The use Interim Assessments allows teachers and school leaders to "test our teaching" and see which students master important strands of information. Fryer's research found that high-performing schools used pre-planned rigorous assessments to discuss student data often.

At Mildred Osborne Charter School, scholars are assessed throughout the year in various capacities. ARISE Schools knows that data-driven instruction allows for targeted lessons and ensures teachers are driving towards the most rigorous instruction possible.

#### ***Formative Assessment in Math***

Students in grades K-8 take an interim math assessment (IA) each marking period. Teachers at Mildred Osborne Charter School follow a math-pacing guide to guide what is taught when. This system will allow students to be adequately prepared to reach end-of-year goals.

Teachers assess students weekly with a quiz. Teachers also spiral standards into the curriculum through the use of a daily or weekly spiral review and entrance tickets. Exit tickets are often used as an assessment of the skill learned that day in math class. Math grades are tracked by standards using Kickboard, which is an online grade book.

The math big goal is 85% mastery of all standards by all students. Students are to score 70% mastery of the grade level Standards to move on to the next grade level.

#### ***Formative Assessment in Literacy***

One form of literacy assessment used by ARISE Schools is the STEP assessment. Students in grades K-2 will be "STEPed," either until they have moved to third grade or have achieved a STEP 12. Once students have reached third grade of STEP 12, they will be assessed using the Fountas and Pinnell Benchmark Assessment System (F&P). All grades levels, including K-2, will use F&P for nonfiction text.

STEP and F&P help guide our literacy instruction at ARISE Schools. All members of the staff are trained to administer and analyze STEP and/or F&P. The STEP and F&P assessments will happen four to five times throughout the year, including the diagnostic wave. New students entering the ARISE Schools network will be assessed during summer orientation or the first few weeks of school. Returning students will have data from the previous school year to use as baseline data. This STEP and F&P data will determine reading group placement. Reading groups (guided reading, DI, and Junior

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Great Books) begin in mid-August.

Using STEP and F&P as a guide, students will grow in reading from level to level. At OSBORNE, our goal is 4 STEPs or F&P levels of growth in one year, but varies depending on the student's specific level. If a student comes to an ARISE School below grade level, his or her target might change. After each STEP/F&P wave, STEP and F&P analysis is a part of our program. Analysis of STEP and F&P data provides teachers with information about students' reading strengths and needs. Using this information, teachers will be able to create an action plan to provide the crucial targeted instruction needed to accelerate each student's reading progress. STEP and F&P are tools used to help the school teams identify struggling students and proactively select and develop interventions.

During each grade levels guided reading block, the students will be in homogeneous groups according to their reading ability. The majority of teachers in the building will be trained and will teach guided reading, Junior Great Books, LLI, and/or Direct Instruction daily. Guided Reading teachers, who work with small groups, will be required to record anecdotal notes and observations during guided reading. These notes will provide daily instructional guidance and also will allow more data for intervention teachers to use when providing additional targeted instruction. These notes will also be used when grading scholars and entered into Kickboard, our online grade book.

### ***High-Dosage Tutoring***

Almost all charter schools offer some sort of tutoring, but Fryer found that high-achieving charter schools are far more likely to offer high-dosage tutoring. Twenty-seven percent of high-achieving elementary schools offer high-dosage tutoring compared to 18 percent of low-achieving schools. Twenty percent of high achieving middle schools offer high-dosage tutoring, while none of the low-achieving schools do. The study defined small group tutoring as six or fewer students in a group with a teacher, meeting four or more times per week. ARISE Schools builds its schedules, curricula and staffing in order to create high dosage tutoring scenarios for all our students.

### ***Increased Instructional Time***

Fryer's research shows that high-achieving charter schools have a longer instructional year and day than other charter schools. The typical high-achieving elementary school has 189.93 instructional days and an instructional day of 8.01 hours, compared to 183.73 instructional days and 7.57 instructional hours at other charter schools. The typical high-achieving middle school meets for 195.20 instructional days, with a typical instructional day lasting 8.20 hours. Other charter middle schools in this sample meet for only 185.00 instructional days with an average day of 7.88 hours. In other words, high-achieving charter schools provide about 26.20 percent more instructional hours per year than an average school.

Mildred Osborne Charter School has an instructional day of 480 minutes or 8 hours. We are building our calendar to have 190 school days in order to put our scholars in a zone of "high achievement" as Fryers research demonstrates. We are also very intentional about the number of minutes that we focus on our academic subjects. Our scholars receive more than three hours of literacy instruction and a minimum of one-and-a-half hours of math.

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### **High Expectations**

Fryer's research also showed that high-achieving charter schools are more likely to have higher academic and behavioral expectations compared to other charter schools and are more likely to have school-wide disciplinary policies. These high-achieving schools prioritized "a relentless focus on academic goals and having students meet them" and "very high expectations for student behavior and discipline" as top priorities.

Every aspect of Mildred Osborne Charter School's design is grounded in our mission to ensure every student receives an education that will make him or her college ready. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that a culture of no excuses and a belief in the ability of all students to achieve at high levels is of paramount importance to securing positive student outcomes.

Successful urban school leaders echo the same core belief about building a successful school: a highly disciplined culture is integral to establishing an environment where students can achieve at high levels.

We have built structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway. Our students know what is expected of them for every transition and component of the typical school day.

- 5) **Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
- 6) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State's academic standards. For Priority schools, the State has identified two additional priorities for which LEA's may choose to align evidence-base strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

Below are proven strategies to support interventions that result in increased student achievement:

#### **Culture of High Achievement (High Expectations)**

Mildred Osborne Charter School strongly believes in the motto of growth mindset and the belief that basic

qualities are things that can be cultivated effort: "The view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value." Our school works diligently to empower our scholars with this belief to drive high achievement, and we wish to increase this effort through the support of SIG funding.

Our vision for a culture of high achievement aligns directly with what Barth describes in "The Culture Builder," "that the school will be a community, a place full of adults and youngsters who care about, look after, and root for one another and who work together for the good of the whole, in times of need and times of celebration. Every member of a community holds some responsibility for the welfare of every other and for the welfare of the community as a whole." Only through this feeling of community will the culture of high achievement truly take root and blossom into metrics that can be evaluated and celebrated.

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To do this, we have invested in a full-time social worker, through Communities In Schools, to develop a highly detailed caseload of scholars and families and act as a family liaison. Our CIS social worker will be charged with identifying at-risk students and matching them and their families up with services that are available both in the school and the community. Additionally, we have two full-time school psychologists to provide critical services and expertise on learning challenges that we have in our school population. These staff members will help educate and empower our scholars, and families, to identify and make strong, positive decisions that will directly impact their growth mindset and success; therefore, these staff members will holistically and powerfully address and improve the culture of high achievement. The Director of Student Support Services will be the direct leader for the social worker.

On a teacher level, we will continue to build this culture of high achievement for our students through data tracking on Kickboard. We will use Kickboard as we always have, to track academic scores, but beyond that, our teachers will track behavioral data and analyze it for trends. Through these trends, our school leadership team and student support team will be able to create trainings on how to respond to specific behaviors and challenges that will better prepare our teachers. Simultaneously, our social worker and school psychologist will be able to address the analyzed needs to the individual scholars with whom they work, but also keep a pulse on the climate of the school and note any students who may need to join their caseloads from both quantitative and qualitative standpoints. The assistant principals will oversee the implementation and efficacy of data entry into Kickboard on a weekly basis.

Weekly, teachers give students choices and encourage them to make productive decisions through restorative justice. All students start with 100 points or “on green or blue.” Points are awarded or removed with actions (or for younger students, graphics are moved up and down on a color scale). Students are given multiple opportunities to correct their non-productive behaviors, and frequent celebrations reward students for their success. PBIS celebrations are separate for celebrations of academic achievement, and 100% of students may earn participation. This data is tracked by teachers on Kickboard, our online academic and behavioral tracking system. From this analysis of this data, we implement Positive Behavioral Interventions and Supports (PBIS) for our students. Through our analysis, we will be able to directly link - in a quantitative manner - the correlation between strong, positive behavioral choices and their significant, positive impact on achievement. PBIS will be a structured manner to reward this correlated behavior to academics, encouraging our scholars to continue making decisions that put learning and mastery first when in the classroom. The assistant principals will oversee the implementation and efficacy of PBIS on a weekly basis.

Mildred Osborne Charter School relies on partnerships with local organizations and individuals that support and deliver physical, social, emotional, and wellness supports to students and families. Through seamless service partnerships, and providers that offer service at Mildred Osborne Charter School, students have access to a wide variety of mental and physical health resources. The following list demonstrates the various MOUs ARISE Schools maintains to help Mildred Osborne Charter School leverage wraparound services for students and their families:

- Communities in Schools of Greater New Orleans (mental health, links to community services)
  - GNO Immunization Network and Bus, for vaccinations at school and in community.
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- For Your Eyes Only 20/20, for on-site vision screenings and glasses.
  - Smile Louisiana, for on-site oral exams, cleanings, x-rays, fluoride, fillings, and referrals.
  - New Orleans Speech and Hearing from Tulane University Graduate Social Work Interns, for social support of students.
  - LAS-PIC: LSU School of Allied Health, where OSBORNE serves as an accredited APA internship site that brings the expertise of Veteran School Psychologists into our schools.
  - Magellan, a state resource for grief, trauma, and crisis.
  - Youth Opportunities Center, for chronic absenteeism and wraparound support.
  - City of New Orleans Crisis Team Network, for psychological evaluation and treatment options.
  - Local shelters, homes, food banks and governmental services, for additional support.

This intervention strategy for a culture of high achievement aligns closely with the state's focus on early childhood education as it ensures each child has the support needed to fully engage with the rigorous content which s/he needs to learn.

### **Blended, Personalized Learning (Data-Driven Instruction)**

Data shows we need to continue to drill down to personalize content to the learning needs of *each* student at Mildred Osborne Charter School. Personalized learning through blended adaptive programming in various content areas allows for this need to be met. Through these programs, such as ST Math, Compass, and Math Facts in a Flash, our teachers can gather and analyze academic data, and build a learner profile for each scholar. However, we recognize that integrating blended learning effectively is a must for it to make a difference in student achievement. Purchasing programs is not enough; continued buy in, fidelity, and connections to direct instruction of content are equally as important to scholars' success with personalized learning. Therefore, OSBORNE looks to make a commitment to create multiple opportunities for personalized trainers from the products we purchase to visit our schools, observe our teachers and students in action with the programs, facilitate professional development, and meet in small groups to address qualitative and quantitative trends. The principal will schedule the professional development opportunities for personalized learning programming, and the assistant principals will ensure implementation and efficacy the programming on a weekly basis.

Our multi-year goal is to have all of these data sources report to one platform, Illuminate, so teachers can use a one-stop shop to see a full-fledged learner profile that outlines strengths, needs, motivations, and goals for each scholar that will aid in data analysis, drive instruction, and inform the feedback cycle. This system would connect with Activate Instruction, a free online platform with "playlists" that our educators can 1) either create from scratch or 2) revise from what already exists from educators in schools like Summit Public Schools. Through these "playlists," teachers will be able to pull leveled articles, engaging videos, educational games, and assessments for comprehensive, meaningful connections between teachers, students and learning resources. The principal will schedule the professional development opportunities for Illuminate, and the assistant principals will ensure implementation and efficacy the programming on a weekly basis.

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To ensure that all components of personalized, blended learning align - the technology, the standards and curricula, the programs, the professional development, the fidelity, and the accountability, to name a few - OSBORNE will hire support in the role of a Director of Technology. This director will operate both in the realm of technology and academics, building a bridge for our educators between both necessary components for student achievement. The director will attend the same professional development trainings as our teachers for personalized, blended learning. The director also will participate in additional sessions that will allow him or her to be an in-house lead facilitator that drive our knowledge and skills about personalized, blended learning forward. The principal will be the direct leader for the director of technology.

This intervention strategy for personalized, blended learning aligns closely with the state's focus on technology and innovation, as well as early childhood education.

### **Residency Program (High-Dosage Tutoring & Excellent Teacher Development)**

The ARISE Schools Teacher Residency Program is a one-year urban education fellowship with four Teacher Residents at Mildred Osborne Charter School and six Teacher Residents at ARISE Academy. This is a multifaceted strategy in our Transformation interventions. The Director of the Teacher Residency leads the program, overseeing the Teacher Residents and the Mentor Teachers; the Chief Academic Officer hold the director accountable and coaches him/her on how to implement a strong program for high-dosage tutoring, development of new teachers, and development of new leaders.

First, the Residency Program addresses the increased need for high-dosage tutoring: Teacher Residents will work with small groups of students in core subjects and build strong relationships with them and their parents, creating a model of high-dosage tutoring. Teacher Residents will play a vital role in our schools because they provide personalized attention (academically and through mentoring) to students, which has proven to have tremendous impact on students' academic success via Fryer's studies.

Every Teacher Resident will tutor at least 15 scholars throughout the school year by pulling them to a small-group table during the practice portion of lessons. At this table, two to three scholars (at a time) will receive high-dosage tutoring through intensive, personalized feedback. The lead teacher (also known as the Mentor Teacher in the residency classrooms) will continue to work with, monitor, and provide feedback to the majority of scholars in the classroom, while the Teacher Resident engages with the small group of scholars. These scholars at the small group will be selected based on data analysis, determined by the scholars who are at an "Approaching Basic" and need additional support to meet and exceed grade-level expectations.

Furthermore, our Teacher Residents will forge close relationships with the scholars they tutor and their families, whom the residents must call at least once a week to update on the academic and behavioral status of each scholar. Residents from our partner, Match, have shared the power this relationship building holds and the difference it can make: "[The] tutor-parent relationship empowers parents to continue the teaching at home: 'knowing what we are working on at school allows parents to emphasize the same things at home – kids get a double dose of learning, there is a consistency there that is really important.' (Match-ing Students with Excellent Tutors, 2014)."

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Second, it addressed Excellent Teacher Development for our veteran teachers: To increase capacity of leadership development within our school, we will select - through an application and interview process - six teachers from Mildred Osborne Charter School to act as Mentor Teachers to the Teacher Residents. These six Mentor Teachers will each have Teacher Resident housed in their classroom, who will observe the Mentor Teacher's exemplar management moves and academic delivery of core content. Although there will be Resident Director who oversees the program and coaches the Teacher Residents through weekly observations and debriefs, the Mentor Teachers will be the first line of coaching and supervision for the Teacher Resident.

To support this additional layer of leadership for Mentor Teachers, the Resident Director will 1) develop a leadership rubric on which to set goals, monitor growth, and evaluate Mentor Teachers' coaching and supervision of Teacher Residents, 2) facilitate monthly professional development sessions of various coaching, modeling, and co-planning protocols for Mentor Teachers to use with Teacher Residents, 3) observe and provide feedback for Mentor Teachers' weekly active practice sessions with Teacher Residents, and 4) check in with each Mentor Teacher every week through various modes of communication to proactively provide support and troubleshoot challenges as they Osborne.

From this layer of the residency program, OSBORNE believes we will 1) empower our teachers to become true school leaders that drive positive culture and morale, 2) increase long-term retention of veteran educators as they develop and grow both as teachers and leaders, and 3) create an internal leadership pipeline that will build a pool of qualified candidates if/when positions in school and network leadership need to be filled with highly qualified individuals.

Third, this program as an intervention continues in the strategy of Excellent Teacher Development with novice educators: All Teacher Residents will engage in three weeks of training (prior to students returning) to orient our residents to the residency program, the community, and their schools. Staff, including the program director, the principals and assistant principals, and mentor teachers, will lead these training sessions. Education specialists will offer intensive instruction in tutoring techniques, time management of lessons, and classroom management.

Throughout the year, Teacher Residents will participate in weekly professional development sessions led by teachers, school leaders, curriculum experts, and other educators. These sessions will be constructed in response to the development needs of our Teacher Residents. Topics addressed will include cultural awareness, techniques for teaching various content, strategies for behavior management, approaches to partnering with parents, and ways to build relationships with challenging students. They also will have access to all student data regarding the students whom they tutor, and will collaborate with colleagues to implement support plans. Furthermore, all Teacher Residents will participate in teacher preparation curricula created in conjunction with The New Teacher Project. Our Teacher Residents who fulfill all requirements will be licensed teachers at the end of their one-year residency.

Additionally, by generating a rigorous, scaffolded first year of development for our Teacher Residents, who will be licensed by the end of the academic year, this program will benefit the

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pool of teachers in New Orleans. Our Teacher Residents will be better prepared to step into the role of lead classroom teachers within ARISE Schools and other schools within our city, leading to sustainability of the teaching profession within our schools and other schools, as well as a constancy within the broader community. Simply put, better prepared teachers stay in the profession because they find success in the classroom.

This intervention strategy for cultivating a pool of effective teachers aligns closely with the state's focus on autonomy for our network to efficiently respond to the local need for more qualified, skilled teachers in the classroom. It also is an intervention strategy for building a leadership pipeline, which aligns closely with the state's focus on leadership development.

### **Assessments & Data on a Micro Level to Address Rigor of CCSS (Data-Driven Instruction)**

Through our feedback from last year's school review, Mildred Osborne Charter School recognizes that - while we have a strength in generating and using data from a macro level - we have gaps in the micro-level of gathering data and analyzing it. We need to ensure all levels of planning, instruction, and analysis shift to the rigor and demands of CCSS. In order to make the gains needed to impact student achievement, this identified gap needs to quickly become a strength. Therefore, with SIG funding, we will transform this gap into a strength by training teachers within our school to become CCSS-content leads who analyze student work from this year through deep dives of content- unit plans, assessments, and lesson plans - against the work produced by our students. From that informed position, these teachers who are content leads will develop curricula over the summers that will include strong, CCSS-aligned objectives and assessments that our teachers can use to analyze accurate data that will drive effective instructional responses. We propose to hire these content leaders over the course of three summers to fully develop these curricula. The principal will be the direct leader for the educators who plan CCSS-aligned curricula via units and unit plans.

This intervention strategy for developing lead content planners for Common Core-aligned assessments and curricula for assessment and analysis aligns closely with the state's focus on continued implementation of the Common Core State Standards and the ability for school districts to make decisions on curriculum and materials that support the standards.

### **Year-Round School & Adding Days (Increased Instructional Time)**

This issue has been tracked both nationally and locally, with NSNO creating a presentation that addresses the issue: "Dramatic losses over the summer are countering the hard work teachers are putting in to drive kids forward in these early grades. If the losses were mitigated, our youngest students would be more likely to be on track to the CRT by 3<sup>rd</sup> grade and schools would have a greater likelihood of achieving their goals and mission." Of 25 grade levels at multiple schools being on grade level at the end of the year, only 4 remained on grade level at the beginning of the next year after "summer slide." This fact means that 84% of the cohort experienced "summer slide" after aggressively closing the achievement gap during the school year.

With this information in mind, Mildred Osborne Charter School is strategically extending its school year to squelch the effects of "summer slide" documented by John Hopkins' School of Education in "Why Summer Learning Deserves a Front-Row Seat in the Education Reform Arena":

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Most youth lose about two months of grade level equivalency in mathematical computation skills over the summer months. More importantly, however, low-income youth also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, Nye, Charlton, & Greathouse, 1996). This disparity has grave consequences for disadvantaged young people. Differences in a child's summer learning experiences during his or her elementary school years can impact whether that child ultimately earns a high school diploma and continues on to college (Alexander, Entwistle, & Olson, 2007).

Fryer states that the typical high-achievement elementary school has 190 instructional days, with each instructional day being 8 hours long. We are missing 20 school days to meet this mark, although we have been working to address the issue by adding 8 days this year and totaling to 170 school days total. With SIG funding, we will move towards implementing a required 8-hour-a-day summer school that includes academics and enrichment during the month of June to minimize the effects of summer slide.

The principal will be the direct leader for extending the school year. This intervention strategy for extending the school year and school day closely with the state's focus on autonomy for local school districts and leaders to efficiently respond to local needs, such as responding to "summer slide."

#### **Increased Family & Community Engagement (High Expectations)**

In addition to our other bold transformational inter strategies to better educate students, OSBORNE will harness the power of families as we work together to build a world-class school. As an open-enrollment, Recovery School District charter, Mildred Osborne Charter School must engage and recruit families from communities across Orleans Parish, not just within the neighborhoods surrounding the school. SIG funds will allow Mildred Osborne Charter School to educate the public about its programming, the One-App enrollment process, and community events. Mildred Osborne Charter School will pursue radio ads, strategically placing them on stations typically listened to by our current and prospective students, to reach families and communities, create interest in ARISE Schools, and draw in more stakeholders. We also will pursue billboards, bus shelters, and benches to provide highly visible messaging. All methods communicate the same ARISE Schools SIG efforts: Excellent Teacher Development, Data Driven Instruction, High Dosage Tutoring, Increased Learning Time and High Expectations. Ongoing family and community meetings allow families to provide feedback on interventions and programming. The principal will be the direct leader for increasing family engagement through branding and awareness with support from the social worker.

This intervention strategy for personalized, blended learning aligns closely with the state's focus on early childhood education. OSBORNE recognizes the importance of the family-home connection, and increased communication to families applies to all priorities from the state (doing with, not to).

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- 7) **External Providers.** *(If applicable)* The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.
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Through the CMO, Mildred Osborne Charter School has a solid and successful relationship with Communities in Schools of Greater New Orleans to train social workers and place them in the school at a reduced cost to the LEA. Communities in Schools' programming and resources are developed upon the wraparound services model. Additionally, Mildred Osborne Charter School contracts with special education service providers, including speech pathologists and physical therapists, to meet the needs of specific students who need additional support. These service providers are contracted based on accreditation, past successful experience, success of their intervention work with Mildred Osborne Charter School students, professionalism, and implementation of best practices. The meal provider is vetted and evaluated by the CMO staff with input from Mildred Osborne Charter School leaders, staff, and students.

Furthermore, Mildred Osborne Charter School currently works - and is continually strengthening ties - with two high-quality partners to provide Excellent Teacher Development to our educators, both full-fledged teachers and teacher residents in our residency program:

- Match Education operates high-performing urban public charter schools in Boston, MA. We selected Match as a formal partner after seeing their training of our teachers in 2011-12 and 2012-13 and noting the success those teachers had in their professional development. Match then worked with us to develop coaching models to create more effective classrooms, which our school leadership team uses on a weekly basis through an observation-and-feedback cycle. Moreover, Match will help us build our Teacher Residency via AmeriCorps funding to which they have applied and through replication of their high-dosage tutoring program. We decided to continue this work with them based on past successful experience, success of their feedback cycle with Mildred Osborne Charter School staff, professionalism, and implementation of best practice. Match also has replicated similar high-dosage tutoring programs in places nationwide that include Chicago, Newark, and Houston. We will evaluate this partnership based on the growth of our teachers and teacher residents meeting their goals. For example, the goal of teacher residents is to grow to a 6 on the ARISE 10-point rubric.
  - The New Teacher Project works to ensure that poor and minority students get excellent teachers. Many of our teachers have gone through certification via TNTP, and we have established a relationship with them by hiring their TeachNOLA first-year teachers, sending teachers to their first-year institute, and enrolling our teachers in their summertime Good to Great Institute. We decided to expand our work with them based on certification, past successful experience, professionalism, and implementation of best practice. We are now working to partner with them for curricula and licensure of our Teacher Residents. TNTP will partner as a consultant on this project to advise on best practices and program structure as it relates to training, supporting, and licensing new teachers. Building on previous experience partnering with another New Orleans CMO on their Believe and Prepare grant, TNTP will apply key learnings from that partnership to support a successful launch and first year of the program. We will evaluate this partnership based on the growth of our teacher residents meeting their goal for licensure.
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- 8) **Planning/Pre-Implementation.** *(For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school)* Describe planning and other pre-implementation activities, provide a timeline for implementing those activities, and describe how those activities will lead to successful implementation of the selected intervention.

NA

- 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.

During the academic year, Mildred Osborne Charter School will host monthly “Family Learning Nights” for families to learn more about the academic strategies their students are using in school. During these sessions, families will also learn about blended, personalized learning and how it will positively impact the achievement of their students. Examples of the programs will available for families to explore, and when Illuminate is introduced in the second year of SIG funding, a component of “Family Learning Nights” will be dedicated to showing families how to access their students’ learning profiles from a laptop and/or phone platform.

During the day, once each quarter, the school hosts “ARISE in Action,” a time for parents to enjoy coffee with school leadership as they learn about the previous quarter’s successes, upcoming interventions, and other news. Our last “ARISE in Action” welcomed 30 families into our school to learn about updates for the school year. Within this visit, families are encouraged to pop into their students’ classrooms to observe the teaching and learning taking place as well.

Additionally, Mildred Osborne Charter School invites parents to join the Parent-Teacher Association, which meets one evening a month to learn more about the interventions and other activities occurring in the school. Parents who want to join a specific committee, such as the technology committee, fundraising committee, or sunshine committee. While these committees may or may not relate directly to an intervention, bringing families into the school based on their interest provides an opportunity to relay important information about our interventions during interpersonal interactions.

Furthermore, the full-time social worker, who also is our family liaison, reaches out to families on a regular basis to update them about intervention happening and opportunities available in our school.

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### SECTION 3: GOALS

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

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

**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
51	NA	61	71	81	91	100

**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: 3rd		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
59	NA	69	79	89	95	<b>100</b>

Grade: 3rd		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
42	NA	50	60	70	80	<b>90</b>

Grade: 4 <sup>th</sup>		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
60	NA	69	79	89	95	<b>100</b>

Grade: 4 <sup>th</sup>		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
37	NA	50	60	70	80	<b>90</b>

Grade: 5 <sup>th</sup>		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
52	NA	62	72	82	92	100

Grade: 5 <sup>th</sup>		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
54	NA	62	72	82	92	100

Grade: 6 <sup>th</sup>		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
65	NA	75	85	95	100	100

Grade: 6 <sup>th</sup>		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
63	NA	75	85	95	100	100

Grade: 7 <sup>th</sup>		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
NA	NA	75	85	95	100	100

Grade: 7 <sup>th</sup>		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
NA	NA	75	85	95	100	100

Grade: 8 <sup>th</sup>		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
NA	NA	75	85	95	100	100

Grade: 8 <sup>th</sup>		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
	NA	75	85	95	100	100

- 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.

Mildred Osborne Charter School constantly assesses itself on student outcomes and leading indicator data to see if we are on track to meet our goals. We use the following data sources to capture our efficacy:

Data Sources:

a. Weekly observations – School Principal, Assistant Principals, Director of Student Support Services will conduct 20-minute observations of every educator at least once a week, debriefing teachers on observations in that same week. During this time, each educator receives a goal to work towards; observations provide data to indicate whether a teacher mastered or did not master the previous week’s goal. The overall growth point all educators are working towards is mastering 80% of weekly goals within a week. Our Teacher Residents receive the same system of coaching from the Director of the Teacher Residency Program. Additionally, the Principal will conduct twice-a-month observation-and-feedback cycles of the Assistant Principals and the Director of Student Support Services coaching teachers to measure their efficacy of coaching educators during the school year.

b. Formal observations – Assistant Principals and the Director of Student Support Services will conduct three formal observations of each teacher to measure their efficacy during the academic year. Part of the formal observation process will include student achievement data. Our Teacher Residents receive the same system of formal observations from the Director of the Teacher Residency Program. Additionally, the Principal will conduct three formal observations of the Assistant Principals and the Director of Student Support Services coaching teachers to measure their efficacy of coaching educators during the school year.

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c. Formative assessments – The 3<sup>rd</sup> through 8<sup>th</sup> grade assessments will be provided and scored by an external organization – The Achievement Network – that is a national leader in data collection and instructional coaching. As Achievement Network continues to align their product to Common Core assessments, Mildred Osborne Charter School will continue to analyze alignment to PARCC testing. Every quarter, students also will take a reading assessment (STEP in K-2 and F&P in 3-8) to measure their reading growth in fluency and comprehension. Three times during the year, students also will take the NWEA MAP assessment, a standardized, computer-based assessment that is aligned to Common Core standards.

d. Summative assessments – Mildred Osborne Charter School will use PARCC data to compare both baseline and progress data with schools within New Orleans and throughout the state.

e. Annual Leadership Review by the ARISE Schools Board of Directors will occur at the end of the academic year.

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 School Leadership Team will meet in an annual summer retreat to compare prior year results to current goals and make any necessary alterations to big goals for the following year.

The School Leadership Team will lead the staff in individual goal setting and planning during the summer and early fall professional development to map out how school's yearly student achievement goals will be met.

Furthermore, formal evaluations will be conducted on a quarterly basis for teachers, assistant principals, and the principal.

The School Leadership Team meets specifically five times (mid-September, early- November, late-December/early January, late February, late April) during the school year to plan necessary interventions and introduce program changes based on data sources listed above using

1. Staff input
  2. Support provider input
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- 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).

To provide effective oversight and support for implementation of the selected interventions for Mildred Osborne Charter School, the LEA and CMO have created additional supports in the case that Mildred Osborne Charter School is not meeting the internal goals and standards for student performance experience. In these instances, ARISE Schools will immediately help with taking corrective measures, utilizing all resources (the board of directors, theory, research, and faculty/staff input) to refocus ourselves on our vision and mission, thus taking action to make the necessary changes to produce desired results.

Specifically we will do the following with these data sources.

- a. Daily Observations- Assistant Principals will give written feedback and follow up with a meeting if there are areas of concern during an informal classroom observation.
  - b. Formal Observations- Assistant Principals will give written feedback based on formal observation and lay out strategies for improvement to be implemented in individual professional development plans.
  - c. Formative Data- Mildred Osborne Charter School is committed to fully implementing a program of data-driven instruction and assessment. Mildred Osborne Charter School will gauge the effective implementation of the program based on the rubric established by Paul Bambrick-Santoyo. The rubric includes: (1) the establishment of a data-driven culture, (2) written assessments, (3) analysis procedures, and (4) follow-up action plans. Response time is key to the implementation of this system wherein data is informing the school's decision-making process. We have formalized this process of responding to data by building it into our academic calendar. Every interim assessment cycle is followed by data entry and common planning time without students for teacher analysis of results and planning. The week immediately following the interim assessment cycle is dedicated to the reteaching of problematic objectives as well as reorganizing the delivery of small-group instruction for maximum results.
  - d. Summative Data- Poor end-of-year data indicates the need to respond more comprehensively. In this case the Mildred Osborne Charter School Leadership Team will meet with staff and support providers to plan necessary modifications to academic programs and school culture. ARISE Schools' Board of Directors will be notified of all interventions. The board will check in on intervention progress as the next quarter of data is available. Ineffective teachers will be identified through the rigorous evaluation and professional development goal-setting process, provided a corrective action plan by the School Leaders, and removed by the School Leaders if not making adequate progress. In addition, the ARISE Schools Board of Directors will conduct annual evaluations of the school leaders, 50% of which will be based on student achievement data. If the school leader is not making adequate progress toward achieving goals, the school leader will be placed on probation, provided a corrective action plan by the Board of Directors, and removed by the Board of Directors if ineffective.
  - e. School reviews- Mildred Osborne Charter School will identify high-performing school leaders like Julie Jackson who can provide strategic planning support services to schools to assist them in developing plans to address identified weaknesses. This includes coaching and regular review of objective goals established with the School Principal.
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12) **Accountability.** *(If applicable)* Describe how the LEA will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.

Daily and weekly monitoring of goals (shared above) will be analyzed during quarterly reviews at the school and CMO levels. However, since no funding is being requested for the CMO, there is no additional accountability measure. In regards to the external providers, daily and weekly monitoring of progress and partnership quality will be measured. Specifically, with Communities In Schools, Mildred Osborne Charter School will have evaluations for the social worker three times during the academic year in the same timeframes as teachers.

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

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

Mildred Osborne Charter School constantly assesses itself on student outcomes and leading indicator data to see if we are on track to meet our goals. We use the following data sources to capture our efficacy:

14) 1. Data Sources:

- 15) a. Weekly observations – School Principal, Assistant Principals, Director of Student Support Services will conduct 20-minute observations of every educator at least once a week, debriefing teachers on observations in that same week. During this time, each educator receives a goal to work towards; observations provide data to indicate whether a teacher mastered or did not master the previous week's goal. The overall growth point all educators are working towards is mastering 80% of weekly goals within a week. Our Teacher Residents receive the same system of coaching from the Director of the Teacher Residency Program. Additionally, the Principal will conduct twice-a-month observation-and-feedback cycles of the Assistant Principals and the Director of Student Support Services coaching teachers to measure their efficacy of coaching educators during the school year.
- 16) b. Formal observations – Assistant Principals and the Director of Student Support Services will conduct three formal observations of each teacher to measure their efficacy during the academic year. Part of the formal observation process will include student achievement data. Our Teacher Residents receive the same system of formal observations from the Director of the Teacher Residency Program. Additionally, the Principal will conduct three formal observations of the Assistant Principals and the Director of Student Support Services coaching teachers to measure their efficacy of coaching educators during the school year.
- 17) c. Formative assessments – The 3<sup>rd</sup> through 8<sup>th</sup> grade assessments will be provided and scored by an external organization – The Achievement Network – that is a national leader in data collection and instructional coaching. As Achievement Network continues to align their product to Common Core assessments, Mildred Osborne Charter School will continue to analyze alignment to PARCC testing. Every quarter, students also will take a reading assessment (STEP in K-2 and F&P in 3-8) to measure their reading growth in fluency and comprehension. Three times during the year, students also will take the NWA MAP assessment, a standardized, computer-based assessment that is aligned to Common Core standards.
- 18) d. Summative assessments – Mildred Osborne Charter School will use PARCC data to compare both baseline and progress data with schools within New Orleans and throughout the state.
- 19) e. Annual Leadership Review by the ARISE Schools Board of Directors will occur at the end of the academic year.

20)

21)

- 22) **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.
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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.

23) **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.

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

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

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25) **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.

26) **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.

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27) **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.

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

See Section E.

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

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

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

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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>	\$643021.49	\$668613.60	\$672363.60	\$1,983,998.69
<b>LEA/CMO-Level Activities</b>	\$0		\$0	\$0
<b>Total Budget</b>	\$643021.49	\$668613.60	\$672363.60	\$1,983,998.69

Year 1 Budget: Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

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

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

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

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

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

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

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

The LEA must assure that it will:

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

**LEA agrees to Assurances:**

**Yes**

**No**

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

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

**Intervention Activities**

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

Activities	Timeline	Costs
<p>Placement of 6 Teacher Residents in 1:1 ratio with Mentor Teachers in grades 1-8, including salaries and benefits for residents and stipend for mentors. Novice Teacher Residents gain valuable, supervised experience and support positive student behavior, increased student-adult relationships, increased differentiation of learning, and smaller class sizes. Teacher Residents create future pipeline of talent from which to draw lead teachers in future years. Mentor Teachers receive professional development and coaching as mentors and leaders, practicing and delivering coaching protocols, modeling techniques, difficult conversations, and more. Mentor Teachers create a future pipeline of teacher leaders to strengthen internal support of the school.</p>	<p>July 7, 2015</p>	<p>\$183,484.95</p>
<p>Lead Content Planner teachers will primarily in the summer, and some throughout the academic year, to research and create model CCSS-aligned units, lessons, and assessments. They will analyze student data and trends to help guide rigorous CCSS-aligned materials to meet the needs of students. There is</p>	<p>July 1, 2015</p>	<p>\$12,000.00</p>

<p>one Lead Planner per grade, for each subject math, ELA, science, and social studies. SIG funds will provide stipends for 12 Lead Planners to create and share them with all Mildred Osborne Charter School educators.</p>		
<p>Whetstone is an online platform that houses all feedback for Excellent Teacher Feedback, from weekly observations and debriefs to periodic evaluations to quick feedback forms. Teachers and coaches can log in to this system, seeing the collective history of an educator's growth since beginning work at OSBORNE or since Whetstone was implemented.</p>	<p>July 1, 2015</p>	<p>\$6,550.00</p>
<p>Placement of one whole school social worker through a contract with Communities in Schools of Greater New Orleans. The social worker will provide in-school social and emotional supports, work with the school nurse to bring providers onto campus, and assist families and students in accessing free and low-cost community services.</p>	<p>July 7, 2015</p>	<p>\$60,000.00</p>
<p>Placement of one Director of Technology, who will provide in-school support to technology and to personalized, blended learning programs.</p>	<p>July 7, 2015</p>	<p>\$27,500.00</p>
<p>Placement of two whole school psychologists through a partnership with LSU's School of Allied Health. The psychologists will provide in-school critical services and expertise on learning challenges that we have in our school population.</p>	<p>July 7, 2015</p>	<p>\$72,000.00</p>
<p>Professional Development for Blended, Personalized Learning that creates space for our teachers to build investment, buy-</p>	<p>January 2016</p>	<p>\$29,300.00</p>



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

**Intervention Activities**

*Year 2 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<p>Illuminate is an online platform OSBORNE will use to have all student data sources report, so teachers can use a “one-stop shop” to see a full-fledged learner profile that outlines strengths, needs, motivations, and goals for each scholar that will aid in data analysis, drive instruction, and inform the feedback cycle.</p>	July 2016	\$8,770
<p>Placement of 6 Teacher Residents in 1:1 ratio with Mentor Teachers in grades 1-8, including salaries and benefits for residents and stipend for mentors. Novice Teacher Residents gain valuable, supervised experience and support positive student behavior, increased student-adult relationships, increased differentiation of learning, and smaller class sizes. Teacher Residents create future pipeline of talent from which to draw lead teachers in future years. Mentor Teachers receive professional development and coaching as mentors and leaders, practicing and delivering coaching protocols, modeling techniques, difficult conversations, and more. Mentor Teachers create a</p>	July 2016	\$183,484.95



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

**Intervention Activities**

*Year 2 is for Full Implementation*

<b>Activities</b>	<b>Timeline</b>	<b>Costs</b>
<p>Schools of Greater New Orleans. The social worker will provide in-school social and emotional supports, work with the school nurse to bring providers onto campus, and assist families and students in accessing free and low-cost community services.</p>		
<p>Placement of one Director of Technology, who will provide in-school support to technology and to personalized, blended learning programs.</p>	July 2016	\$27,500.00
<p>Placement of two whole school psychologists through a partnership with LSU's School of Allied Health. The psychologists will provide in-school critical services and expertise on learning challenges that we have in our school population.</p>	July 2016	\$72,000.00
<p>Programming and Professional Development for Blended, Personalized Learning that creates space for our teachers to build investment, buy-in, and expertise in implementing the day-to-day logistics of the program, analyze the data into trends for individuals and groups, and use it to drive real-time instruction. Additionally, this professional development will then build momentum and sustainability in the teachers to create buy-in and motivation</p>	July 2016	\$29,300.00



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

**Intervention Activities**

*Year 3 is for Full Implementation*

<b>Activities</b>	<b>Timeline</b>	<b>Costs</b>
Illuminate is an online platform OSBORNE will use to have all student data sources report, so teachers can use a “one-stop shop” to see a full-fledged learner profile that outlines strengths, needs, motivations, and goals for each scholar that will aid in data analysis, drive instruction, and inform the feedback cycle.	July 2017	\$8,770
Placement of 6 Teacher Residents in 1:1 ratio with Mentor Teachers in grades 1-8, including salaries and benefits for residents and stipend for mentors. Novice Teacher Residents gain valuable, supervised experience and support positive student behavior, increased student-adult relationships, increased differentiation of learning, and smaller class sizes. Teacher Residents create future pipeline of talent from which to draw lead teachers in future years. Mentor Teachers receive professional development and coaching as mentors and leaders, practicing and delivering coaching protocols, modeling techniques, difficult conversations, and more. Mentor Teachers create a future pipeline of teacher leaders to strengthen internal support of the school.	July 2017	\$183,484.95
Lead Content Planner teachers will primarily in the summer, and		\$12,000.00

<p>some throughout the academic year, to research and create model CCSS-aligned units, lessons, and assessments. They will analyze student data and trends to help guide rigorous CCSS-aligned materials to meet the needs of students. There is one Lead Planner per grade, for each subject math, ELA, science, and social studies. SIG funds will provide stipends for 12 Lead Planners to create and share them with all Mildred Osborne Charter School educators.</p>	<p>July 1, 2017</p>	
<p>Whetstone is an online platform that houses all feedback for Excellent Teacher Feedback, from weekly observations and debriefs to periodic evaluations to quick feedback forms. Teachers and coaches can log in to this system, seeing the collective history of an educator's growth since beginning work at OSBORNE or since Whetstone was implemented.</p>	<p>July 1, 2017</p>	<p>\$6,550.00</p>
<p>Placement of one whole school social worker through a contract with Communities in Schools of Greater New Orleans. The social worker will provide in-school social and emotional supports, work with the school nurse to bring providers onto campus, and assist families and students in accessing free and low-cost community services.</p>	<p>July 2017</p>	<p>\$60,000.00</p>
<p>Placement of one Director of Technology, who will provide in-school support to technology and to personalized, blended learning programs.</p>	<p>July 2017</p>	<p>\$27,500.00</p>
<p>Placement of two whole school psychologists through a partnership with LSU's School of</p>	<p>July 2017</p>	<p>\$72,000.00</p>

<p>Allied Health. The psychologists will provide in-school critical services and expertise on learning challenges that we have in our school population.</p>		
<p>Professional Development for Blended, Personalized Learning that creates space for our teachers to build investment, buy-in, and expertise in implementing the day-to-day logistics of the program, analyze the data into trends for individuals and groups, and use it to drive real-time instruction. Additionally, this professional development will then build momentum and sustainability in the teachers to create buy-in and motivation for the students to continue working diligently on the programs, from the first month to the last.</p>	<p>July 2017</p>	<p>\$29,300.00</p>
<p>168 laptops (internet accessible) with laptop carts for students will be purchased to expand and sustain Mildred Osborne Charter School's blended, personalized learning initiative, allowing greater differentiation of learning, lowered costs to do so, and increased access to remediation and enrichment activities during school and after school. Laptops for students significantly ease back-end management and increase teacher monitoring of students web-based learning.</p>	<p>July 2017</p>	<p>\$77,380.00</p>
<p>Extended school year that will eventually, strategically put Mildred Osborne Charter School at a 190-day school year within three years of receiving SIG funding. 18 summer school teachers, 9 pupil support, admin</p>	<p>Summer 2018</p>	<p>\$141,000.00</p>

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**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>

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**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>